

TASK FORCE ON SCHOOL LEADERSHIP
127th Maine Legislature (Resolve 2015, Chapter 46)

***** DRAFT Preliminary Agenda *****

December 1, 2015 from 9:00 a.m. - 4:00 p.m.
Cross State Office Building, Room 202, Augusta, ME

Convene (9:00 a.m.)

1. Call to Order, Introduction of Task Force Members and Overview of Agenda (9:00 a.m.)
(*Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair*)
2. Review of October 6, 2015 Meeting Summary (9:15 a.m.)
(*Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair*)
3. Presentation: "A Day in the Life: Maine Legislators Learning with Principals" (9:30 a.m.)
(*Kelly Latterman, NCSL School Leadership State Policy Specialist*)
(*Dick Durost, Executive Director, Maine Principals' Association*)
 - Feedback from Maine legislators and school principals that participated in this venture
4. Presentation: "School Leadership Preparation at the University of Maine" (10:30 a.m.)
(*Gordon Donaldson, Professor Emeritus of Education, University of Maine*)
 - Description of Education Leadership Graduate "Cohort" Program at the University of Maine
5. Task Force Member's Presentations and Task Force Discussion of Strategies, Recommendations and Suggested Legislation to Enhance Excellence in School Leadership (11:00 a.m.)
(*Sen. Brian Langley, Senate Chair, Rep. Tori Kornfield, House Chair and Task Force Members*)
 1. Recruitment: Identifying prospective candidates for school principalship
 2. Preparation: Enhancing the preparation, licensure and certification of school principals
 3. Retention: Providing mentoring, professional development and training to promote the performance and professional growth of school principals
 4. Age, experience and mobility: Factors relating to the age, experience, recruitment, retention and mobility of the State's corps of school leaders
 5. Other factors: Any other factors that the task force considers relevant to excellence in school leadership
6. Topics discussed by Maine legislators and school principals ("A Day in the Life"):
 - A. Preparation, licensure & certification requirements for school principals
 - B. Compliance with state standards and student assessment guidelines
 - C. Performance evaluation and professional development
 - D. Work and life balance
 - E. Additional thoughts

Lunch (12:00 p.m. - 12:30 p.m.)

6. Task Force Member's Presentations and Task Force Discussion of Strategies, Recommendations and Suggested Legislation to Enhance Excellence in School Leadership *(Continued)* (12:30 p.m.)
(Sen. Brian Langley, Senate Chair, Rep. Tori Kornfield, House Chair and Task Force Members)
 1. Recruitment: Identifying prospective candidates for school principalship
 2. Preparation: Enhancing the preparation, licensure and certification of school principals
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Break (2:30 p.m. - 2:45 p.m.)

7. Final Decisions on Strategies, Recommendations and Suggested Legislation to Enhance Excellence in School Leadership (2:45 p.m.)
(Sen. Brian Langley, Senate Chair, Rep. Tori Kornfield, House Chair and Task Force Members)
 - Strategies and recommendations for policies, best practices and legislation to promote excellence in school leadership
8. Next Steps and Announcements (3:45 p.m.)
(Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair)
 - Discussion of review and approval process for final report

Adjourn (4:00 p.m.)

Task Force Staff:

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**Summary of Group Discussions: State Policy Solutions and Best Practices to Address Problems Challenging the Pipeline for Promoting Excellence in Maine School Leadership
Task Force on School Leadership: October 6, 2015 Meeting**

Context: Below is a summary of an “idea capture” produced during the final breakout session at the task force’s first meeting. Task force members were split up into three groups: (1) recruitment; (2) preparation; and (3) retention. The groups were then asked to respond to three questions (see questions in tables below). The column on the left reflects group member’s responses. After answering the three questions for their topic area, all task force members reflected on the ideas that came from the other groups. As a collective, task force members were then instructed to indicate what ideas they would like to prioritize. By prioritizing an item, the individual is indicating that they agree, see a high need, or support the comment. The right hand column indicates the number of individuals who prioritized any given item.

