



Getting Great Leaders: What does the research say?

#LeadershipMatters

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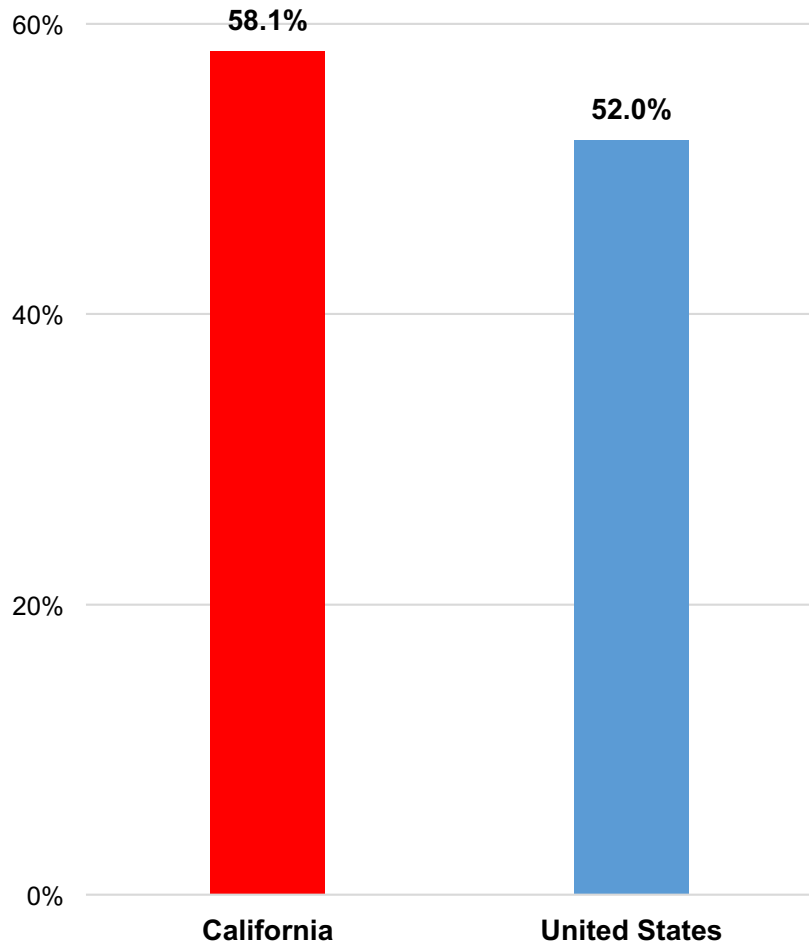
California: Riding a Tsunami of Change

- New funding formula
- New accountability
- New standards
- New assessments
- New expectations of schools
- New opportunities for whole child / whole school reforms

