

The Principal Pipeline

Highlights of Race to the Top State Efforts to Develop Effective Leaders for Turnaround Schools

The goal of this document is to provide a snapshot of some of the publicly available resources describing efforts across Race to the Top States to ensure that turnaround schools have effective leaders. It is based on a review of Race to the Top State Annual Performance Reports, including State reports of Year 1 accomplishments and second year plans moving forward, as well as a review of highlights on State Race to the Top websites. This is not intended to be an exhaustive review of school leadership initiatives; rather, the highlights focus on recent and Race to the Top-supported, State-driven efforts to improve the “principal pipeline” by adopting strategies for recruitment, induction and preparation of aspiring school leaders, particularly for the State’s lowest performing schools.

Delaware

The Delaware Leadership Project is the State’s first-ever program offering an alternative route to certification for principals seeking to lead high-need schools (modeled after the NYC Leadership Academy, discussed below). Aspiring principals are paid a stipend and receive 15 months of preparation that is specifically tailored to the challenge of leading schools that serve low-income communities.

The program requires a full-time commitment and has four phases: a 5-week summer intensive, a 10-month school-based residency working side-by-side with a mentor principal, a planning summer that helps participants transition successfully into their school leadership roles, and 2 years of ongoing coaching support. Graduates of the program must commit to three years of service as a Delaware principal and/or assistant principal. To review frequently asked questions on the program, and for more information on the program’s standards and structure, see <http://www.innovativeschools.org/dlp>.

To provide support for principals in high-need schools, the State is using Race to the Top funds to invest in leadership training and assistance for school leaders. In partnership with the Delaware Academy for School Leadership, Delaware is one of 11 States participating in the national School Administration Managers Project. This effort includes hiring full-time staff to take on operational responsibilities within schools so that the principals can spend more time on instructional leadership activities, and participate in advanced training and development coaching services and other supports. For more information, see <http://www.dasl.udel.edu/>.

District of Columbia

In partnership with New Leaders, Washington, DC, has programs for Emerging Leaders and Aspiring Principals focused on recruiting, training and supporting school leaders who are focused on helping students in poverty and students of color prepare for college, career and citizenship. According to New Leaders, program recruits serve 20 percent of the schools in Washington, DC. For more information on New Leaders programs

and partnerships across the country, as well as the specifics of the Washington, DC, program, see <http://www.newleaders.org/>.

Florida

Beginning in 2012, Florida is expanding its efforts under Race to the Top to develop an intensive, job-embedded leadership pipeline for aspiring turnaround principals and assistant principals. The State has awarded its first Principal Preparation grant to a partnership between Florida Atlantic University and Broward County Public Schools. The grant will fund the Principal Rapid Orientation and Preparation in Educational Leadership Program (PROPEL). PROPEL aims to streamline and reform current educational leadership and research methodology, as well as human resource development programs, to create a model of professional development that will facilitate qualified, motivated teachers to move into the role of successful principals within the Broward County School District. In two years participants receive a Masters and are eligible for educational leadership certification. There are 30 teachers per cohort, and the first two cohorts will participate tuition-free. For more on PROPEL, including contact information, see <http://www.fau.edu/mediarelations/releases1211/121109.php>.

A second Job-embedded Principal Preparation Program grant was awarded to University of South Florida (USF) in partnership with Manatee, Pasco, Pinellas, and Polk County School Districts. The Department of Educational Leadership & Policy Studies (DELPS) at USF, with partnering school districts, are developing a 25-month, collaborative, Job-embedded Principal Preparation Program called the University of South Florida-Gulf Coast Partnership program. This accelerated, intensive program uses problem-based learning strategies, research-based best practices and job-embedded experiences, consisting of a one-year full-time administrative internship and a nine-month assistant principal residency, to prepare high-performing leaders for high-need schools who will increase administrator, teacher and staff effectiveness while raising academic achievement for

all students. To see Florida's Request for Proposal for Job-embedded Principal Preparation Programs, see <http://www.fldoe.org/arra/pdf/rfp/rrfpfr.pdf>.

Florida is also developing an intensive leadership pipeline for aspiring turnaround principals and assistant principals. The State has awarded the Florida Teacher Leadership Project (FLTP) to the Southern Regional Education Board. The primary objective of this initiative is to create a pool of the most promising candidates that can turn around low-performing schools through an innovative, problem solving-based program of study. The State is working with five Local Education Agencies (LEAs) to recruit and train a minimum of 110 aspiring principals and assistant principals (including 20 candidates from charter schools) to serve in the State's persistently lowest-achieving schools and their feeder patterns. The participating LEAs are Alachua, Duval, Miami-Dade, Orange and Pinellas. The State is developing the content of the 10 seminars and their unique skill sets based on the seven tenets of turnaround leadership developed by the Curry School of Education at the University of Virginia (UVA). A UVA faculty member is serving on the core planning design team for the FTLTP.