Group 1. Recruitment: Identifying prospective candidates for school principalship	
What are the challenges around this topic area?	Priority number
• Branding positions of principalship	6
• Roles that encourage leadership	6
• Authentic leadership opportunities	2
• Pre-identified pathways	0
• Time for courses and accessibility to professional development	0
• Anxiety about being alone on the job	0
What are we already doing in Maine to address this topic?	Priority number
• University of Maine cohort model provides a networking group that engages leadership candidates	3
• Accessing university programs	1
• Growing and nurturing our own leaders is a “hit or miss”	1
What ideas and next steps can and should we do?	Priority number
• Homegrown approach (with education associations) for potential means of improving leadership candidates	10
• Alternative pathways approach to developing leadership; entries followed by training programs	10
• Statewide internship programs to validate leadership skill sets	3
• Local licensure authority	3
• Identify support mechanisms that are already working	1
• Incentives for certain assignments	1
• Revise salary structures in rural and low income schools	0
• Virtual preparation models of reality	0

Group 2. Preparation: Enhancing the preparation, licensure and certification of school principals

What are the challenges around this topic area?	Priority number
• “True internship” experience	12
• Clustering and making principalship more attractive	10
• Connection between core content and real life needs	1
• Recruiting veteran leaders	1
• “Baptism by fire” (principals are immersed in their employment and learn their jobs the hard way)	0
• Time	0
What are we already doing in Maine to address this topic?	Priority number
• Authentic teacher leader experience	6
• Preparation programs; internships	1
• “Great Beginnings: Orientation for New School Administrators” (Maine Principals’ Association (MPA))	1
What ideas and next steps can and should we do?	Priority number
• Revisit and evaluate education leadership programs, including Teacher Leadership Program at University of Maine Farmington	4
• Pool resources for outside innovation programs	3
• Connect shadowing with internships	3
• Model of support (“Great Beginnings: Orientation for New School Administrators” (MPA))	2
• Provide paid job internships	1
• Contract retention	1
• Targeted performance bonding	0

Group 3. Retention: Providing mentoring, professional development and training to promote the performance and professional growth of school principals

What are the challenges around this topic area?	Priority number
• Workload	15
• Certification is disconnected from performance and professional growth	2
• Value of professional development and training programs; local efforts are not streamlined or coordinated	1
• Mentoring quality and time; “one size fits all” programs are far less stable	1
• Professional development is not timely, ongoing and differentiated	0
• “Quadrant 1 vs. 2”; placing mentoring program on back burner when it needs to be on the front burner	0
• Tenure; employment “at will”	0
• Contracts	0
What are we already doing in Maine to address this topic?	Priority number
• Maine Principals’ Association (MPA) 2-year mentoring programs	4
• Professional development programs, including MPA, school districts, and individual programs	3
• Regional mentors	2
• Local stipends	2
• Local professional development and MPA efforts for individuals	2
• Retention	1
• Courses	0
• Awareness is growing	0
What ideas and next steps can and should we do?	Priority number
• Retirement law	8
• Combined efforts for professional development involving DOE, MPA, MSSA, MADSEC and MCCL (education associations)	4
• Deploy retired administrators as mentors	3
• Define principalship position; not the “Uber Principal”	2
• Retention	1
• Raise awareness	1
• Creating more proactive approaches to preparing school leaders, including alternative pathways and rural approaches	0
• Recognizing regional approaches for professional development and training	0

A Day in the Life: Maine Legislators Learning with Principals

**Sponsored by the National Conference of State Legislatures (NCSL)
and the Maine Principals' Association (MPA)**

With support from The Wallace Foundation

Pre-reading:

- 1) **Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy**
<http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/Developing-Excellent-School-Principals.pdf>
- 2) **Building a School Principal Pipeline: Lessons from the Field**
<http://www.ncsl.org/research/education/school-principals.aspx>

Websites of Interest:

<http://www.ncsl.org/research/education/school-principals.aspx>

<http://www.mpa.cc/>

<http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx>

Things to Note:

Expectations - The purpose of the event is to provide a realistic shadowing experience for legislators and to provide principals with the opportunity to openly share the realities of their job with their elected representatives. We actively encourage legislators to participate in the principal's entire school day which may mean showing up at 7 a.m. before the children arrive and staying after the school day ends to cheer on the football team or take care of other after school responsibilities. In other words, please do arrive at the start and stay to the end, so that your experience is as realistic as possible. Please also document the day's proceedings. We would love at least one picture from each pair and encourage you both to take even more photos. Make sure to send your photos to MPA and NCSL. If you use social media, feel free to share your photos of legislators and principals learning together using #LegislatorsShadowPrincipals.

Confidentiality - While in the schools, legislators may encounter sensitive situations involving children. The school administrators will use their judgment in determining how and if legislators will be involved. Legislators may not be included in certain administrative activities to respect the privacy of students. In documenting the experience, legislators will not divulge any identifying information about children, parents, or other individuals that they may encounter at the school. All pictures must be taken in accordance with the school's media policy.

Follow Up After the Event:

For Legislators - NCSL will be reaching out with a link to an online survey. As the sample size is small it is vital that all participants are able to provide their feedback. Individuals will also be contacted to participate in 15 minute phone calls about the experience. Responses to the survey and comments made on the follow up phone calls will be kept confidential. We will not mention

your name or quote you by name in our written analysis unless we first get your permission to do so. The information gathered will be used in a report to the Maine Task Force on School Leadership as well as to prepare a NCSL brief on lessons learned from the event. Representatives from your state may also speak about the event at future NCSL events including the upcoming Capitol Forum December 8-11 in Washington, D.C.

For Principals - MPA will be reaching out to participants with a survey. MPA may also host a virtual conversation about the experience, details forthcoming.

Topics & Talking Points:

The following topics and talking points are recommended as part of the discussion between Maine legislators and principals during the legislators' visits with school principals. This is intended as a jumping off point, but feel free to speak about areas you seek clarification or those that are a priority for you and are not listed below.

A. Preparation, licensure and certification requirements for school principals

1. How would you define an effective principal? What characteristics and skills should an aspiring principal have?
2. Describe any suggestions you might have for changes or improvements in administrator preparation programs.
3. Why do you think there is a shortage of individuals applying for principal or assistant principal positions?
4. Describe any opportunities for teacher leadership roles in your building.

B. Compliance with state standards and student assessment guidelines

1. Describe how standards-based education and proficiency-based diplomas laws have impacted your job expectations.

C. Performance evaluation and professional development

1. Describe the impact that educator effectiveness legislation has had on your job expectations.
2. Describe your own professional development plan.

D. Work and life balance

1. How often and what type of work are you doing during evenings and weekends?
2. Describe how you attempt to balance your personal and professional time?
3. Describe whether, given the opportunity, you would choose to be a principal again?
4. Describe if and how you would recommend your job to others?

5. Describe what you had planned to do yesterday (as a principal) and what you ended up doing; or if you discuss this at the end of the day what did you plan to do today?

E. Additional thoughts

1. Describe the three changes that have had the most impact on the principalship since you first became a principal.
2. Describe the three most rewarding aspects of your position as a building administrator.
3. Describe the three greatest challenges in your position as a building administrator.
4. Describe how students have changed over the past 10 years.

Thank you for your participation and willingness to learn from each other. If you have any questions or comments please do not hesitate to reach out.

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November 16, 2015

To: Members of the Legislature's Task Force on School Leadership
From: Gordon Donaldson
In Re: School Leadership Preparation at the University of Maine

Dear Fellow Task Force Members:

At our initial meeting, there were several requests for information about the "cohort program" in leadership development that UMaine has been offering since the late '90s as part of its graduate program in Ed Leadership. Our program is one of the few that converted in the '90s to "ed leadership" from "ed administration" and that adopted a cohort approach that supports continuous, focused learning for each student. This trend has grown in other parts of the country (see the Wallace Foundation's "Developing Successful Principals", 2005).