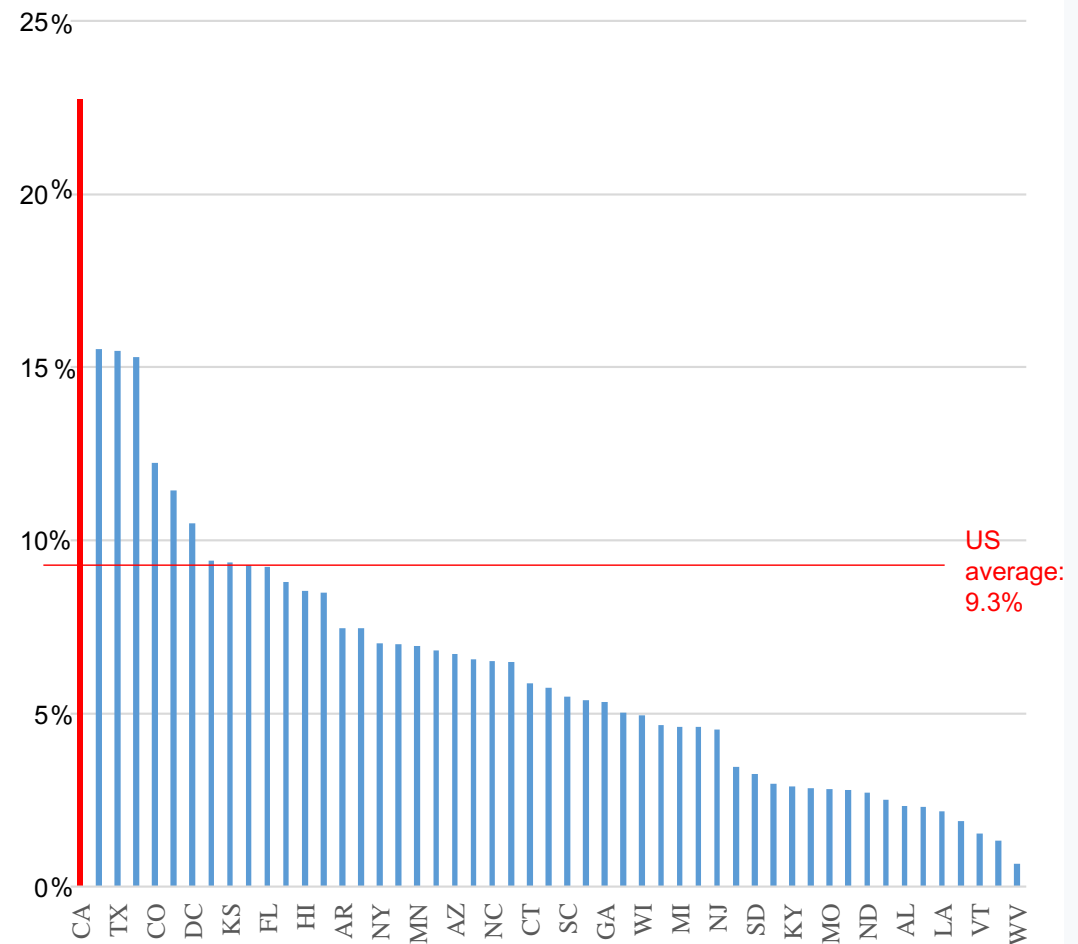


California schools have greater challenges

% Low-Income Students, 2013-14



% English Learners, 2013-14



2013-14 National Center for Education Statistics.

...with fewer resources to do the job

How Does California's Support for K-12 Education Compare?

	Rank	California	US	Source
Spending Per Student				
K-12 Spending Per Student Adjusted for Cost of Living (2015-16)*	41	\$10,291	\$12,252	National Education Association (NEA) and Texas A&M University
Spending as a Share of the Economy				
K-12 Spending as a Percentage of Personal Income (2015-16)*	37	3.29%	3.78%	NEA and US Bureau of Economic Analysis
Staffing Ratios				
Number of K-12 Students Per Teacher (2015-16)*	51	22.1	15.4	NEA
Number of K-12 Students Per Guidance Counselor (2012-13)	51	790	451	National Center for Education Statistics (NCES)
Number of K-12 Students Per Librarian (2012-13)	51	7,834	997	NCES
Number of K-12 Students Per Administrator (2012-13)	48	315	198	NCES

* Data are estimated.

Note: All figures reflect Budget Center calculations. K-12 spending reflects "current expenditures," and cost-of-living adjustment calculations use a "comparable wage index" developed by the NCES and updated by Texas A&M University. Spending per student and staffing ratios are based on average daily attendance.



California Budget & Policy Center
Independent Analysis. Shared Prosperity.

California Budget Cuts...

Led to a nearly 20% decrease in administrators from 2008-2011

and

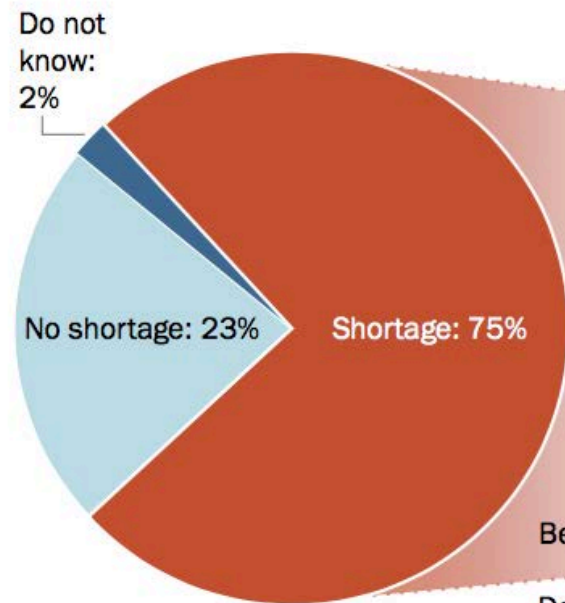
“turn(ed) assistant principals into an endangered species”

Schachter, R. (2011). *District-level downsizing: Exploding state budget deficits are forcing administrators to cut their own jobs*. District Administration. <https://www.districtadministration.com/article/district-level-downsizing>

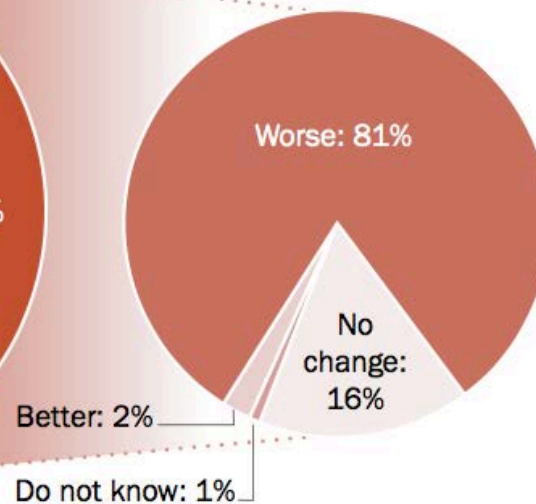
75% of surveyed CA districts report teacher shortages in 2016-17

Teacher Shortages Are Getting Worse

Percent of Districts Reporting Shortages



Percent of Districts with Shortages Reporting Change in Shortages



LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).

