The Every Student Achieves Act (ESSA) Implementation: Creating and Sustaining Highly Effective Principals

September 13, 2016
4:00 p.m. EDT
The Every Student Succeeds Act
P.L. 114-95
Priorities for Reauthorization of ESEA

- Differentiate and support the role of principals commensurate with the research and evidence of their impact on student outcomes.

- Base accountability systems on student growth, include multiple measures, and ensure that any new policies put an end to the overuse of standardized assessments.

- Give schools the opportunity to provide programs that will contribute to a well-rounded educational experience for every child, and support them in implementation of arts-integration, afterschool programs, student health and well-being including social and emotional learning, and personalized learning through effective use of technology.

- Include early childhood education as a matter of priority in the use of federal funds, and support Pre-K-3 alignment.
Since 2000, the Wallace Foundation has published more than 70 reports on leadership.

www.wallacefoundation.org
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

• Since 2000, Wallace has supported states and school districts in developing improved leadership models for principals to better their schools. Their efforts have touched 24 states and numerous urban school districts.
What the Research Tells Us

- Principal leadership has a “ripple effect” or an indirect correlation to student achievement
- Principal leadership is most tangible in struggling schools
- Collaboration is key to drive continuous improvement
Growing Body of Evidence on School Leadership

A substantial level of research over the past decade has proven two very important facts:

☑ Effective school leadership is second only to teaching among-school related factors in improving student achievement; and

☑ Strong school leadership has the greatest impact in schools with the most needs.

http://www.wallacefoundation.org/knowledge-center/
Five Key Practices

• Shaping a vision of academic success for all students.
• Creating a climate hospitable to education.
• Cultivating leadership in others.
• Improving instruction.
• Managing people, data and processes to foster school improvement.
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

The Wallace Foundation’s Principal Pipeline Initiative is a five-year undertaking that is helping districts develop larger corps of effective school principals and aspiring leaders.
In 2011, six districts became participants in this initiative:

- Charlotte-Mecklenburg, NC
- Denver, CO
- Gwinnett County, GA
- Hillsborough County, FL
- New York City, NY
- Prince George’s County, MD
Presenters:

Charlotte-Mecklenburg Schools
Every Child. Every Day.
For a Better Tomorrow.
Nicole M. Cathey, Project Manager, Principal Pipeline

Tisha Greene, Principal, Oakhurst STEAM Academy
Carmen Concepcion, Principal, Oaklawn Language Academy

Gina O’ Hare, Principal, Palisades Park Elementary School

Moderator: Deborah Tyler, Associate Executive Director, Professional Learning, NAESP
Overarching Goals:

✓ Key Provisions to Support Leadership in the Every Student Succeeds Act (ESSA)

✓ Creating a district succession framework that supports the professional development of principals and aspiring school leaders

✓ Principal ownership of professional learning that addresses continuous improvement of self, site and system

✓ Takeaways and Ideas for Action
Principal Pipeline Initiative Overview

BACKGROUND
2011, CMS was one of six districts in the country that received a Wallace Foundation grant to further develop its pipeline of school leaders and measure its effect on student achievement.

GOAL
When a district and its principal training programs provide large numbers of talented, aspiring principals with the right pre-service training and on-the-job evaluation and supports, the results will be a pipeline of principals able to improve teaching quality and student achievement district-wide.

THE BASIS OF OUR WORK IS GROUNDED within THE PELP COHERENCE FRAMEWORK and CMS STRATEGIC GOAL OF RECRUITING, DEVELOPING, RETAINING AND REWARDING A PREMIER WORKFORCE.
Charlotte-Mecklenburg Schools FACTS

**Student Facts:**
- K-12 student enrollment: 146,140
- Pre-school enrollment: 2,997
- Countries represented: 165
- Languages spoken: 187
- Students who speak language other than English at home: 37,170
- Top 5 home languages: Spanish, Vietnamese, Arabic, French and Chinese
- Students with limited English proficiency: 16,938
- Economically disadvantaged students: 54%
- Students with disabilities: 8.8%

**Employee Facts**
- Total # of employees: 18,495
- Full-time teachers: 9,253
  - Average 10 ½ years of teaching experience
  - More than 4,400 have advanced degrees
  - Among top five districts for new and total National Board-certified teachers

**Honors:**
- 2014 NC Teacher of the Year (James Ford, Garinger High School)
- 2015 NC Southwest Region Principal of the Year (Dr. Maureen Furr, South Mecklenburg High School)
- 2015 Charlotte Post Foundation Educator of the Year (Superintendent Ann Clark)
Goal 1 Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.

