

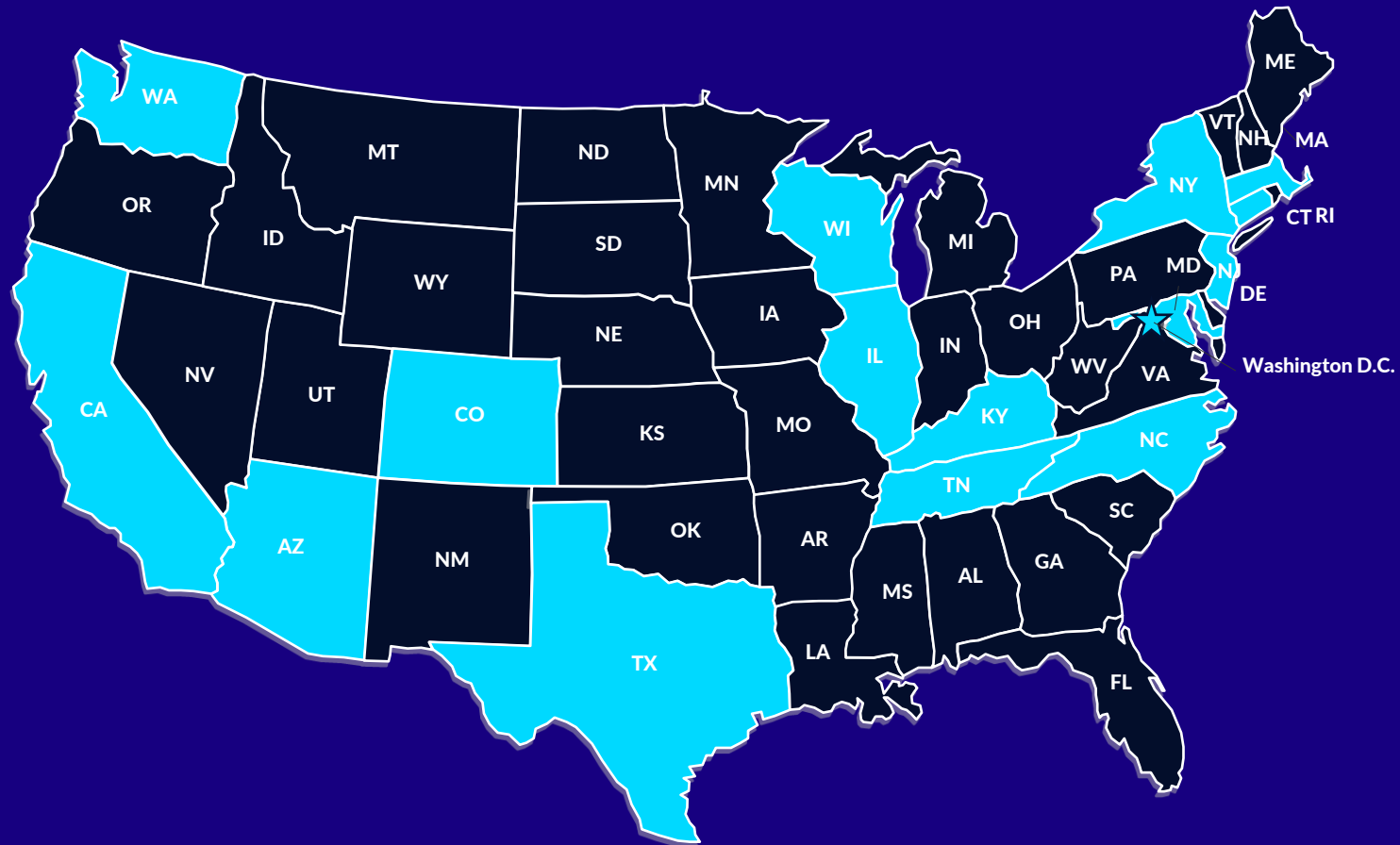
Fourth Annual EdPrepLab Policy Summit

Thriving Leaders, Thriving Schools: Policies for
Effective School Leader Preparation

Agenda


- ▷ Welcome and Introduction
- ▷ Presentation
- ▷ Panel Discussion
- ▷ Summary Remarks
- ▷ Q & A
- ▷ Upcoming Events and Closing

EdPrepLab - A Nationwide Network




For information, resources, and events: www.edpreplab.org

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 EdPrepLab

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Transforming Educator Preparation

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.

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Presentation: Principal Preparation for Deeper Learning