Here are a few notes that I hope will give you a basic understanding.

Students: practicing teachers and administrators from a large region of Maine (essentially north of Augusta and east of Farmington).

Duration: 3 years

Degree Eligibility: M.Ed. or C.A.S.

Learning Goals:

1. Core Goal for all students: to develop and demonstrate competencies in school leadership
2. To explore the variety of leadership roles that are necessary to a school's success (administrative leadership and teacher leadership roles)
3. To make informed choices about which roles fit best with each student's talents, challenges, and life circumstances

Administrative Certification:

The cohort program fulfills the majority of competency requirements for principal, assistant principal, special ed director, curriculum coordinator. Specific management-oriented courses (school law; school finance, special ed. policy/law, etc.) are taken to complete both the degree and the certificate.
NOTE: Roughly half of our students complete administrative certification

The Program

- A cohort of approximately 30 students who commit for the full three years
- Two or three faculty members team-teach the program

- The cohort meets most often on a week night in Regional Groups of 8-10 located geographically to accommodate the members of each group (usually meets in a school)
- Full cohort sessions usually all-day on Saturdays on campus
- The three-year experience is developmentally sequenced to build understanding of schools as organizations, central leadership responsibilities, and each student's leadership assets and challenges; learning standards are aligned with ISLLC.
- All courses involve assignments examining practices in students' schools, exploring the leadership challenges they present, and creating specific "leadership development plans" for students to pursue. This personalizes learning to the individual within her/his specific school context.
- Three major dimensions of learning:
 - **Interpersonal:** What interpersonal skills does leadership require? Do I have them? How do I develop them?
 - **Cognitive:** Knowledge leaders need to have about kids, curriculum, teaching, school culture, the change process, etc. How can we use these knowledge bases to move our school forward?
 - **Intrapersonal:** Do I have "the stuff" of leadership? Do I really want to lead? How will I take care of myself so I can succeed as a leader?
- Faculty emphasize building a "community of learners" culture within each cohort where students practice "colleague-critic" relationships designed to "push" each person's learning as a leader. This design models professional learning practices that transfer directly to students' schools and it models the importance of collegial support amongst students as they pursue their leadership goals after the cohort.

For more information, go to: umaine.edu/edhd/ and click on "Academic Programs".

Davis, S., Darling-Hammond, L., LaPointe, M, and Meyerson, D. (2005)
Developing Successful Principals. Wallace Foundation's School Leadership Study series (Stanford, CA: Stanford Educational Leadership Institute)

Additional Note:

Graduates of UMaine's Programs

Between 1998 and 2015, UMaine annually conferred:

- 19.7 M.Ed. degrees in Ed Leadership (total of 356 over 18 years)
- 10.6 C.A.S. certificates in Ed Leadership (total: 192)

PROPOSED FINDINGS, STRATEGIES AND RECOMMENDATIONS TO ENHANCE EXCELLENCE IN SCHOOL LEADERSHIP
*****Please add your name to the bottom of each page *****

Policy Issues for Consideration A	Challenges Facing Policies and Programs B	Current Policies and Programs C	Ideas and Next Steps D	Proposed Strategies, Recommendations and Suggested Legislation E
<p>1. Recruitment: Identifying prospective candidates for recruitment and selection for school principalship</p>	<ul style="list-style-type: none"> • Branding positions of principalship • Roles that encourage leadership • Authentic leadership opportunities • Pre-identified pathways • Time for courses and accessibility to professional development • Anxiety about being alone on the job 	<ul style="list-style-type: none"> • University of Maine cohort model provides a networking group that engages leadership candidates • Accessing university programs • Growing and nurturing our own leaders is a “hit or miss” 	<ul style="list-style-type: none"> • Homegrown approach (with education associations) for potential means of improving leadership candidates • Alternative pathways approach to developing leadership; entries followed by training programs • Statewide internship programs to validate leadership skill sets • Local licensure authority • Identify support mechanisms that are already working • Incentives for certain assignments • Revise salary structures in rural and low income schools • Virtual preparation models of reality 	

