

Access and Equity: Strengthening Leadership Capacity

West Comprehensive Center Meeting

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Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Session Overview

- The Problem
- The Importance of Principals
- Opportunities for Developing a Principal Pipeline and Potential Policy Levers
- District and State Examples
- Small-Group Reflection
- Full-Group Discussion

The Problem

Over the past several years, states have invested heavily in the training, recruitment, evaluation, development, and support of classroom teachers. We can all agree that, despite the vital role that school principals play in teaching and learning, for a variety of reasons, states have concentrated much less on the principal pipeline.

The Importance of Principals

- Leadership is second only to quality of teaching in improving student achievement.
- Principals are crucial to the successful implementation of reform efforts at the school level.
- Principals can have an impact on *schoolwide* improvement, especially in high-need schools.
- A good principal is the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools.
- Education leaders promote equity of educational opportunities for students.

The Importance of Principals



HAVE YOU HUGGED YOUR PRINCIPAL TODAY?

Opportunities for Developing a Principal Pipeline and Potential Policy Levers

- [Standards](#)
- Preparation and Training
- Licensure
- Recruitment and Hiring
- Induction and Mentoring
- Evaluation
- Professional Learning

Interactive Map

- Created with funding from the Wallace Foundation
- Explore what version of the Interstate School Leaders Licensure Consortium standards are in use, when adopted, and see an overview of state-specific versions
- Will be updated to include licensure, certification information, and so on

<http://www.principalstandards.gtlcenter.org/>

National School Leadership Standards Map

Share    

Quick Start Guide

- Click on a state to preview its data
- Select two states to compare data
- Enter years to search by year of last law passage/amendment
- View/export data in the table below

School leaders' work is changing. No longer building managers or administrative leaders only, school leaders are now instructional leaders who distribute leadership across the school like "orchestra conductors" (Wallace Foundation, 2006). As school leaders' work changes, the standards used to prepare, certify, evaluate, and support them will change as well.

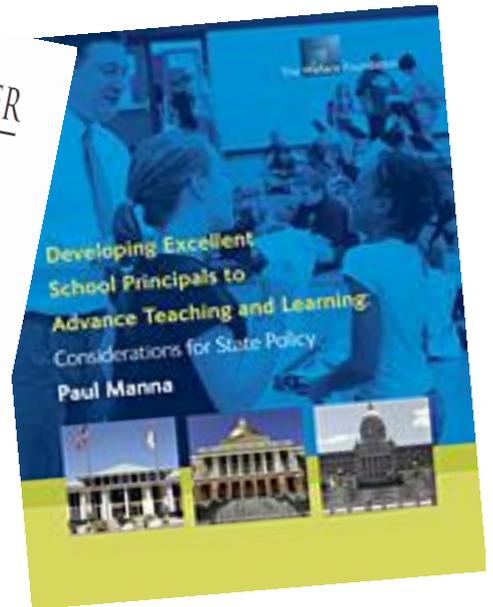
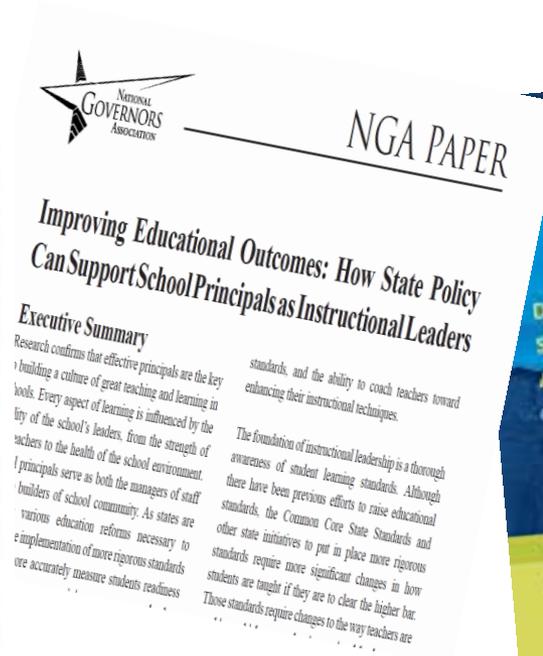
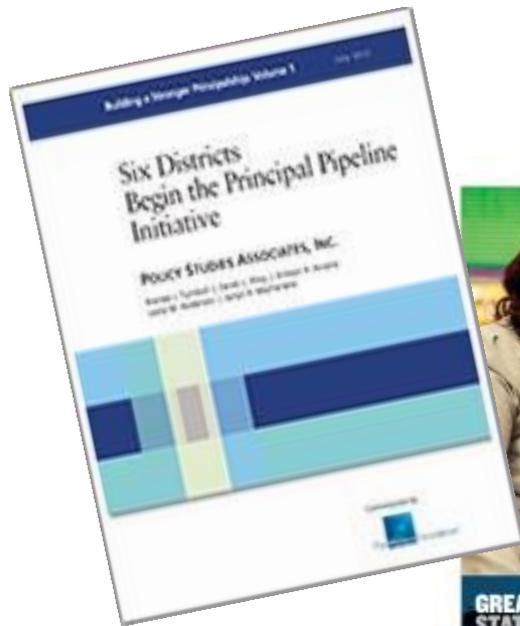
The National School Leadership Standards Map helps state education agency staff, researchers, and practitioners quickly and easily locate information on school leadership standards in all 50 states. Use the map to explore how leadership standards have been adopted, adapted, and used by states to support principals, as well as how these policies change over time.