Linda Darling-Hammond

President & CEO
Learning Policy Institute



Marjorie Wechsler

Principal Research Manager
Learning Policy Institute

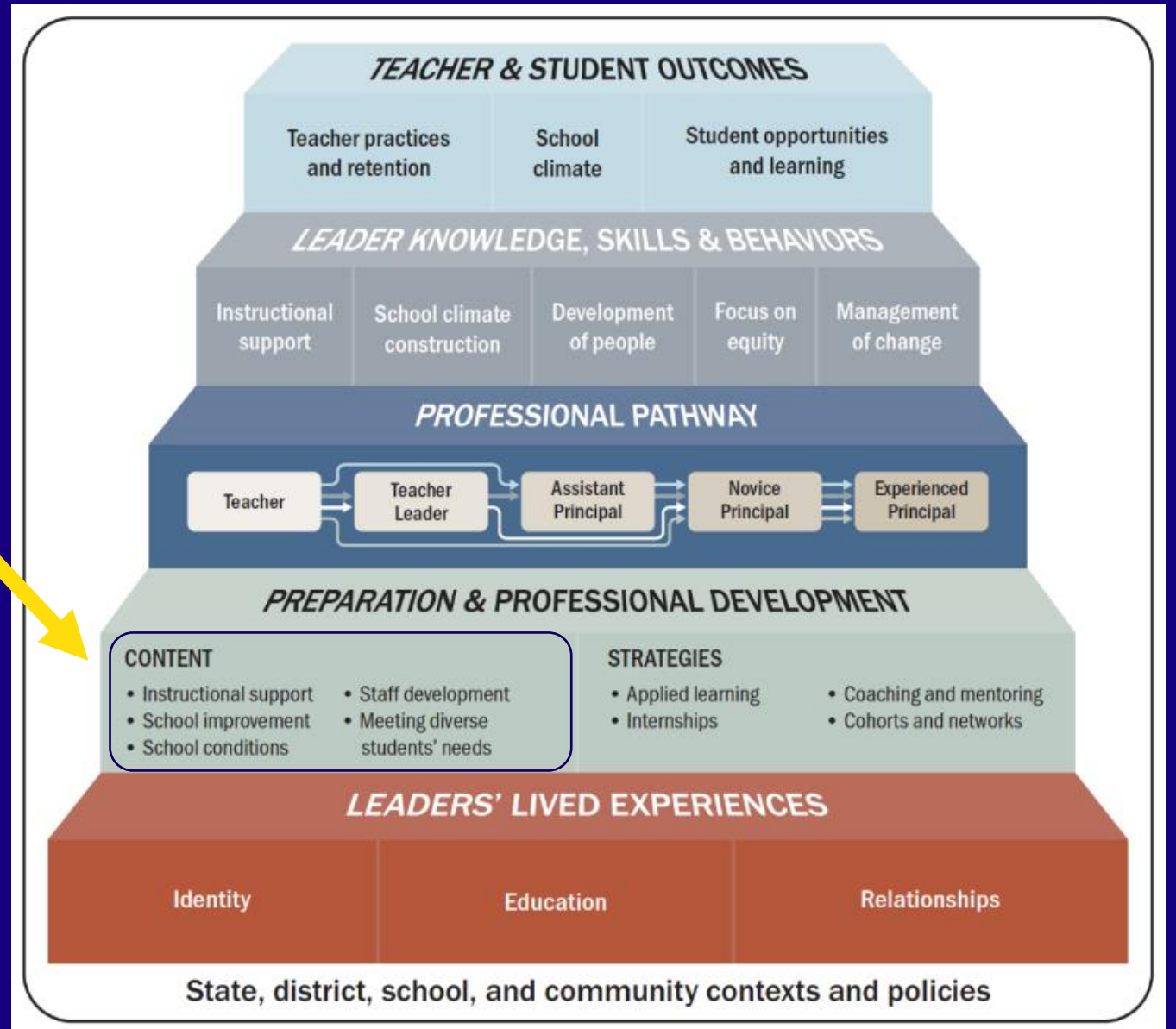


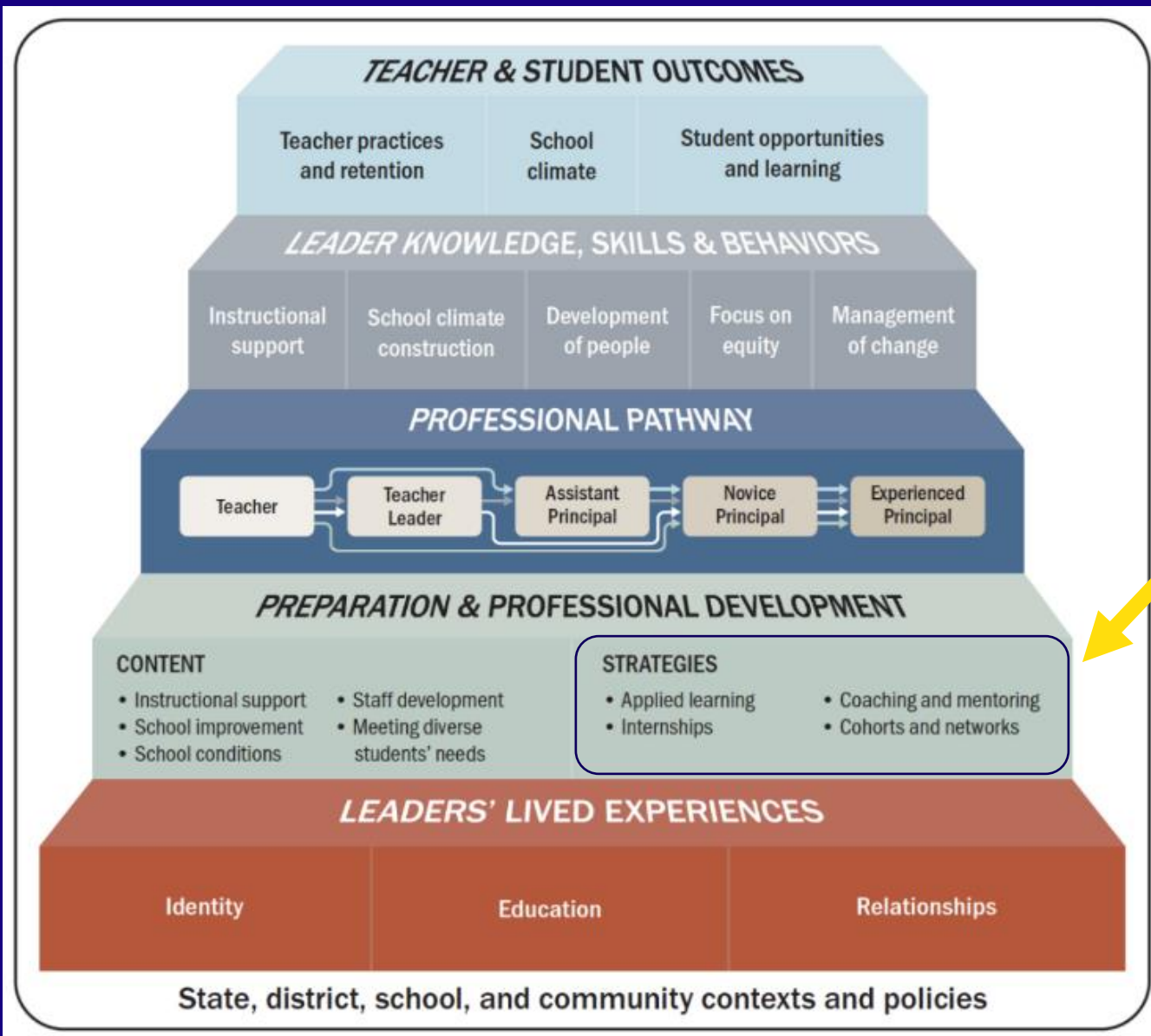
Principals Matter

What are the features of high-quality principal learning opportunities?