Major Shortage Areas:

Special Education (88%)

Mathematics (58%)

Science (57%)

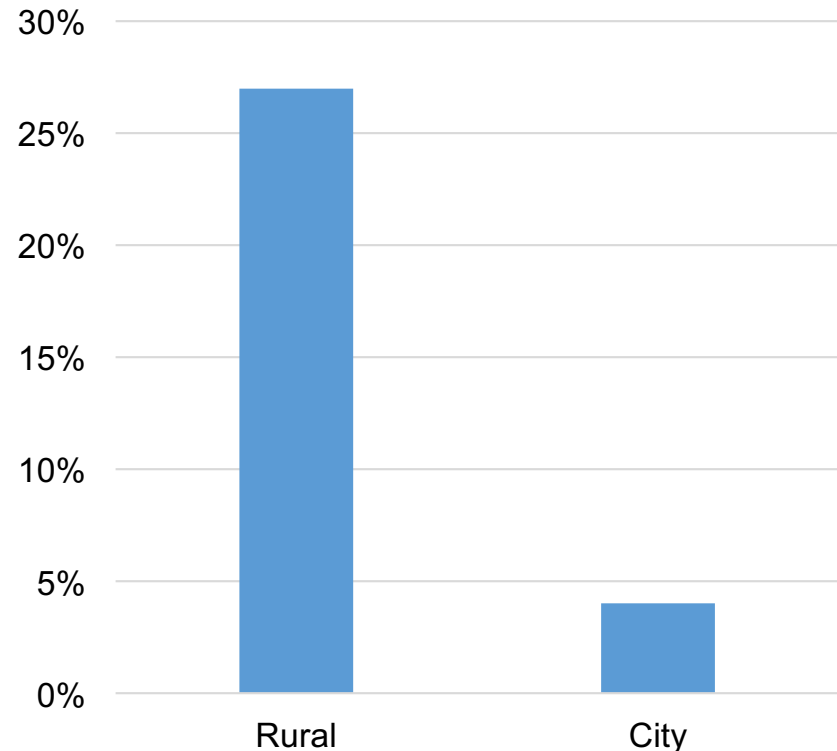
Elementary (37%)

Districts with most high-need students (83%)

Threat of Administrator Shortages

- 1 in 4 rural districts report shortages of administrators
- Other districts report difficulty finding school leaders with the desired training and experience

Percent of Surveyed CA Districts Reporting Administrator Shortages



“What I'm seeing is just a lack of years of experience in teaching positions or in other experiences to give them a broad depth of knowledge so that they're able to problem solve and be creative in their problem solving. Their leadership experiences are very brief. And so when they get into the job I see them kind struggling and being very nervous about the amount of responsibilities that they now have... They meet the minimum qualifications... [Still] we are in the position where we are hiring a lot of green people or inexperienced people who are getting their feet wet.”

County Personnel Administrator in Southern California (Dec. 2016)

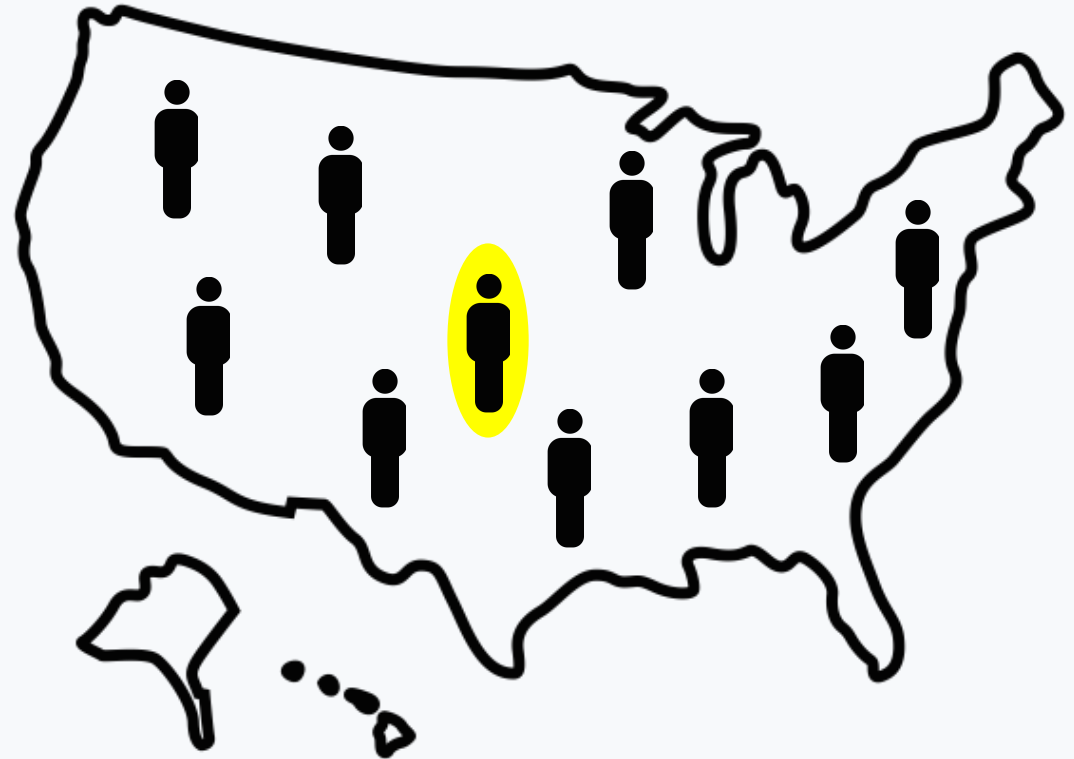
California principals are less experienced than those in other states

- Less experienced overall
- Higher percentage of novice principals
- Fewer years of experience at their school

