Professional Learning Webinar
June 7, 2022

Registration link:

Developing Effective Principals: What Kind of Learning Matters?
Developing Effective Principals: What Kind of Learning Matters?

A report from
The Learning Policy Institute

MAY 2022
Dr. Linda Darling-Hammond
President and CEO
Learning Policy Institute
Developing Effective Principals

What Kind of Learning Matters?

Linda Darling-Hammond

June 7, 2022
Effective principal preparation and development programs can transform practice and increase principals’ success.

Powerful preparation increases the likelihood of candidates entering and staying in the principalship.
“It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”

## Research questions and methods

<table>
<thead>
<tr>
<th>Research question</th>
<th>Primary method</th>
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<tbody>
<tr>
<td>What are the <strong>features and outcomes</strong> of high-quality principal learning? How do these matter?</td>
<td>Research synthesis and original study</td>
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<td>To what extent do principals have <strong>access</strong> to high-quality learning opportunities?</td>
<td>Survey analysis</td>
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<td>What is the role of <strong>policy</strong> in shaping principal learning?</td>
<td>Policy scan</td>
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Comprehensive principal preparation and professional development are positively associated with benefits:

**Principals**
- Perceptions of effectiveness
- Attitudes
- Skills
- Efficacy

**Teachers**
- Satisfaction
- Retention

**Students**
- Attendance
- Achievement
- Graduation rates
Content

- Instruction
- School improvement
- School conditions
- Staff development
- Meeting students’ needs
Strategies

- Applied learning
- Internships
- Coaching and mentoring
- Cohorts and networks
For me, it was the structure of the program, the projects, the way we would read something and reflect on it and have a concentrated amount of time to apply those concepts … and it was through the application that you could see the big picture. The learning-by-doing had the biggest impact on me and that came from the structure of the program (Braun et al., 2013, p. 176).

Now I have an understanding of what it means to create and try to live by a vision, so that it guides any decisions that I make. That’s a whole new understanding of what it means to be an instructional leader (Perez et al., 2011, p. 239).

I used to think that the core work was about managing people and a school. Now I think it’s about ensuring that there is a transformation, and, in order to do that, [principals] have to make sure that everyone is learning and engaged in the transformation (Perez et al., 2011, p. 241).
Access to important content in preparation has improved, nationally

- Over two-thirds of principals had access to all important content areas associated with
  - Instructional leadership
  - Leading and managing school improvement
  - Shaping teaching and learning conditions
  - Developing people
  - Meeting the needs of learners

Source: National Principal Survey
Access to key content in preparation is increasing

Source: National Principal Survey
But fewer principals report access to high-leverage learning opportunities

- Experienced internships with administrative responsibilities and coaching (preparation) - 46%
- Experienced peer observation 3 or more times in the previous 3 years (professional development) - 33%
- Participated in a principal network 3 or more times in the previous 3 years (professional development) - 54%

Source: National Principal Survey
Coaching

“I learned the importance of following up with a discussion about the walk-through, especially with new teachers or teachers with whom you are concerned. I learned that I should concentrate on the strengths of the teacher and be careful of how you address the areas in which the teacher might need further professional development. I learned that in order for the teacher to really receive and act on feedback given, the way in which you give that feedback is so very important…. I learned that being specific as to what was observed is critical and [that] in delivering the message it is a good idea to do it in person…. I learned that it is important to use the proper observation format. I also learned that when delivering feedback, you should be [as] specific as possible.” (Ovando, 2006, p. 178).
Professional Learning Communities and Networks

“For me, I think this group has been important because I do not feel isolated. Before, I felt like I was practicing in isolation, because you are at your own school, and you have all these issues that arise, and issues that you do not really talk to your teachers about. So it was nice to have a sounding board, being able to talk and share experiences with people who were facing similar issues. We were eventually able to problem-solve around those issues together.”

(Humada-Ludeke, 2013, p. 96).
Access to professional development differs across states

- Equitably serve all children: 68% (California) vs 45% (North Carolina)
- Meet the needs of English learners: 67% (California) vs 26% (North Carolina)
- Create a school environment that develops personally and socially responsible young people: 57% (California) vs 40% (North Carolina)
- Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds: 62% (California) vs 39% (North Carolina)

Source: California Principal Survey and North Carolina Principal Survey
Access also differs by school poverty level

<table>
<thead>
<tr>
<th>Activity</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
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<tr>
<td>Leading a schoolwide change process to improve student achievement</td>
<td>75%</td>
<td>89%</td>
</tr>
<tr>
<td>Creating collegial and collaborative work environments</td>
<td>71%</td>
<td>87%</td>
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<tr>
<td>Creating a school environment that uses discipline for restorative purposes</td>
<td>55%</td>
<td>69%</td>
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<tr>
<td>Redesigning the school’s organization and structure to support deeper learning</td>
<td>58%</td>
<td>80%</td>
</tr>
<tr>
<td>Designing professional learning opportunities for teachers and other staff</td>
<td>69%</td>
<td>84%</td>
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Source: National Principal Survey
What Professional Development Do Principals Want?