Content

- ▷ Instruction
- ▷ School improvement
- ▷ School conditions
- ▷ Staff development
- ▷ Meeting students' needs



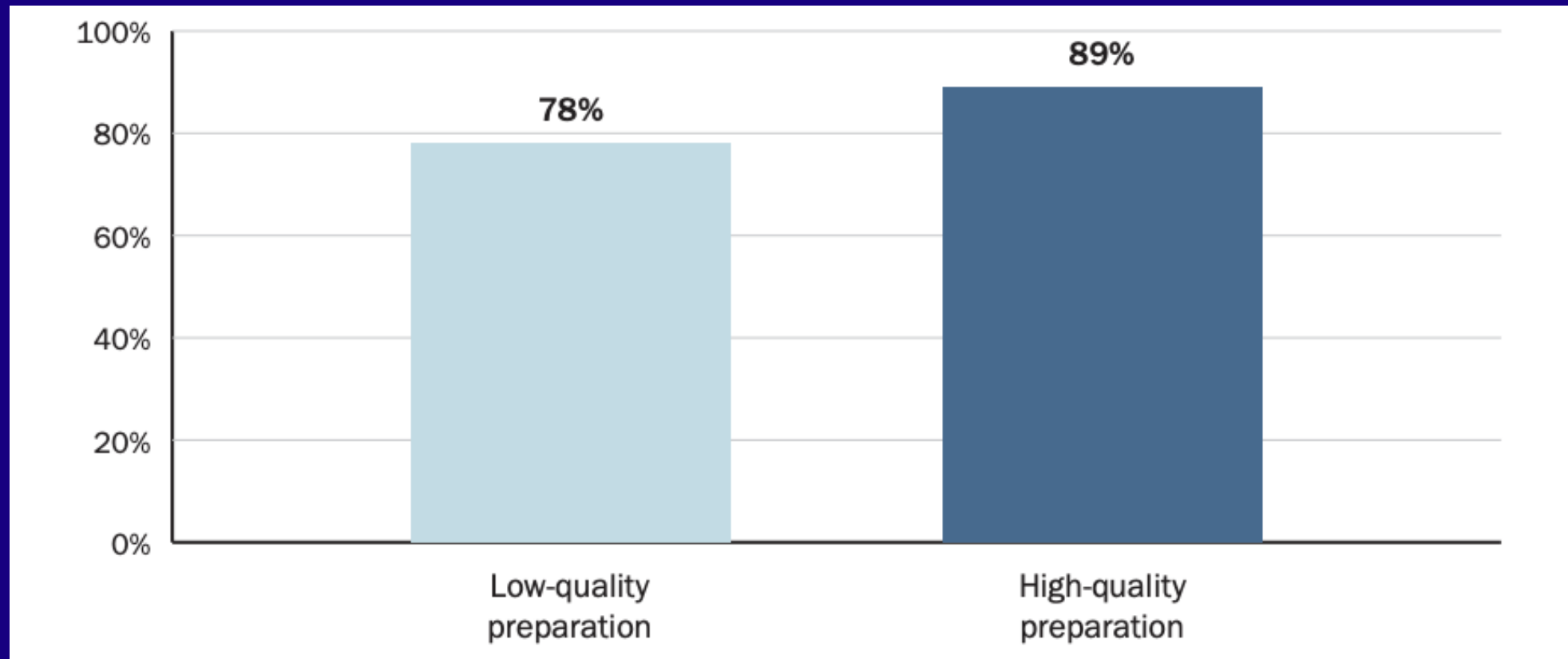


Strategies

- ▷ Applied learning
- ▷ Internships
- ▷ Coaching and mentoring
- ▷ Cohorts and networks