CA Principals are less likely to stay



CA: 1 in 6 principals want to leave as soon as possible

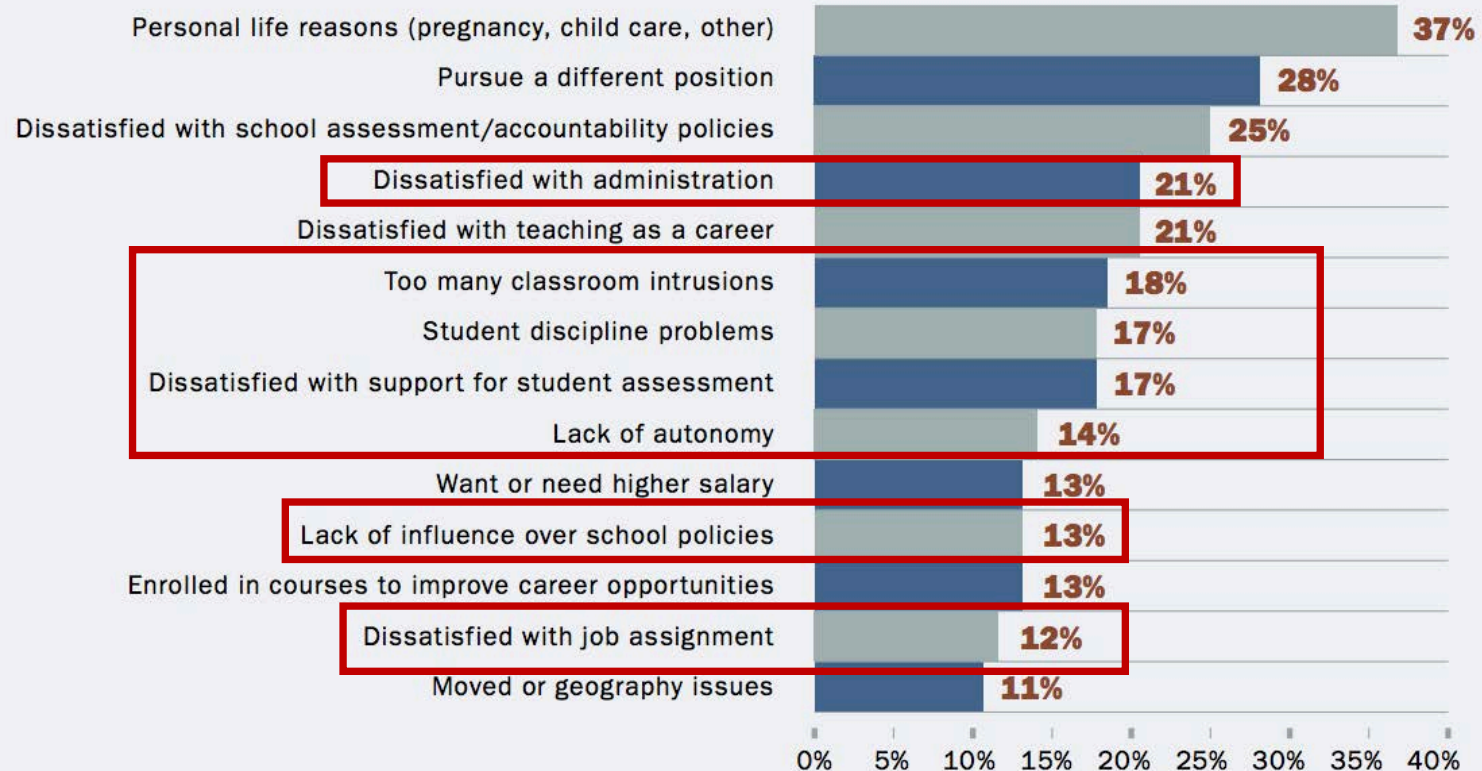


US: 1 in 10 principals want to leave as soon as possible

Principals can improve student achievement

- Principal retention → Increased student achievement
- Increased student achievement on math & reading assessments
- Increased graduation rates