- Leading schools supporting students' social-emotional development: 84%
- Develop systems supporting children's physical and mental health: 81%
- Leading school-wide process to improve student achievement: 78%
- Redesign school organization/structure for deeper learning: 77%
- Create a school environment that develops responsible young people: 77%
- Use student/school data for continuous school improvement: 77%
- Create environment that uses discipline for restorative purposes: 76%
- Leading instruction on developing students' higher-order thinking: 75%
- Engaging in self-improvement and your own continuous learning: 73%
- Leading instruction on raising achievement on standardized tests: 73%
- Meet needs of students with disabilities: 72%
- Leading schools supporting students from diverse backgrounds: 71%
- Equitably serving all children: 70%
Principal Development Policy
Changes Over Time & Influence on Practice
Standards have evolved over time

<table>
<thead>
<tr>
<th>In 2005,</th>
<th>By 2014,</th>
<th>In 2018,</th>
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<tr>
<td>• 6 states focused on <strong>knowledge and skills to support student learning</strong>;</td>
<td>• 35 states revised licensure standards.</td>
<td>• The field developed the National Educational Leadership Preparation (NELP) standards.</td>
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<tr>
<td>• 28 additional states mentioned these skills, but ½ did not specify the knowledge or skills.</td>
<td>• All 50 states had adopted the ISSLC standards and mentioned skills to support student learning.</td>
<td>• These reinforced an emphasis on equity and clinical practice tied to meaningful coursework.</td>
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States have adopted competing approaches to principal policy

▷ All 50 states are engaged in policy to improve principal quality. Many are using ESSA funds to do so.

▷ A growing number of states are pursuing new leadership standards, licensure requirements, clinical approaches, coaching and mentoring, team training, and academies.

▷ However, most are pursuing both stronger requirements for programs and licensing based on new standards and alternative pathways.

▷ The fastest growing sector is on-line (often for-profit) training programs

▷ Policy reforms can make a difference in outcomes: e.g., CA, IL

(ECS, 2018; New Leaders, 2018)
Policies that support high-quality principal learning programs can make a difference.
Use of high-leverage policies

Program approval criteria

▷ Proactive candidate recruitment & selection*
▷ Use of school leadership standards
▷ Clinically-rich internships*
▷ Strong IHE-district partnerships*
▷ Regular state oversight with feedback*

Candidate licensure criteria

▷ Experience and education requirements*
▷ Assessment including portfolio review
▷ License renewal with continuing education

*UCEA-developed criteria for examining state licensing and program approval policies.

21 states – TN & IL – met criteria for all five high leverage policies

5 states – KY, VA, IA, PA, AL – met the criteria for four policies

11 states did not meet any

States are more likely to legislate licensure policies than program approval strategies, although the latter have a stronger evidence based in the literature.
Policy changes appear to influence principals’ access to learning about key topics...

(California: before & after reforms)

Source: California Principal Survey
... and the extent to which principals feel well-prepared

(California: before & after reforms)

Source: California Principal Survey
Stronger program approval requirements in Illinois produced positive changes in preparation programs

New requirements:
- Program-district partnerships
- Rigorous selection
- Alignment with standards
- Yearlong internship
- Competency-based assessments

Led to positive changes:
- Stronger partnerships
- Shift from quantity to quality in recruitment and enrollment
- Revamped curriculum
- Greater attention to diversity
- More meaningful internships
- Focus on continuous improvement
Urban Pipeline Project Netted Positive Learning Gains Plus Greater Principal Retention

Charlotte-Mecklenburg, NC
Denver, Colorado
Gwinnett County, Georgia
Hillsborough County, Florida
New York, New York
Prince George’s County, Maryland

- Adopted standards of practice and performance to guide principal preparation, hiring, evaluation, and support
- Delivered high-quality preservice preparation to high-potential candidates, typically through in-district programs and partnerships with university programs
- Used selective hiring and placement, informed by data on candidates’ demonstrated skills, to match principal candidates to schools
- Aligned on-the-job evaluation and support for novice principals with an enlarged role for principal supervisors in instructional leadership.
Implications for policy and practice

- Develop and better use state licensing and program approval standards
- Encourage greater attention to equity
- Invest in a statewide infrastructure for professional learning (e.g. Principals’ Academies)
- Build local pipelines
Developing Effective Principals
What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wochsler, Stephanie Levin, Motante Loung-Gagne, and Steve Tozer
An emerging focus on equity-oriented leadership has the potential to develop aspiring principals’ knowledge and skills for meeting the needs of diverse learners.