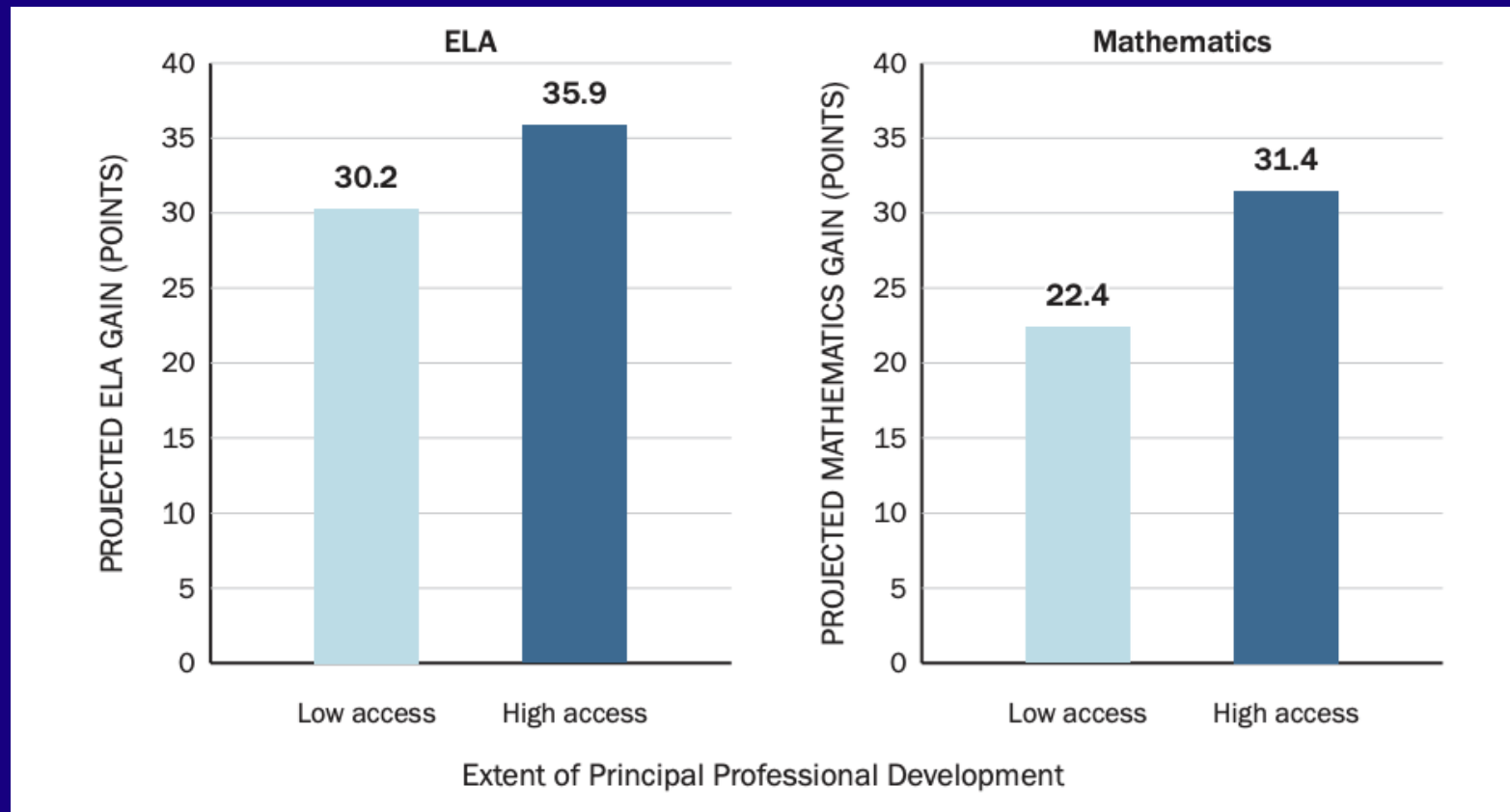
**What is the relationship
between principal learning
and school outcomes?**

Predicted probability of teacher retention



Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022

Projected gains in English Language Arts (ELA) and Math



Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022

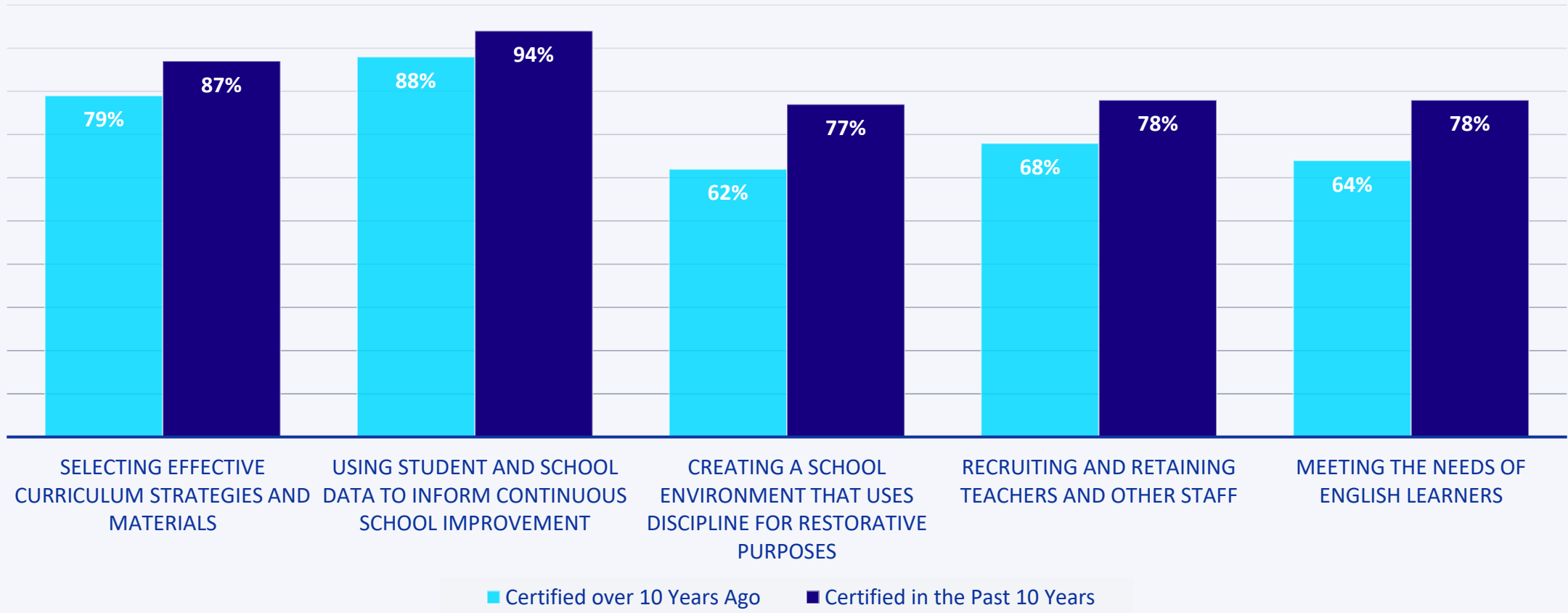
Student gains in math (points), by race/ethnicity



Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022

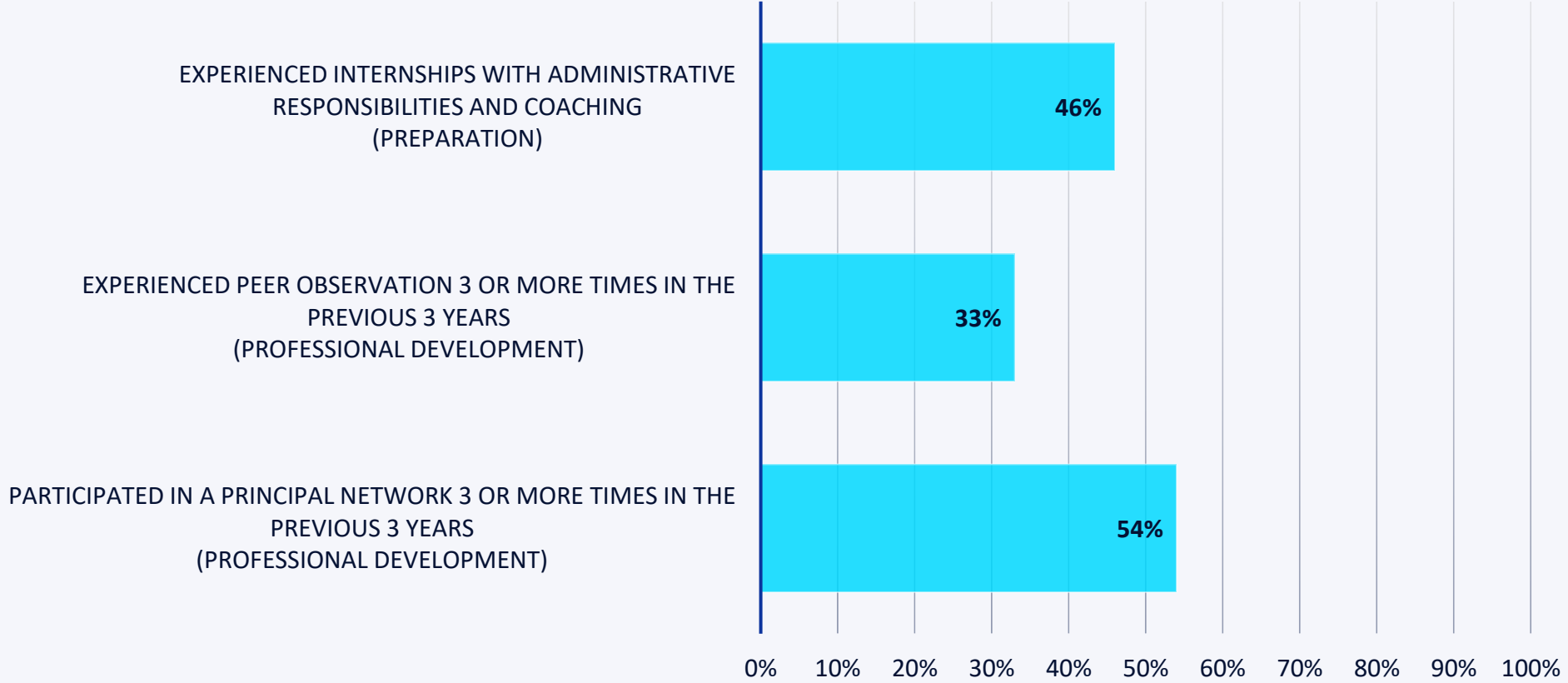
**To what extent do principals
have access to high-quality
learning?**