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<p>2. Preparation: Enhancing the preparation, licensure and certification of school principals</p>	<ul style="list-style-type: none"> • “True internship” experience • Clustering and making principalship more attractive • Connection between core content and real life needs • Recruiting veteran leaders • “Baptism by fire” (principals are immersed in their employment and learn their jobs the hard way) 	<ul style="list-style-type: none"> • Authentic teacher leader experience • Preparation programs; internships • “Great Beginnings: Orientation for New School Administrators” (Maine Principals’ Association (MPA)) 	<ul style="list-style-type: none"> • Revisit and evaluate education leadership programs, including Teacher Leadership Program at University of Maine Farmington • Pool resources for outside innovation programs • Connect shadowing with internships • Model of support (“Great Beginnings: Orientation for New School Administrators” (MPA)) • Provide paid job internships • Contract retention • Targeted performance bonding 	

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<p>3. Retention: Providing mentoring, professional development and training to promote the retention, performance and professional growth of school principals</p>	<ul style="list-style-type: none"> • Workload • Certification is disconnected from performance and professional growth • Value of professional development and training programs; local efforts are not streamlined or coordinated • Mentoring quality and time; “one size fits all” programs are far less stable • Professional development is not timely, ongoing and differentiated • “Quadrant 1 vs. 2”; placing mentoring program on back burner when it needs to be on the front burner • Tenure; employment “at will” • Contracts 	<ul style="list-style-type: none"> • Maine Principals’ Association (MPA) 2-year mentoring programs • Professional development programs, including MPA, school districts, and individual programs • Regional mentors • Local stipends • Local professional development and MPA efforts for individuals • Retention • Courses • Awareness is growing 	<ul style="list-style-type: none"> • Retirement law • Combined efforts for professional development involving DOE, MPA, MSSA, MADSEC and MCCCL (education associations) • Deploy retired administrators as mentors • Define principalship position; not the “Uber Principal” • Retention • Raise awareness • Creating more proactive approaches to preparing school leaders, including alternative pathways and rural approaches • Recognizing regional approaches for professional development and training 	

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<p>4. <u>Age, experience and mobility:</u> Factors relating to the age, experience, recruitment, retention and mobility of the State's corps of school leaders</p>				
<p>5. <u>Other factors:</u> Any other factors that the task force considers relevant to excellence in school leadership</p>				

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<p>6. Topics and Talking Points: Discussion between Maine legislators and school principals ("A Day in the Life")</p>				
<p>A. Preparation, licensure & certification requirements for school principals</p> <ol style="list-style-type: none"> How would you define an effective principal; what characteristics and skills should an aspiring principal have? Describe any suggestions you might have for changes or improvements in administrator preparation programs. Why do you think there is a shortage of individuals applying for principal or assistant principal positions? Describe any opportunities for teacher leadership roles in your building. 				
<p>B. Compliance with state standards and student assessment guidelines</p> <ol style="list-style-type: none"> How do standards-based education and proficiency-based diploma laws impact job expectations of school leadership ? 				
<p>C. Performance evaluation and professional development</p> <ol style="list-style-type: none"> The impact that educator effectiveness legislation has had on your job expectations. Describe your own professional development plan. 				

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<p>D. Work and life balance</p> <ol style="list-style-type: none"> 1. Describe any opportunities for teacher leadership roles in your building. How often and what type of work are you doing during evenings and weekends? 2. Describe how you attempt to balance your personal and professional time? 3. Describe whether, given the opportunity, you would choose to be a principal again? 4. Describe if and how you would recommend your job to others? 5. Describe what you had planned to do yesterday (as a principal) and what you ended up doing today? <p>E. Additional thoughts</p> <ol style="list-style-type: none"> 1. Describe the three changes that have had the most impact on the principalship since you first became a principal. 2. Describe the three most rewarding aspects of your position as a building administrator. 3. Describe the three greatest challenges in your position as a building administrator. 4. Describe how students have changed over the past 10 years. 				