Getting Great Leaders: What does the research say?

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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

California: 58.1%
United States: 52.0%

% English Learners, 2013-14

US average: 9.3%
…with fewer resources to do the job

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

<table>
<thead>
<tr>
<th>Spending Per Student</th>
<th>Rank</th>
<th>California</th>
<th>US</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Spending Per Student Adjusted for Cost of Living (2015-16)*</td>
<td>41</td>
<td>$10,291</td>
<td>$12,252</td>
<td>National Education Association (NEA) and Texas A&amp;M University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spending as a Share of the Economy</th>
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<tr>
<td>K-12 Spending as a Percentage of Personal Income (2015-16)*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Staffing Ratios</th>
<th>Rank</th>
<th>California</th>
<th>US</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of K-12 Students Per Teacher (2015-16)*</td>
<td>51</td>
<td>22.1</td>
<td>15.4</td>
<td>NEA</td>
</tr>
<tr>
<td>Number of K-12 Students Per Guidance Counselor (2012-13)</td>
<td>51</td>
<td>790</td>
<td>451</td>
<td>National Center for Education Statistics (NCES)</td>
</tr>
<tr>
<td>Number of K-12 Students Per Librarian (2012-13)</td>
<td>51</td>
<td>7,834</td>
<td>997</td>
<td>NCES</td>
</tr>
<tr>
<td>Number of K-12 Students Per Administrator (2012-13)</td>
<td>48</td>
<td>315</td>
<td>198</td>
<td>NCES</td>
</tr>
</tbody>
</table>

* 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 Cuts…

Led to a nearly 20% decrease in administrators from 2008-2011 and “turn(ed) assistant principals into an endangered species”.

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

**Major Shortage Areas:**
- Special Education (88%)
- Mathematics (58%)
- Science (57%)
- Elementary (37%)
- Districts with most high-need students (83%)

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).
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
“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?
Exemplary Principal Learning
Exemplary Principal Learning
Exemplary Principal Learning
Supporting Principals’ Learning

Key Features of Effective Programs

Leib Sutcher, Anne Podeisky, and Danny Espinoza

FEBRUARY 2017
Building Blocks of High-Quality Principal Preparation and Development Programs

- #3: Applied Learning
- #2: Cohorts & Networks for Collegial Learning
- #1: Partnerships Between Districts & Programs
- #4: Focus on Instruction, Organizations & Using Data for Change
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

- Clinical Experience
- Coursework Connected to Practice
- Guidance From an Expert Principal
- On-the-Job Coaching & Mentoring
Learning opportunities focused on what matters

- Use of data to support change
- Strong focus on improving instruction
- Attention to creating collegial organizations
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

  - 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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