Access to key content in preparation is increasing



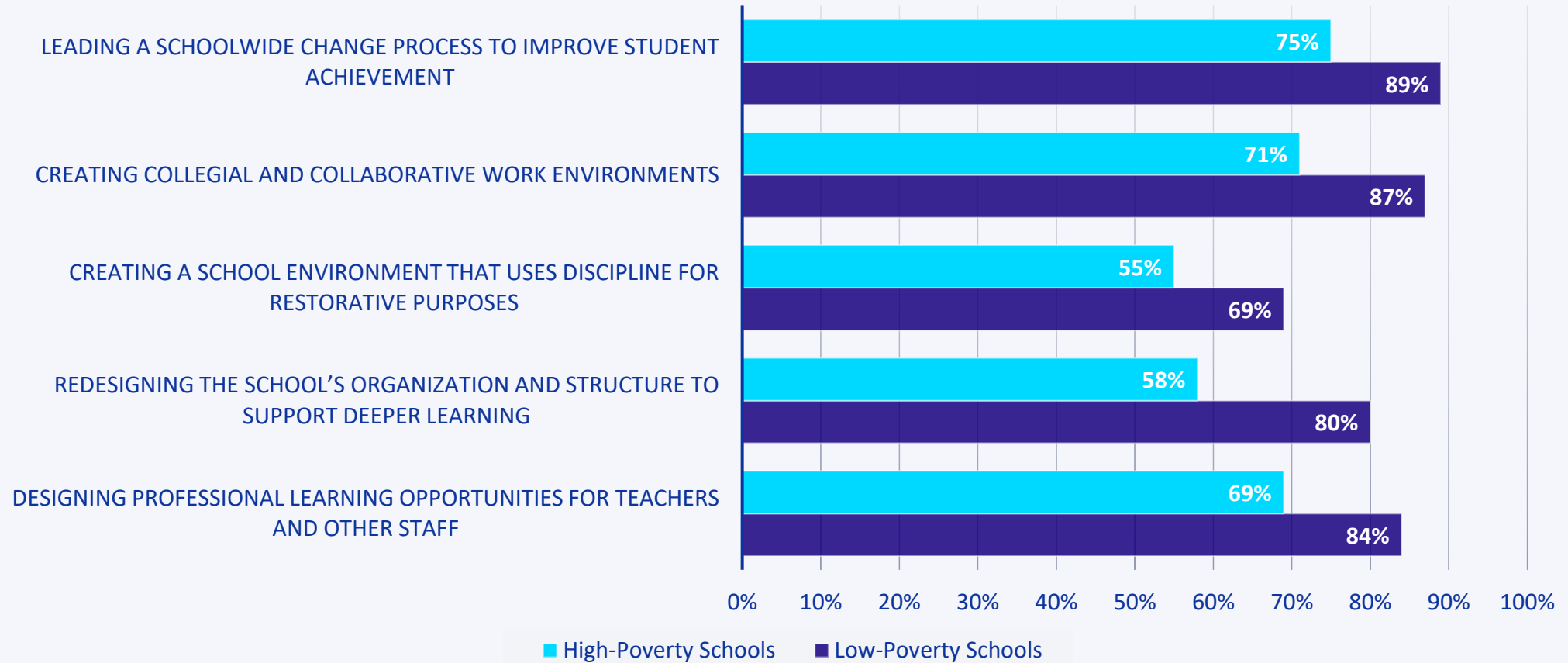
Source: National Principal Survey

But fewer principals report access to high-leverage learning opportunities



Source: National Principal Survey

Access differs by school poverty level



Source: National Principal Survey

How can policy strengthen principal learning?

Focused, Coherent Policy Makes a Difference

In a principal pipeline initiative, 6 cities:

- ▶ Used leadership standards to align and guide preservice preparation, selective hiring, and on-the-job evaluation and support
- ▶ Developed partnerships with principal prep programs
- ▶ Proactively recruited and supported promising candidates
- ▶ Aligned new evaluation processes with PD and support
- ▶ Developed Leader Tracking Systems to drive data-based decisions about PD and placements

All 6 cities saw gains in student achievement in schools led by new principals in the initiative. Principals gave higher marks to their recruitment, evaluation, and support experiences

((Gates, Baird, et al., 2019).

Changes in Standards Over Time

In 2005,

- ▷ 6 states focused on *knowledge and skills to support student learning*;
- ▷ 28 additional states mentioned these skills, but $\frac{1}{2}$ did not specify the knowledge or skills.

By 2014,

- ▷ 35 states revised licensure standards.
- ▷ All 50 states had adopted the ISSLIC standards and mentioned skills to support student learning.

In 2018,

- ▷ The field developed the National Educational Leadership Preparation (NELP) standards.
- ▷ These reinforced an emphasis on equity and clinical practice tied to meaningful coursework.

High-Leverage State Policies

Candidate Licensure Criteria

- ▷ License renewal with continuing education
- ▷ Experience and education requirements*
- ▷ Assessment including portfolio review*

Program Approval Criteria

- ▷ Use of school leadership standards
- ▷ Proactive candidate recruitment & selection*
- ▷ Clinically-rich internships*
- ▷ Strong IHE-district partnerships*
- ▷ Regular state oversight with feedback*

*UCEA-developed criteria grounded in research



Preparation Policy Has Been Bimodal

Proposals from research & professional organizations:

- ▷ Use standards to guide licensure, accreditation, & professional learning
- ▷ Encourage IHE - district partnerships that proactively recruit talented teachers and offer internships for administrative training
- ▷ Focus on instructional leadership, managing change, developing collegial organizations, using data to pursue equity & improvement
- ▷ Construct pipelines and a learning continuum in cohorts / networks

Proposals from market-oriented advocates:

- ▷ Select leaders from non-educator pools
- ▷ Offer flexibility in licensing
- ▷ Expand alternative routes
- ▷ Eliminate state and local personnel rules
- ▷ Focus evaluation on student growth measures

See, e.g. “policymakers’ guides” produced by UCEA (2015) and Fordham Institute (2016)

These Different Directions Produce Different Results

When asked about the effectiveness of principal preparation models, over half (51%) of Colorado superintendents selected individual enrollment in an exclusively online program as the least effective delivery model, followed by state-approved alternative certification programs (22%). (Weiler, & Cray, 2012, p. 69).

In a survey following implementation of the state's comprehensive reforms of licensure, preparation, and program approval, IL superintendents gave high marks to principal preparation programs overall. (White, Pareja, Hart, et al. 2019).

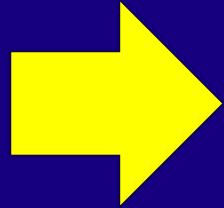


How policies that support high-quality principal learning programs make a difference.

Stronger program approval requirements in Illinois produced positive changes in preparation programs

New requirements:

- ▷ Alignment with standards
- ▷ Program-district partnerships
- ▷ Rigorous selection
- ▷ Yearlong internship
- ▷ Competency-based assessments



Led to positive changes:

- ▷ Stronger partnerships
- ▷ Shift from quantity to quality in recruitment and enrollment
- ▷ Greater attention to diversity
- ▷ More meaningful internships
- ▷ Focus on continuous improvement

Data from Chicago show achievement gains for principals who received this comprehensive preparation

California's Reforms Also Produced Change

New Standards Focused on

- ▷ Knowledge of Whole Child Development and Learning
- ▷ Instructional Leadership
- ▷ Meeting the Needs of Diverse Learners
- ▷ Supporting Teaching and Staff Development
- ▷ Family and Community Engagement
- ▷ Using Data for Continuous Improvement