Data Table / Filtered Search Results 

Compare States(s) Last Law Passage / Amend. Date

Opportunities for Developing a Principal Pipeline and Potential Policy Levers



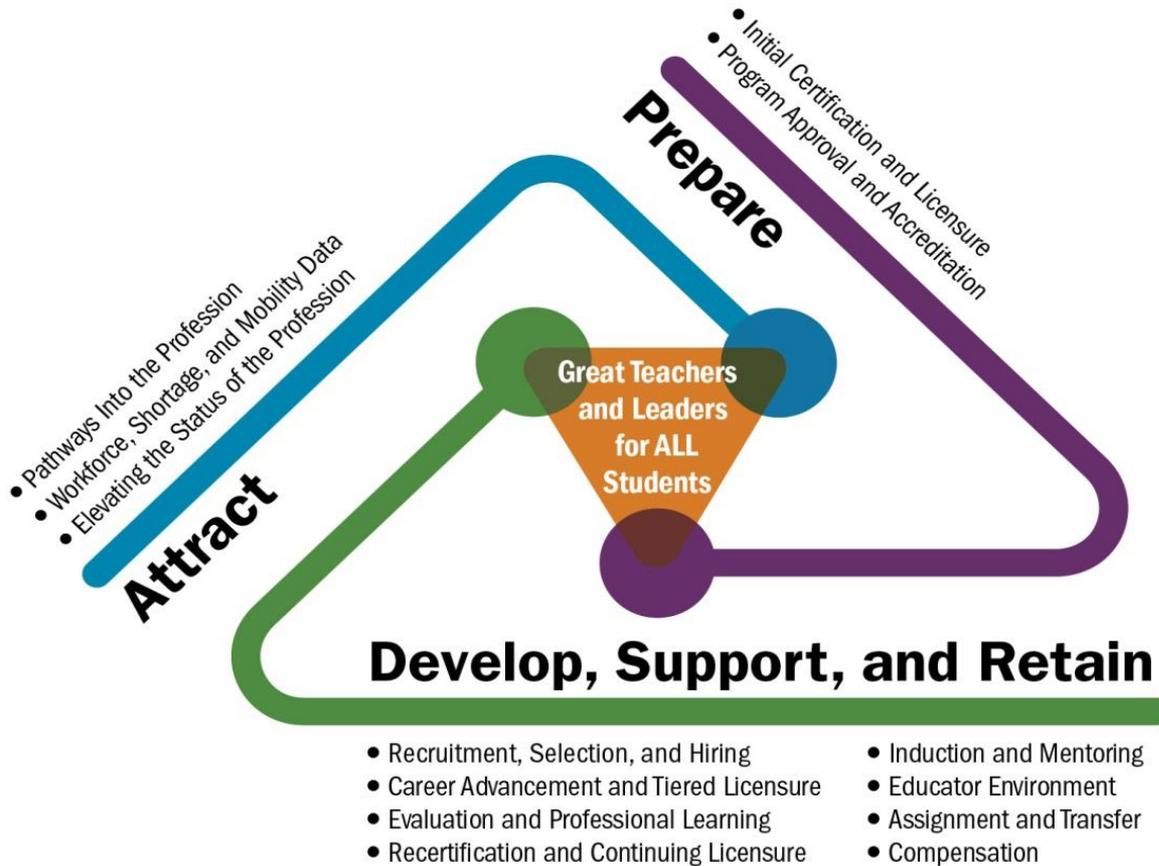
State and District Examples

- Missouri
 - Standards-driven system
- Illinois
 - Revisions to principal preparation
- Denver
 - Principal licensure and partnering with institutions of higher education

State and District Examples

- Maryland
 - Building a bench through the Aspiring Principals Program
- Delaware and Colorado
 - Principal evaluation
- Kentucky
 - A shared vision, professional learning standards, and ongoing training and development

Talent Development Framework



The TDF Policy Coherence Assessment

The Talent Development Framework (TDF) Policy Coherence Assessment helps states strategically coordinate and align their policies through a five-step process. Pilot work has been conducted in the following states:

- Connecticut
- Delaware
- Michigan



Small-Group Reflection

- What are the specific needs in your state when it comes to improving school leadership?
- Where would you say your state is at in terms of the internal conversations and coherence concerning developing and implementing policies and programs related to school leadership?
- What do you think is a strength in your state when it comes to school leadership? What is a weakness?

Full-Group Discussion

- Questions?
- Group share-out
- What might you want to focus on in your team session later today?

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▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*

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