Keystones of the program include a year-long practicum at a low-achieving school, a semester long internship, a two-year LEA induction after the program ends and access to live seminars and online modules.

Georgia

The Georgia Department of Education, with support and collaboration from the Georgia Professional Standards Commission, established a 50-member task force to develop teacher and principal induction guidelines to create structured and effective support for new teachers and principals. The task force consists of teachers, principals, superintendents, college and university representatives and other stakeholders. As part of Race to the Top, this task force used national and international research, model programs and Georgia district experiences to develop draft teacher and principal induction guidelines. These guidelines inform State policy and development in the areas of teacher and principal

induction. The project focuses on recruiting, retaining and supporting effective teachers and principals. To review the new draft guidelines for principal induction (which are available for public comment and are slated to be finalized by summer 2012), see <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/>.

Hawaii

Hawaii intends to implement an Alternative Certification of Principals project beginning in September 2012 and plans to issue a Request for Proposals in spring 2012.

Maryland

Maryland has expanded an existing contract with New Leaders to improve school leadership by providing Aspiring Principal Leadership programs with training to develop the skills and knowledge necessary to work in rural and urban districts. New Leaders already works with two school systems in the State (Prince George's County and Baltimore City Public Schools). New Leaders will also work with Salisbury University and the University of Maryland, Eastern Shore, to improve existing education leadership programs, which prepare school leaders who typically work in rural schools. For more information, see <http://www.newleaders.org/locations/maryland/>.

The Aspiring Principals' Institute: Turnaround Schools is focused on developing a level of competency around each of the Maryland Instructional Leadership Framework Outcomes in the context of Turnaround Schools. All Aspiring Principal Institute Fellows must complete a Turnaround Leadership Project as part of their participation. The Maryland Succession Planning Guide (see <http://www.marylandpublicschools.org/NR/rdonlyres/20FBD612-415E-42D0-9B35-886DB1A972AF/10150/SuccessionGuide062106.pdf>) will be used to frame and monitor individual progress throughout the experience. Institute Fellows will work closely with the State's Breakthrough Center Leadership, mentors/coaches and building principals, under the direction of the local LEA Turnaround Director, to ensure continuity in

expectations and alignment of the leadership project to the direction planned for each turnaround school. The building principal will participate alongside the Institute Fellows for the first day of the institute. Application of the institute content is reinforced through a year-long, job-embedded professional learning experience. Institute Fellows will be supported in the completion of their leadership project by a mentor/coach provided by the Breakthrough Center. Institute Fellows will fully participate on the school's leadership teams, engage in structured network opportunities with members of their cohort, and participate in State- and district-level leadership learning experiences.

Maryland's existing Principals' Academy program is on hiatus for the life of the Race to the Top grant. In its place, the Maryland State Department of Education is implementing a Priority Schools Academy designed specifically for principals of low-achieving schools, beginning in 2012. For contact information, see http://www.marylandpublicschools.org/MSDE/divisions/leadership/leadership_dev.

Massachusetts

In late 2011, the State of Massachusetts awarded Teachers21 a Turnaround Leadership Initiative contract. Designed and offered in collaboration with the NYC Leadership Academy, this rigorous training program will prepare experienced and aspiring principals to lead the highest need schools in Massachusetts. It is a highly selective program for educators who have a commitment to closing the achievement gap, and it will lead to certification.

Two programs—one for experienced principals and the other for aspiring principals—begin with an intensive summer experience. Experienced principals then return to their schools or take on a new school assignment. During the next school year, they have release time for additional training and benefit from regular support from a highly skilled, experienced coach. Participants accepted as aspiring principals receive an administrative salary for the duration of the program. In the fall, they are assigned four days a week to schools with highly effective principals who serve as their mentors during the residency experience; they also receive coaching and attend

full-day training sessions that position them to be the front-runners for principal openings in high-need schools across Massachusetts. For more information, see <http://teachers21.org/teachers21-partners-with-nyc-leadership-academy-to-train-turnaround-principals/>.

The State also provides statewide training for principals and other administrators to help them become more effective instructional leaders. In partnership with the National Institute for School Leaders, Massachusetts started a dozen 24-month administrator professional development cohorts in 2011, with a special emphasis on administrators who work at schools identified as Level 3 schools. For more information on the National Institute for School Leaders, see <http://www.nisl.net/>. For an overview of the State's Leadership Development unit work and other school leadership initiatives supported by Massachusetts, see <http://www.doe.mass.edu/edleadership/>.

See Massachusetts' Policy Standards for Principals, Superintendents and Other Leadership Roles at <http://www.doe.mass.edu/edleadership/policy/>. The State's guidelines for principal induction are available at <http://www.doe.mass.edu/educators/mentor/induct.pdf>.

