How to Build a Strong Pipeline of Excellent Principals Who Improve Teaching and Learning
12:30 – 1:30PM
Panelists

Charlotte-Mecklenburg Schools
  – Ann Blakeney Clark, Superintendent

Prince George’s County Public Schools
  – Douglas Anthony, Executive Director, Office of Talent Development

MODERATOR: Nicholas Pelzer, Program Officer, Wallace Foundation
About The Wallace Foundation

• The mission of The Wallace Foundation is to foster
  – improvements in learning and enrichment for disadvantaged children and
  – the vitality of the arts for everyone.

• Our approach
  – Work with our grantee partners to develop -- then broadly share -- evidence-based, practical insights
The Wallace Approach
(Our theory of change)

Understand the Context
(Engage with the external environment to identify knowledge gaps, field interest, and time lines)

Catalyze Broad Impact
(Improve practice and policy nationwide)

Generate Improvements and Insights
(Build promising new approaches and new evidence/knowledge)
Leadership key to student learning

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

-- How Leadership Influences Student Learning, Universities of Minnesota and Toronto, 2004 and 2010

“Principals are multipliers of effective teaching.”

Good leaders are hard to find

There is no shortage of certified principals – but there is a shortage of qualified principals

-- Beyond the Pipeline, 2003

50% of superintendents around the country report difficulty finding qualified principals. 61% of superintendents in urban areas can’t find the leaders they need


There needs to be a match between the district’s needs and the leaders that the programs produce

-- Districts Developing Leaders, 2010
The Principal Pipeline

- Leader standards
- High-quality aspiring leader preparation programs
- Selective hiring
- Evaluation and on-the-job support
The Five Big PPI Stories

• Leader standards
• New methods of hiring principals
• On the job support for new principals
• The role of the Assistant Principal
• “Leader Tracking Systems”
Higher Education Partnerships

Principal Preparation Partner Programs

CMS has formed partnerships with 4 local universities to provide effective training for aspiring school leaders with the district collaborating on recruitment, content development, evaluation, and internships and residency placement.

The Partner Programs Include:

• **Leaders for Tomorrow,**
  – Winthrop University, 2-Year Program, MA Ed Leadership, develops leaders for various settings, and target cohort size is 20-25

• **School Executive Leadership Academy,**
  – Queens University, 14-Month Program, credits towards MBA, MSA, or MS in OD, develops leaders for various settings, and target cohort size is 15-20

• **Aspiring High School Principals Program,**
  – UNC-Charlotte, 2-Year/1-Year/5-Week, MA Ed Leadership, develops leaders for high school, and target cohort size is 20-25

• **Educational Leadership Program,**
  – Wingate University, 3-Year/1-Year, MA Ed Leadership, develops leaders for various settings, and target cohort size is 15-20
Leaders for Tomorrow (Winthrop University) was awarded the Shirley Schultz Award by the Council of Great City Schools
CMS Principal Induction

- **Demonstrating Leadership**
  - Capstone Project
  - 360 Degree Feedback

- **Vision and Innovation**
  - Innovation Institute

- **Learning About Leadership**
  - Educational Leadership Institute

- **Instructional Leadership Focus**
  - Consultant Coach Model
  - Time Management (Together Leader)
Principal Induction Analysis

Overall Observations & Trends

• By year 3, induction programs participants had higher evaluations on all standards including 3 standards that were statistically significantly better.

• By year 5, both groups were effective with no statistical difference between their performance on all standards.

• Over the 5 years, the comparison group showed slow steady yearly improvement while the induction group made larger gains each year.

• Difficult to analyze retention because of small sample size with several promotions and transfers into central office positions.

• Difficult to analyze EVAAS data due to changes in testing and principal transfers.
Leveraging the Leadership Work to Facilitate District Change

CEO Transition Plan
- Coherence Framework
- Theory of Change
- Strategy Development

CEO’s Assessment of the District
- Gap Analysis
- Key Findings
- Recommendations

Intersection of Wallace & District
- PPI & PSI Key Levers of Change
- Strategic Partnerships
- Leadership Center

Leveraging the Leadership Work to Facilitate District Change
• Leadership Standards
  • Revisions & Alignment
• Pre-Service Training
  • Diversified Portfolio of University Programs
• Selective Hiring
  • Robust Suite of Tools & Assessments
  • Leader Tracking System
• Evaluation, Training & Support
  • PGCPS Leadership Program & Institutes
  • PGCPS Induction & Mentoring
• Scale & Sustainability
  • Measuring Costs & Maintaining Infrastructure
  • PGCPS Mid-Atlantic Symposium
• Technical Assistance Effort

Current Landscape of PGCPS
PGCPS Leadership Programs

- Assistant Principal Induction Program (APIP)
- Assistant Principal Leadership Academy (APLA)
- Aspiring Leaders Program for Student Success (ALPSS)
- Resident Principal Preparation Program (RPPP)
- Systemic Principal & Assistant Principal Meetings
- Summer Leadership Institutes for Principals and Assistant Principals
Q & A:

Panel Discussion

Join in the conversation!
Resources

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Additional Resources:
AASA, The School Superintendents Association
www.aasa.org/content.aspx?id=10536

The Wallace Foundation Knowledge Center
www.wallacefoundation.org
Thank You for Your Participation!
Continue the Conversation at AASA Central; 1:30 – 1:50PM