Translated into Administrator Performance Expectations that guide

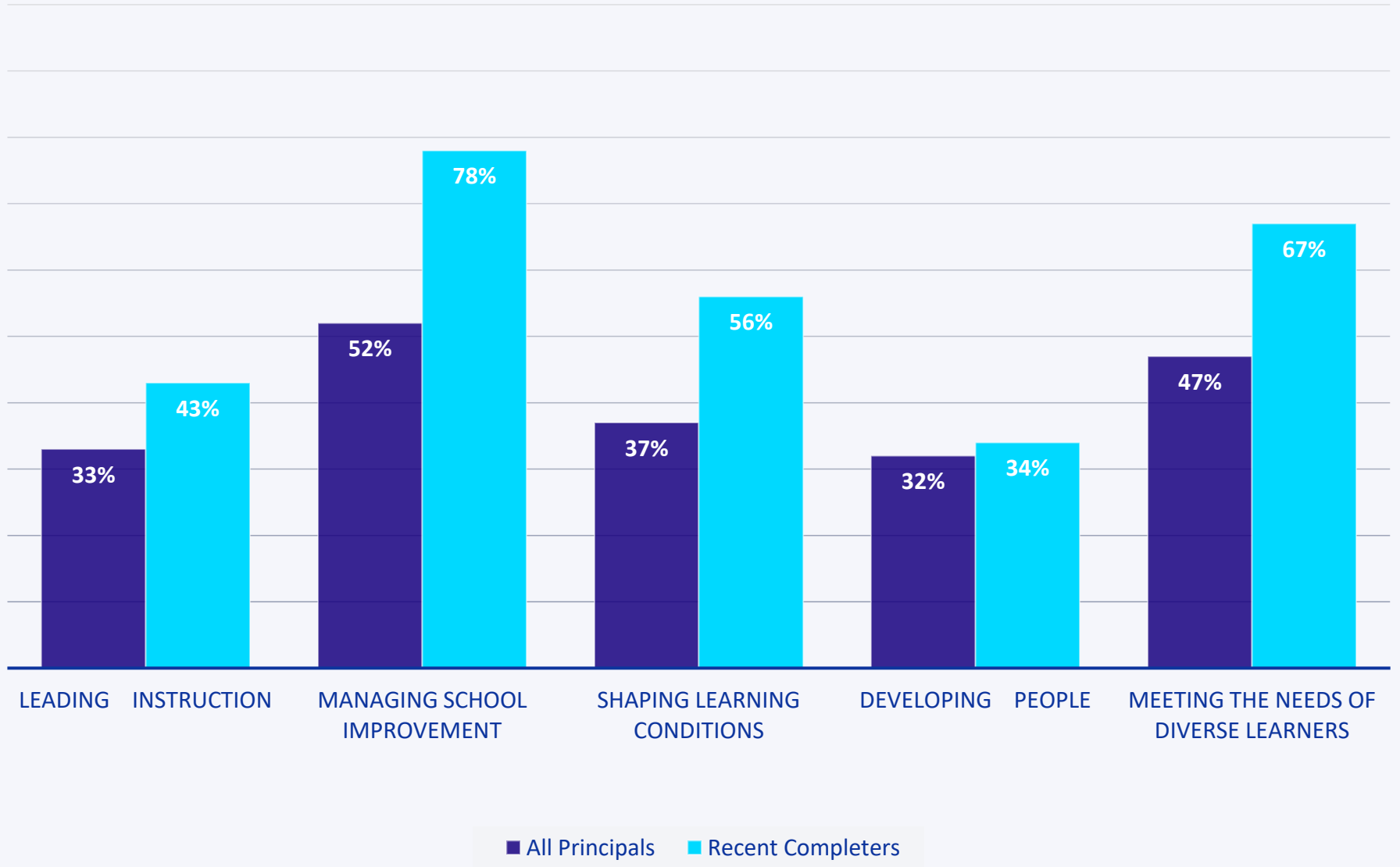
- ▷ Accreditation
- ▷ Licensure
- ▷ Administrator Performance Assessment



21st Century School Leadership Academy

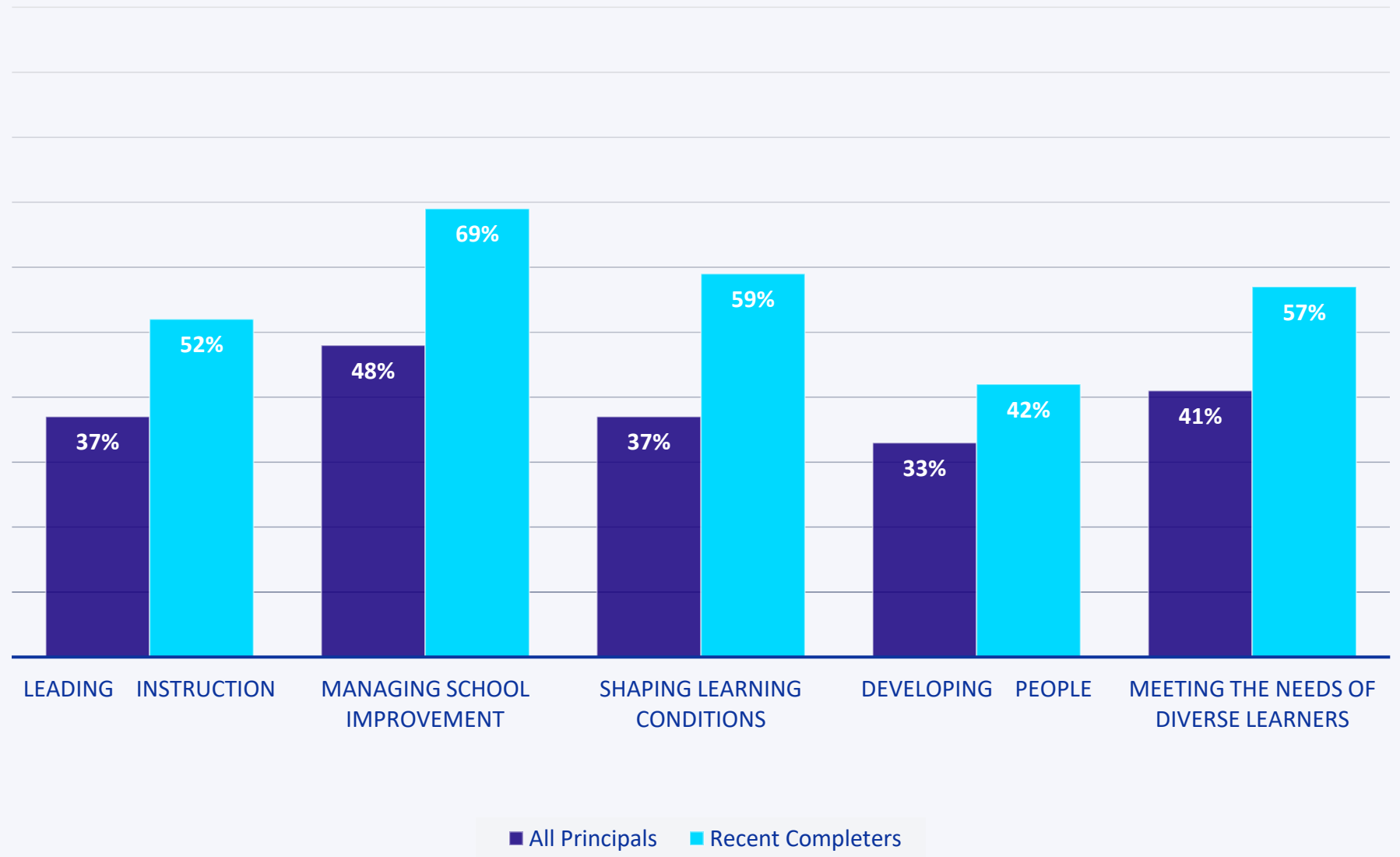
Policy changes influenced principals' access to learning about key topics...