New York

New York intends to use Race to the Top funds to create incentives to attract highly effective principals and educators (especially those who teach English learners and students with disabilities, and those who teach in STEM fields) to work in high-need schools.

The State's Graduate-Level Clinically Rich Principal Preparation Pilot Program has sought proposals for innovative, clinically rich principal preparation pilot program partnerships that will prepare cohorts of candidates to take roles as principals or assistant principals in high-need, low-achieving schools, as well as schools with high concentrations of underserved and/or underprepared students, like those living in poverty, having special needs, or learning English as a second language. The State has also released a similar Request for Proposals for undergraduates, and plans to issue one for principals. The Requests for Proposals are posted at

<http://usny.nysed.gov/rttt/rfp-archive/gt-02/home.html> and http://usny.nysed.gov/rttt/rfp/undergrad_teacher_prep/home.html.

While not funded as part of Race to the Top in New York, the NYC Leadership Academy is serving as a model for a number of Race to the Top initiatives in other States. The NYC Leadership Academy's mission is to prepare and support visionary, passionate educators who will lead schools that orient all of their activities around accelerating student learning and academic growth. Its centerpiece is a leadership development program for aspiring principals that recruits, prepares and supports educators seeking to lead New York City public schools. The academy also provides customized coaching support and a New School Intensive program for comprehensive leadership development and technical assistance for principals opening new, small New York City public schools. See <http://www.nycleadershipacademy.org/overview/overview>.

North Carolina

North Carolina has used Race to the Top funds to launch three Regional Leadership Academies to provide an alternative route for principal certification. These two-year programs offer initial licenses, specialty add-on licensure for high-needs areas, and continuing education credits as part of the State's strategy for increasing the pool of highly qualified principals for its lowest achieving schools. These leadership academies are developing field- and mentor-based training models to produce a new pool of turnaround specialists across the State. See <http://www.ncpublicschools.org/readyssetgotteachers/>.

In partnership with the North Carolina Principals & Assistant Principals Association, the State has implemented Distinguished Leadership Practice Institutes. Distinguished Leadership Practice utilizes a problem-based, real-world approach to allow current principals to critically examine effective school leadership. Ten graduates of these institutes are now helping to facilitate Distinguished Leadership Practice components for the current cohort of 225 principals from across the State. For more information, see <http://www.ncpapa.org/>.

Ohio

The State is using Race to the Top funds to support a Turnaround Principal and Leadership Academy. The Leadership Academy is a six-month commitment, which allows participants to immerse themselves in the program content of four two-day sessions over an extended period of time. During the six months, the time between sessions allows the principal to reflect upon concepts, complete assignments and engage in collegial discussions and cross-site sharing, networking and feedback. The program is required for all principals schools receiving School Improvement Grants (SIG) and recommended for all Early Warning schools in the State.

The academy program is designed around a model of change that begins with the principal in order to create a continuum of education and support for school leaders and to use business knowledge, behavioral skills and organization strategy to enhance school effectiveness and student achievement. There are six instructional pillars of the program: educational strategy, goal setting, cultural understanding, team building and communication, organizational leadership and management, accountability and responsibility. See <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1887&ContentID=104993>.

Rhode Island

Rhode Island's Basic Education Program regulations, implemented as of July 1, 2010, mandate that teacher and principal placements be based primarily on student need. Districts must develop and implement criterion-based hiring and assignment upon expiration of their current collective bargaining agreements. One element of the planned approach to ensuring high-quality school leadership is the Academy for Transformative Leadership. The academy will promote partnerships and best practices to prepare and develop better principals and leadership teams for the State's schools. The Turnaround Leaders Program will be the academy's flagship program. It is planned to be a year-long, intensive training program that

will develop cohorts of new and existing principals each year for persistently low-performing schools. The State's Request for Proposal for the academy is accessible at <http://www.purchasing.ri.gov/rivip/StateAgencyBids/7448454.PDF>. The Turnaround Leaders Program will be supplemented by an intensive two-week Summer Institute where turnaround leaders work with their school leadership teams to learn the critical components of implementing school turnaround. Additionally, teams must supplement training with at least four Professional Development Modules of 12 hours each and an additional total of 12 hours of virtual modules of professional development.

Tennessee

Tennessee has issued three Teacher and Principal Residency grants to expand existing teacher residency programs and/or to provide mentoring for new teachers and principals. Two districts, Memphis City Schools and Metropolitan Nashville Public Schools, received Teacher and Principal Residency grants to use the extensive knowledge and skills of veteran teachers to serve as researchers, trainers or experts in the field. Memphis won a Teacher and Principal Residency grant to provide intensive mentoring support to new teachers and principals. See <http://news.tn.gov/node/6547> for more details and contact information on the effort.