Principals can improve teacher retention

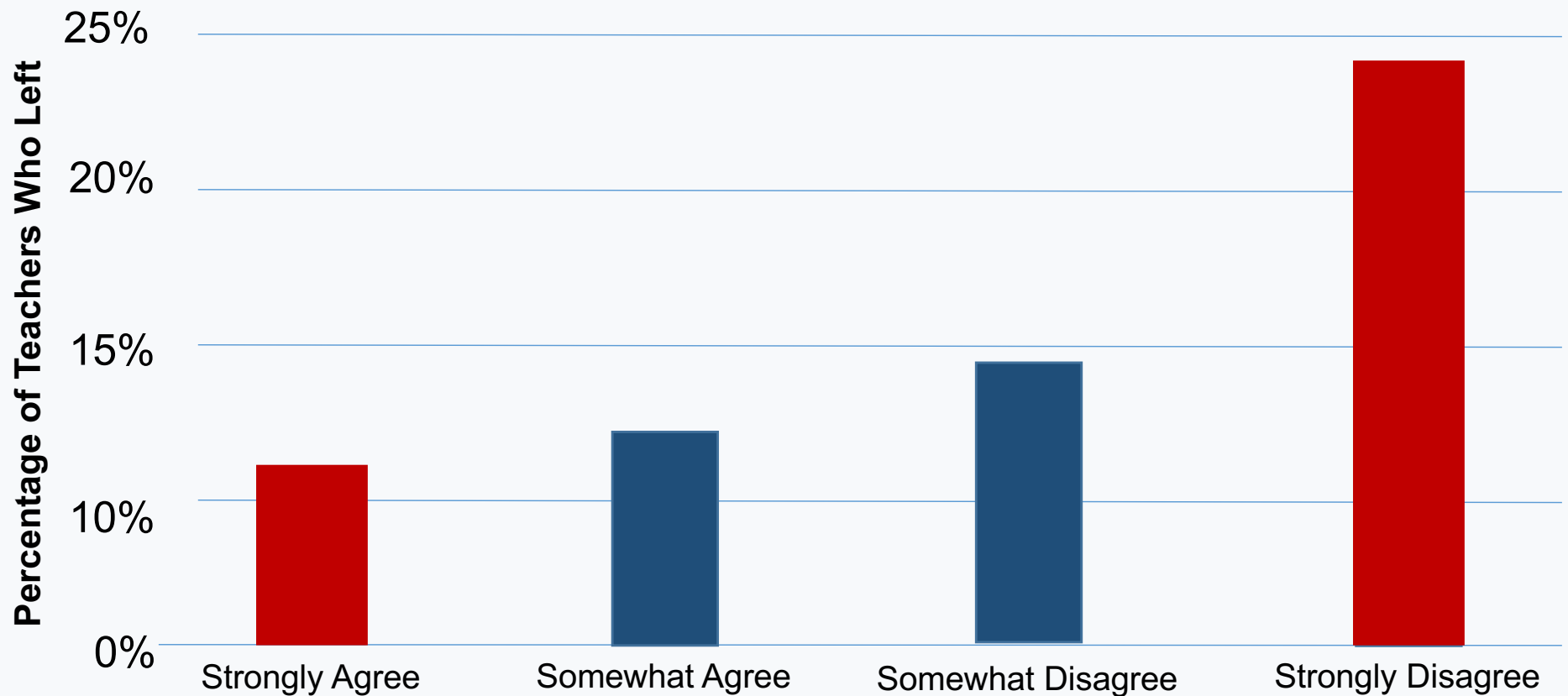


The percentage of voluntary leavers who rated the factor as extremely or very important in their decision to leave. Percentages do not add to 100 because teachers can select multiple factors.

Source: LPI analysis of the Teacher Follow-up Survey (TFS), 2013, from the Schools and Staffing Surveys, National Center for Education Statistics.

Administrative Support Influences Turnover

% of teachers who left & viewed their administration as supportive



Teacher Agreement with Statement “School Administration is Supportive”

LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.

What are the practices of effective principals?

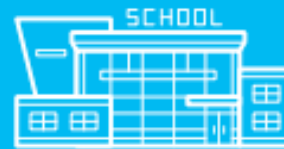
Setting Direction



Developing People



Redesigning Organizations



Leading Instruction



Exemplary Principal Learning



Exemplary Principal Learning



Exemplary Principal Learning





Supporting Principals' Learning

Key Features of Effective Programs

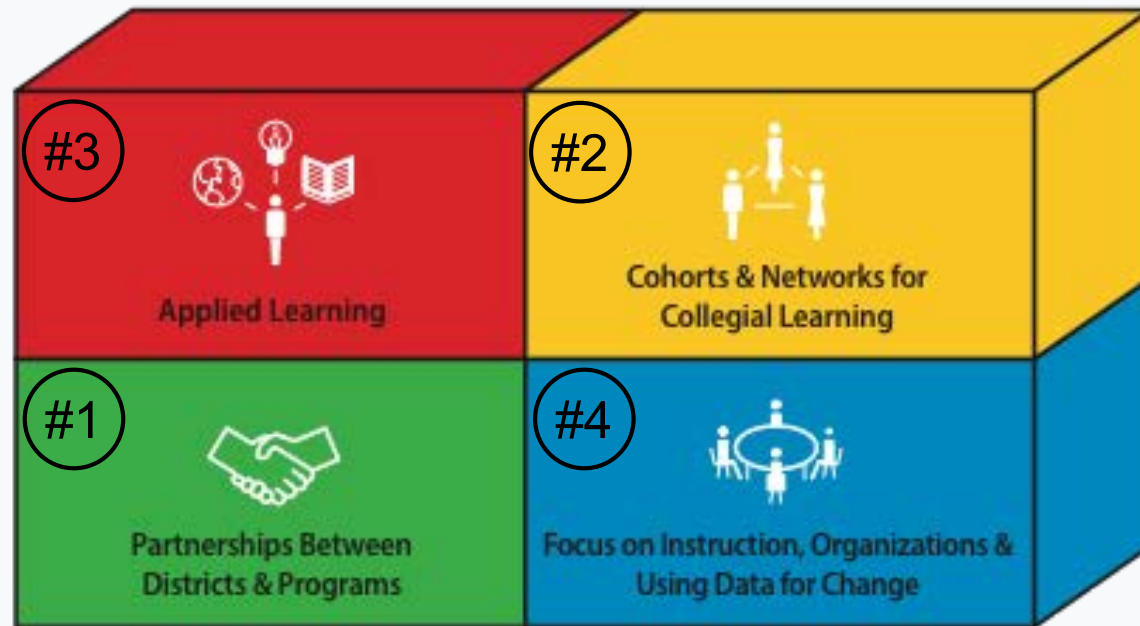
Leib Sutcher, Anne Podolsky, and Danny Espinoza