Goal 2 Recruit, develop, retain and reward a premier workforce

Goal 3 Cultivate partnerships with families, businesses, faith-based groups and community organizations

Goal 4 Promote a system-wide culture of safety, high engagement, cultural proficiency and customer service

Goal 5 Optimize district performance and accountability

Goal 6 Inspire and nurture learning, creativity, innovation and entrepreneurship
Goal 2 – Recruit, develop, retain and reward a premier workforce

- **Principal Pipeline Initiative**: CMS was one of six districts in the country that received a Wallace Foundation grant to further develop its pipeline of school leaders and measure its effect on student achievement.

- **Talent Management**: work to ensure all employees have yearly performance evaluation and Professional Development Plans.

- **Opportunity Culture**: select and adapt strategic school designs that extend the reach of excellent teachers to more students and better match resources to student needs.
Goal 5 – Optimize district performance and accountability

- **School performance framework**
  - Getting students to academic proficiency – and then beyond
  - Making sure that all students grow
  - Ensuring students who need help receive it
  - Closing achievement gaps
  - Providing access to rigor
  - Making students college- and career-ready
  - Ensuring students graduate in four years

- **Project L.I.F.T. and Beacon Initiative**

- **Data monitoring**: use student performance data to strengthen and accelerate improvement and guide classroom instruction
Seven Principles of the Instructional Core are:

1. Increases in student learning only occur as a consequence of improvements in the level of content, teachers’ knowledge & skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can’t see it in the core, it’s not there.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.
Principal Pipeline Initiative Overview

1. **Leader standards**, to which CMS aligns job descriptions, training, hiring requirements, evaluations, and professional development

2. **High-quality training**, including recruitment, selective admissions and pre-service experiences aligned with expectations for school leaders

3. **Selective hiring** of the most qualified applicants, and placement based on a match between the candidate and the school

4. **On-the-job evaluation and support**: evaluation that addresses the capacity to improve teaching and learning, and support that includes mentoring and professional development addressing the needs that evaluation has identified

The 5th component, **Alignment, Capacity and Quality Assurance**, addresses integration of the four components above so as to create a coherent and highly effective system of principal development and support
PARTNER PROGRAMS

CMS has formed partnership 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. These partner programs underwent a Quality Measures self-assessment to ensure they were incorporating leading research on effective principal preparation programs.
Assistant Principal Programs

INDUCTION PROGRAM

1st Year APs
• Monthly meetings led by ED and/or Leadership Development Office
  Coaching to expand their leadership skills and to make a successful transition into the AP role

2nd Year APs:
• AP Academy at Queens University
  6-day program at Queens University to support APs as they develop an understanding of leadership and develop their own leadership philosophy
• Shadow Principal
  Opportunity to shadow a principal for 2 days to gain perspective on the day-to-day role of principal and experience how other schools and/or grade levels operate

PRINCIPAL INTERN PROGRAM:
• Program for high-potential APs
  Year-long program to develop leadership competencies of the sitting APs and prepare them for the principalship
### Principal Induction Program

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<thead>
<tr>
<th>Year</th>
<th>Focus</th>
<th>Resources</th>
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</table>
| 1 & 2 | Instructional Leadership Focus | - Consultant Coach Model  
- Together Leader |
| 3    | Learning About Leadership | - Queens University Educational Leadership Institute |
| 4    | Demonstrating Leadership | - Center for Intentional Leadership (Capstone) |
Principal Supervisor Initiative Overview

BACKGROUND
In the spring of 2014, the Wallace Foundation announced they would invest $30M in a significant 5-year effort to help 14 urban school districts improve the effectiveness of their principal supervisors so they can better work with principals to raise the quality of teaching and learning in schools.