(California: before & during reforms)



... and the extent to which principals feel well-prepared

(California: before & during reforms)



Source: California Principal Survey

State Strategies for Supporting Strong Entry Pathways: North Carolina Principal Fellows

- ▶ State-funded 2-year Master's program for fellows recommended by their districts and accepted at participating universities that have met standards
- ▶ Coursework while teaching in year 1 is followed by a full-year internship on an AP salary in year 2.
- ▶ High rates of entry and retention over time and strong evaluations



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State Strategies for Supporting Induction: Pennsylvania Inspired Leadership Program

- ▷ Supported by state; offered by National Institute for School Leadership within first 5 years of employment
- ▷ Coursework focused on student learning and support for instruction, as well as change management.
- ▷ Action research examines school, teacher, & student needs to inform a strategic plan.
- ▷ Local mentors are connected to program

Principal participation associated with improved student achievement and teacher effectiveness, especially in highest need schools, and reduced teacher turnover

Investing in Principal Learning



“It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership”

(Grissom et al, 2021, *How Principals Affect Students and Schools.*)

Panel Discussion



Will Jordan

Research Officer,
The Wallace Foundation



Danny Carlson

Chief of Staff, Office of
Elementary and
Secondary Education,
U.S. Department of
Education



Rebecca Cheung

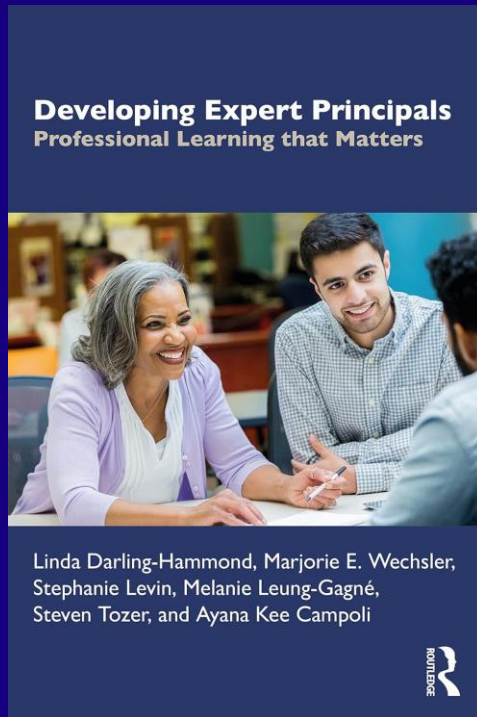
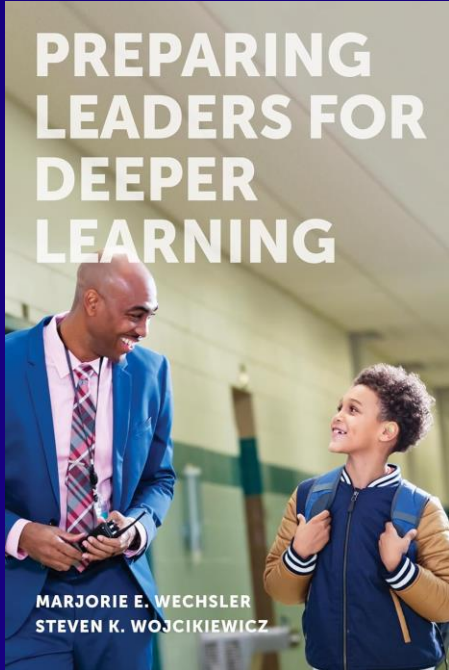
Assistant Dean,
University of California,
Berkeley School of
Education Leadership
Development Programs



Aman Dhanda

Chief Engagement Officer,
National Association of
Secondary School
Principals (NASSP)

Recent Books and Upcoming Events



Learning Café: University of Colorado Denver (Virtual)
January 25, 2024 | 1:00–2:30 p.m. ET

AACTE CU Denver Site Visit
February 15, 2024 | All day

AACTE Member Sessions
February 16-18, 2024 | All day

Pre-AERA Learning Café (Virtual)
March 12, 2024 | 1:00 p.m. ET

Members, check your email for invitations and registration links

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