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FEBRUARY 2017

Building Blocks of High-Quality Principal Preparation and Development Programs



Organizational partnerships that support learning



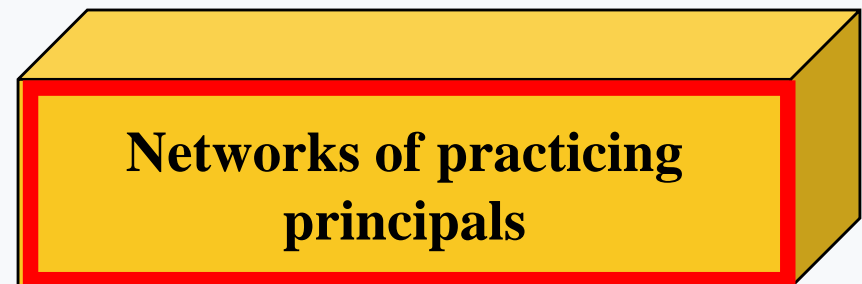
Close collaboration between programs and school districts

Purposeful and targeted recruitment

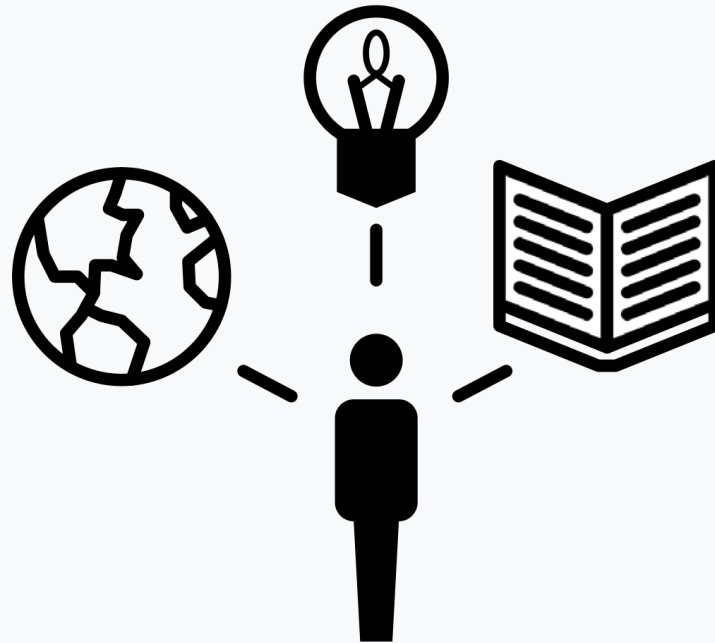
Programs structured to support learning

“No matter where you work there is a feeling of isolation.”

-CA Principal



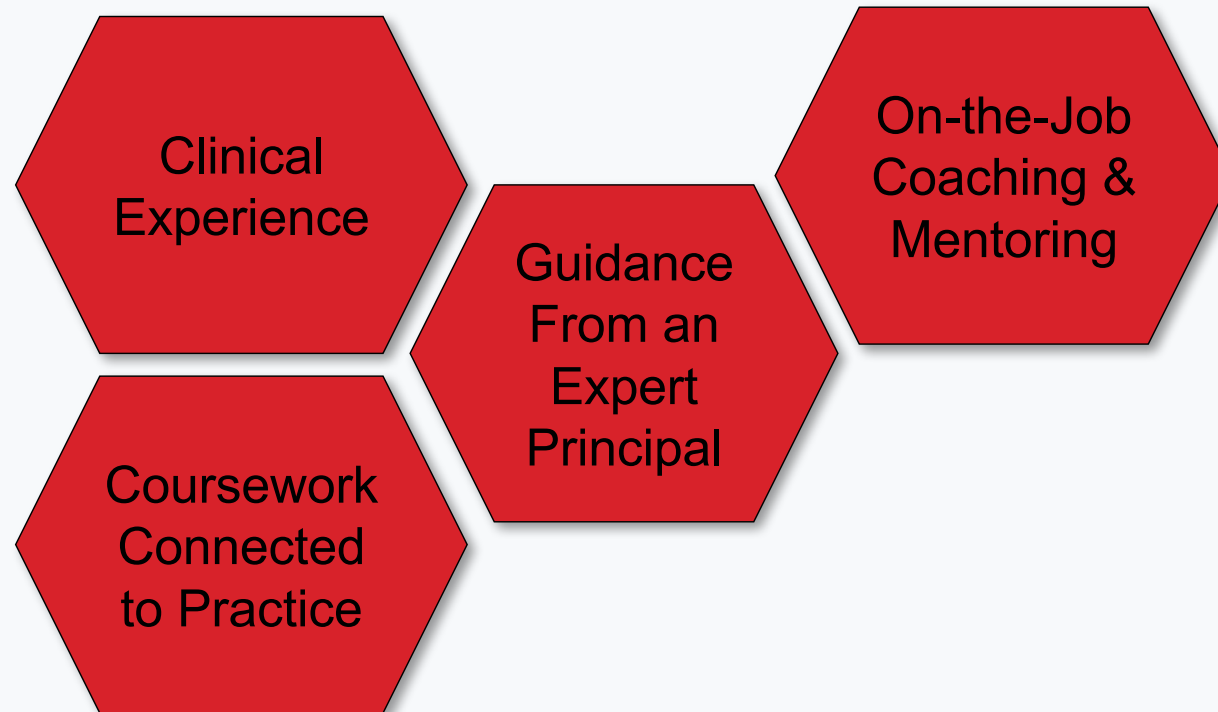
Meaningful and authentic learning opportunities