*Developing Effective Principals: What Kind of Learning Matters?*
Developing Effective Principals: An Excellence & Equity Journey

AASA Webinar
June 7, 2022

Jill A. Baker, Ed.D.
Superintendent of Schools

LONG BEACH UNIFIED SCHOOL DISTRICT
Excellence & Equity
Connecting to the Research:
- Transforming the role of Principal Supervisor
- Coaching as a Way of Being
- Equity Leadership
- ELTD Programming
# Transforming the Role of Principal Supervisor

<table>
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<tr>
<th>Then</th>
<th>Now</th>
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<tr>
<td>- Principal Supervisors and Principals ratio = 14:1 (with supervisors also leading district departments)</td>
<td>- Established Principal Supervisor Learning Community</td>
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<td>- No common principal evaluation system</td>
<td>- Ratio between Principal Supervisors and Principals is 10:1</td>
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<td>- No common approach to principal coaching</td>
<td>- Systematic approach to supporting/coaching and supervising principals</td>
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<tr>
<td>- Principal Supervisor role undefined</td>
<td>- Principal Supervisor role defined through standards and indicators</td>
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<td>- Leadership Development program did not extend beyond principal supervisors/directors</td>
<td>- Leadership Development program to prepare aspiring principal supervisors/directors</td>
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The Role of Principal Supervisor

- Teaching & Learning
- Coaching & Feedback
- Coherence, Strategy & Planning
- Professional Learning & Collaboration
- Advocacy & Support
Coaching as a Way of Being

- Coaching PD Program (ELTD)
- Coaching Based Evaluation
- Coaching is for everyone!
LBUSD Coaching Toolkit:

- Blended Coaching  (Bloom et. al)
- Evocative Coaching  (Tschannen-Moran)
- Candid and Compassionate Feedback  (Jones and Vari)
- Listening Leader  (Safir)
Principals as Equity Leaders

- Centering equity leadership
- Cascading of equity leadership expectations
- Revising of performance expectations to reflect evolution
Equity Leadership Dispositions & Frameworks

**THE LENS OF SYSTEMIC OPPRESSION**

**INDIVIDUAL**
- A person's beliefs & actions that serve to perpetuate oppression
  - Conscious and unconscious
  - Externalized and internalized

**INTERPERSONAL**
- The interactions between people—both within and across difference

**INSTITUTIONAL**
- Policies and practices at the organization (or “sector”) level that perpetuate oppression

**STRUCTURAL**
- How these effects interact and accumulate across institutions—and across history
Equity Leadership Dispositions

1. Personally Reflect: Reflect on personal assumptions, beliefs and behaviors
2. Model Beliefs: Publicly model a personal belief system that is student centered and grounded in equity
3. Personally Act: Act with cultural competence and responsiveness in interactions, decision-making and practice
4. Confront Bias: Confront and alter institutional biases of student marginalization, deficit-based school, and low expectations associated with race
5. Improve Systems: Create systems and structures to promote equity with a focus on race

From Dispositions to Revised LBUSD Domains & Dimensions

LBUSD Revised Domains & Dimensions
Equity Leadership & Talent Development

- Connecting leadership theory to practice (ELTD curriculum)
- Job embedded learning (ELTD coaching)
- Excellence & Equity is the expectation (ELTD expectations)
Comprehensive principal preparation and professional development programs are positively associated with benefits for principals, teachers, and students.

*Developing Effective Principals: What Kind of Learning Matters?*
Dr. Calvin J. Watts
Superintendent
Gwinnett County Public Schools

Gypsy Hernandez
Coleman Middle School
Gwinnett County Public Schools
LEADERSHIP DEVELOPMENT: ASPIRING PRINCIPAL PROGRAM

Presentation by:
Dr. Calvin J. Watts Superintendent
June 7, 2022
THE GCPS ASPIRING PRINCIPAL PROGRAM

- Founded in 2007
- Recruit, select, develop and retain principals
- One-year long instructional program
- Principal Residency
- 311 Total Graduates (Cohorts 1-15)
  - 226 Total Leadership Appointments
  - 130 current principals (of 142)
  - 33 district leaders
LEADERSHIP DEVELOPMENT AT GCPS

• The Aspiring Leader Program
• The Aspiring Principal Program
• The District Leader Program
• Novice Principal Program
• Professional Learning
• Summer Leadership Conference
“SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD.”
Stephen R. Covey
THANK YOU!

Dr. Calvin J. Watts
Superintendent
Dr. Linda Darling-Hammond
President and CEO
Learning Policy Institute
Thank you for attending today's professional learning!

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