

**Board of Regents  
Advisory Council for Teacher and Leader Preparation Effectiveness  
Written Input Form**

April, 2015

1. What are important issues that educational leadership preparation programs and partnering districts need to address to prepare effective educational leaders who are immediately hired by school districts in leadership positions?

Responses

**Collaborative Partnerships**

- Programs should partner with school systems to identify, recruit & train/prepare prospective leaders based on effectiveness & leadership dispositions
- Effective collaboration & teaming skills
- Stakeholder support and engagement
- Work with neighboring school systems to provide coordinated internships and other field opportunities.
- Partner to provide teacher candidate/practicing teacher leader relationships/mentorship relationships to support candidates early on in their preparation programs
- Have “buy in” or partnership/MOU agreements with districts.
- The practical issues cogent to the sites in which teacher candidates will work. School districts should provide personnel (central office, principals, teachers) to orient teacher candidates to the systems surrounding the university/college preparing candidates

**Knowledge and Skills**

- Programs should develop educational leaders who are instructional leaders- those who can develop the effectiveness of teachers in their school building
- Professional qualities and instructional leadership
- Effective problems solving skills
- Effectively able to analyze student/school data and working with other staff to devise effective improvement goals/strategies
- People skills developed
- School culture
- Temperament
- How well can they work with others. Different levels of leadership have different skill sets. Not everyone will become a Level 5 Leader.
- Foundation in meeting need of students with disabilities and at risk students
- Competent and caring, knows the culture of the school or district they are working in.

**Evaluation**

- How to effectively evaluate and provide feedback to school staff
- How to provide effective feedback for teacher growth when evaluating teachers
- How to support teachers through the use of Compass
- Assurance of “quality” competency, and that there was a level-playing field; values have been informally assigned ; was there level- playing field- rigor, quality

### Data and Accountability

- Appropriate use of data- how to disaggregate and use for curriculum choices and instructional strategies
- Student growth and achievement
- Post-secondary prep programs would benefit from focusing on the state accountability system in detail with aspiring leaders
- The letter grade labeling system is the single most stressor for leaders; and, deterrent relative to recruitment and retention of effective leaders

### Clinical Experiences and Mentors

- Practical experience in the leadership arena
- Types of leadership opportunities available
- The finesse of leadership – strong mentor needed during practical experience and into the actual first experience of being the leader
- Interaction with governing authorities of school systems – include as a component of internship-training.
- Networking of principals and school leaders with mentors (experienced principals)
- On-going assessment regarding the hiree’s readiness for said position. It should require a seasoned “shadow” able/qualified to assess mentors and steer if that leader is in the instructional arena or expected to assess classroom personnel then as soon as humanly possible, there must be an assessment of those skills and this should be a uniform programmatic process

### Questions

- Are there any requirements for classroom experience before moving into a leadership role?
- What other community leadership programs are offered (i.e., BRAC leadership training)

### Other

- Universities should bring in teacher advocacy organizations to inform teacher candidates on legal aspects of their jobs
- Professional Growth and Learning
- Parent/community engagement programs
- Have a common understanding of what we mean by “leadership” positions
- Celebrate success & acknowledge failure

- Literacy Study Group of Leadership Publications
  - Suitability of candidate for leadership role; procedures of districts that candidates who have completed a program will have to follow to be hired in leadership role
  - GPA requirements
  - Accountability standards for leadership programs
2. What types of information tell the public that preparation programs are preparing effective new educational leaders?

### Responses

#### Evidence of Leader Success

- Principal effectiveness data (Compass)
- % of successful candidates
- Bios of successful candidates & their progress within their respective schools and districts
- Impact leader graduates have on students and communities (gather that data/maybe anecdotal )
- Success of principals, schools
- Success of candidates in their position – an accountability measure
- Percentage of completers who have received honors- i.e. principals of the year state national awards
- Student achievement & growth

#### Communication with Public

- Tell the public? Interesting since such positions are not usually in the “spot light” appointment, meaning their effectiveness is measured often via the effectiveness of those serving under that leadership –which can provide false data one way or the other. However faculty confidence in leadership
- Can provide a measure - I don't believe, however, that any number of bullets will prove this to the public.
- What we have now doesn't keep it simple- rule #1 right?
- Think Mr. Good Wrench man- the message to the public is GM certified-quality; MR. Good/Wrench
- Use of media to get message out
- Communicate in English not education jargon
- Have facts – connect school and student success to well-prepared leaders
- Develop a speaker's bureau with parents who can tell the story
- University administrators and foundations can play a role – outreach/”spotlight teachers”

## Public Perceptions

- Completers perception of readiness
- Testimonials of successful graduates
- Perceived readiness of graduates

## Employment of Leaders

- Number of years a candidate remains an educational leader and continues to grow professionally (prof. development act., evaluation profiles, schools and/or district profiles)
- High numbers of participants who are employed as principals and considered effective overall
- Average longevity leaders with education
- Percentage of candidates that are employed in leadership 1 year out, 2 years, etc.

## Program Quality

- Proven quality programs
- Principals/leaders who complete the program and who have effective results
- Branded/trusted programs

## School/District Performance

- School Performance
- Schools/ district performance profiles where leaders work

## Questions

- Where do principals come from?
- Where do they stay?
- Relationship of principals to university program, where he got experience
- Qualifications of programs offering Masters in Educational Leadership?

## Other

- Growth of the teacher Preparation Program (historically but tied to quality)
- How to integrate special children with disabilities
- “Public” is probably only interested in “results”; however- public may be interested in comparable standards across all providers
- Advocates at school district meetings
- Autonomy
- Quality – Effective Leadership
- Results

- Local school system training programs for aspiring leaders assist in relaying to local citizens that leaders are prepared to lead a school in a respective community
- School climate – multiple measures/indicators – would be much more beneficial than the current single-test driven accountability system in place in regards to letter-grade labeling as the sole determinant of leader effectiveness now (only 16 states have in place now)
- Superintendents' track record of selecting effective leaders