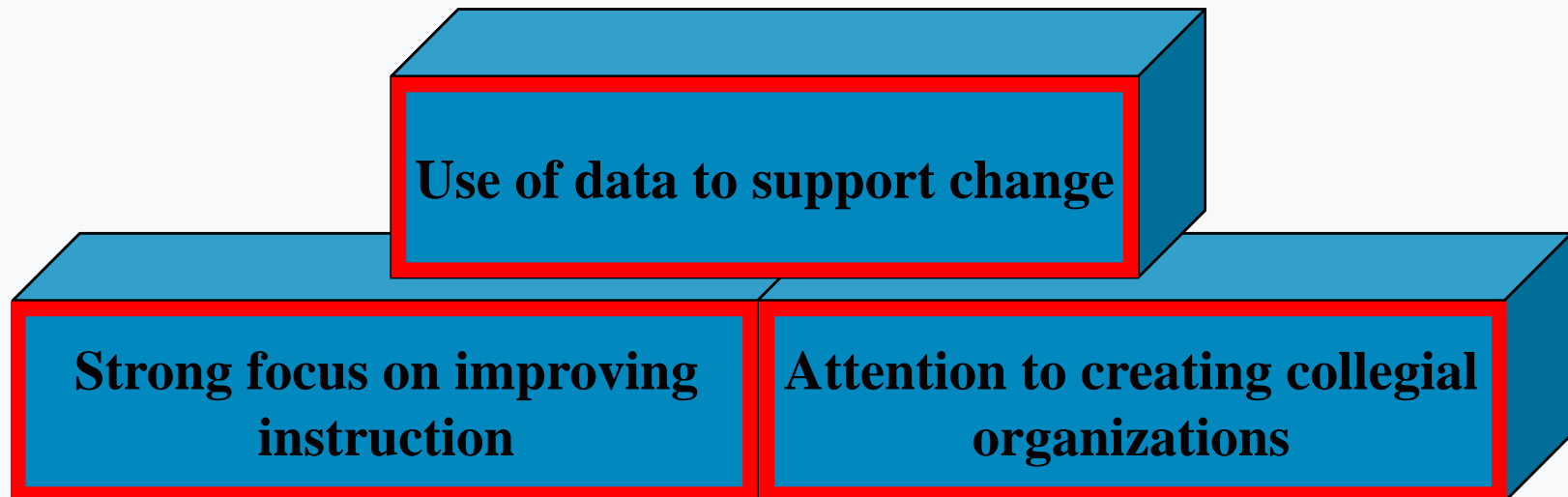
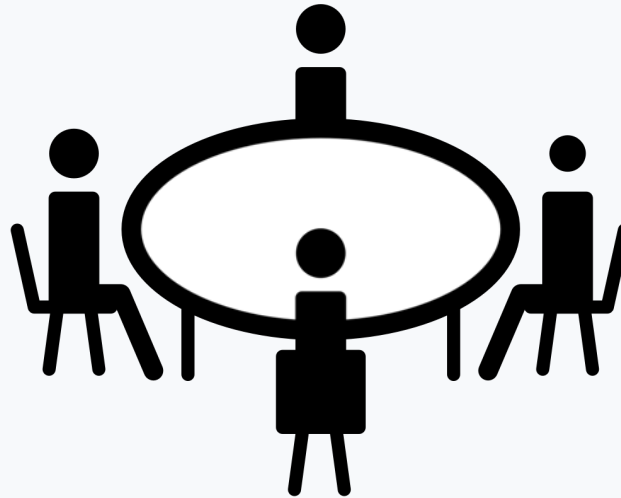
Problem-based learning opportunities

Field-based internships and coaching by an expert

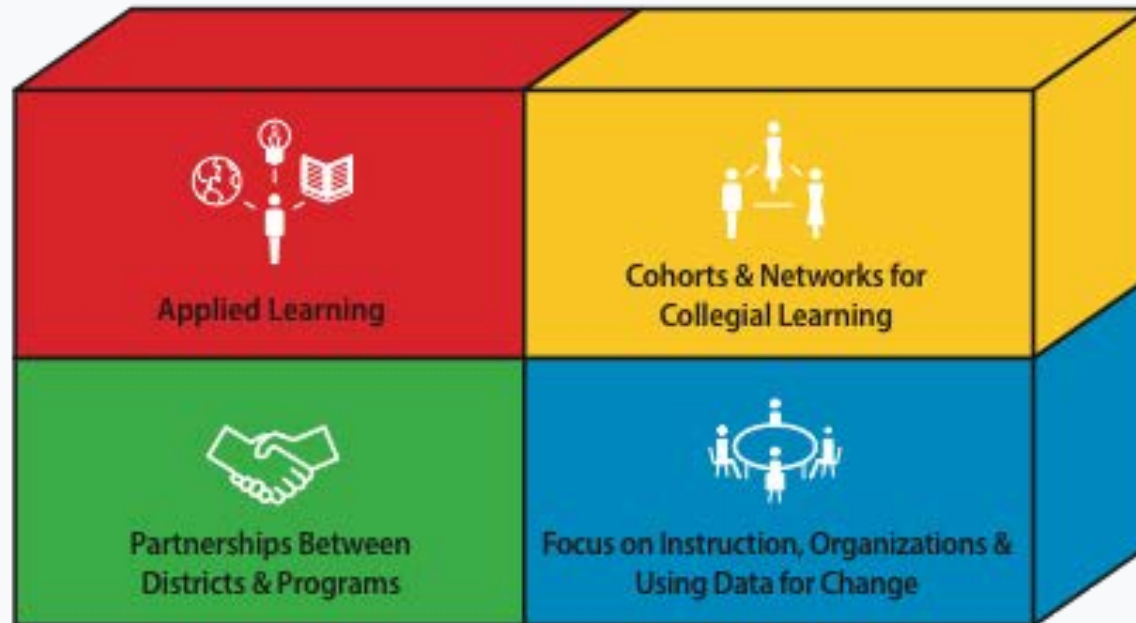
Principal Residencies and Internships



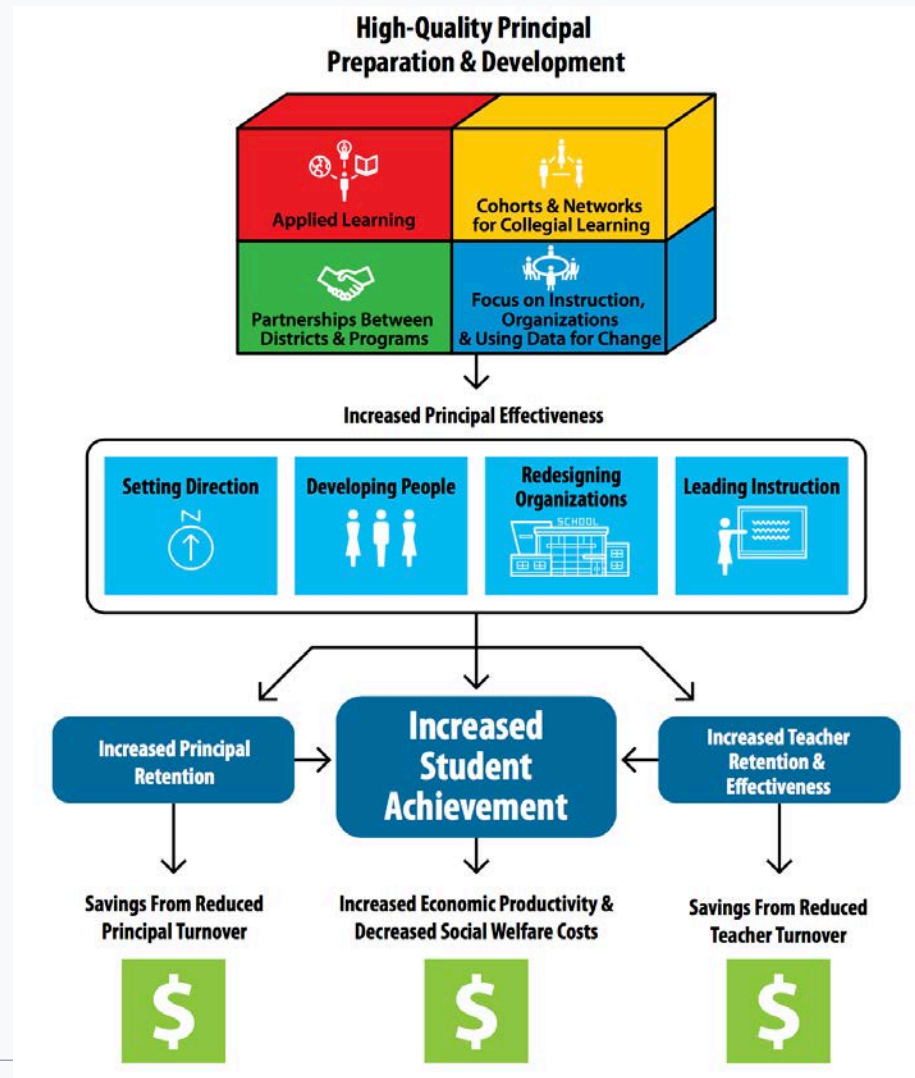
Learning opportunities focused on what matters



Building Blocks of High-Quality Principal Preparation and Development Programs



High Quality Principal Preparation & Development Pays Off for Students, Schools & States



What Can We Do to Support California's School Leaders?



Recent Changes to Administrator Preparation in California

- Revised standards for initial license & induction
 - Instructional leadership
 - Support for educator development
 - Developmentally appropriate, culturally responsive practices
 - Family / community engagement
 - Organizational designs that support collaboration, student supports
- Administrator performance assessment
- Strengthened accreditation processes

Past Investments in Professional Learning for California's School Leaders are Gone

- California School Leadership Academy (1983 – 2003)
 - Intensive, long-term training for individual leaders & teams
 - Grants to 12 county offices of ed
 - @ \$6.6M annually in 2003
- AB 75/430: Principal Training Program (2001 – 2009)
 - \$4K per administrator (\$3K state, \$1K local match)
 - 80 hours institute, 80 hours coaching
 - Could be used for tier 2 credentialing
 - ~\$5M / year from state

ESSA: An Opportunity to Invest in Our School Leaders

- Title I, 7% set aside for school improvement
- Title II, Part A state and local funds, including for school leader residencies
- Title II, 3% (~\$7.2M) set aside for school leaders
- Competitive grant programs

Stay Up to Date!

Additional research available at:

learningpolicyinstitute.org

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