COMPONENTS
• Revising the position description
• Reduce the span of control
• Expand the capacity of principal supervisors (new and experienced)
• Ensure a continuous supply of qualified leaders to assume the principal supervisor position in the future
• Strengthening central office structures
The CMS Leader Tracking System (LTS) is an online tool designed to enable and support data-driven decision making throughout multiple components of the CMS principal pipeline, including: pre-service training, selective hiring, on-the-job support and evaluation.

The LTS aligns with the district’s Strategic Plan 2018 goals:

- Goal 2: Recruit, develop, retain and reward effective school leaders.
- Goal 5: Strengthen data use and processes to improve student achievement.
Principal Pipeline Initiative Overview

North Carolina Standards for School Executives

CMS Competencies, Skills and Beliefs for School Leaders

- **Belief in children**: Believes all children can and will achieve. Draws attention to equity gaps and works urgently to close gaps.

- **Building relationships and influencing others**: Positions oneself as a leader among various stakeholder groups. Influences and motivates others to get results. Actively listens to others and creates team-oriented, cooperative, and engaged culture. Effectively manages conflict. Has excellent communication skills.

- **Establishing a culture of high expectations**: Sets ambitious goals and continually monitors progress towards goals. Holds others accountable to expectations.

- **Instructional leadership**: Understands research-based instructional school practices and focuses attention on teaching and learning. Uses observation and student-performance data to accurately assess levels of student learning. Effectively facilitates professional learning communities to promote increased achievement.

- **Integrity**: Aligns actions with beliefs. Promotes, models and exhibits high standards of honesty, integrity, fairness, stewardship, trust, respect and confidentiality. Exhibits ethical and moral behavior in everyday business conduct. Is self-reflective and uses feedback to improve performance.

- **Stamina, initiative and persistence**: Persists to overcome challenges. Goes above and beyond what is expected to achieve desired result. Responds calmly and rationally in high-stress situations.

- **Strategic decision-making and problem-solving**: Develops clear vision, and develops logical priorities, goals and strategies to achieve vision. Is adept at problem-solving. Analyzes relevant data and stakeholder input to identify the problem; generates suitable solutions that address the problem; chooses the best course of action among options. Makes sound and timely decisions. Effectively generates and utilizes resources needed to meet goals.

- **Talent management and development**: Accurately assesses effectiveness of staff and effectively coaches staff to improve performance.
• Opened during the 2015-2016 school year
• 657 students
• K-5
• Partial Magnet/Title I School

• 43% African American
• 6.4 % Asian
• 31.2 % Hispanic
• 16.3 % White
Oaklawn Language Academy

K-8 Dual-Language Immersion Magnet

“Empowering globally minded leaders in a multicultural world.”

Oaklawn Language Academy is united and committed to providing a high quality education in a language-immersion environment.

Students embrace diversity and become responsible leaders who demonstrate integrity in a multicultural world.
Full Magnet Title I School
551 students

- 50.1% Hispanic
- 45.7% African American
- 2.4% White
- 1.5% Two or More
- 0.4% Asian

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<thead>
<tr>
<th>Grade</th>
<th>English Subjects</th>
<th>Spanish Subjects</th>
</tr>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>100%</td>
<td>All core subjects</td>
</tr>
<tr>
<td>1st – 5th Grades</td>
<td>50/50 Language Arts, Writing, and Science</td>
<td>Math, Social Studies, and Spanish Language Arts</td>
</tr>
<tr>
<td>6th – 8th Grades</td>
<td>50/50 English Language Arts, Science, and Electives</td>
<td>Spanish for Native Speakers, Math, and Social Studies</td>
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“Empowering globally minded leaders in a multicultural world.”
Multicultural Fair & Carnival
Diverse Staff – Native Speakers from Latin America and Spain
National and State Recognition
  • Ronald P. Simpson Award Winner 2012
  • Title I Reward School - 2014
  • Magnet School of Excellence
School Garden
8th Grade end of year class trip to European/Spanish speaking countries (Spain, France, Costa Rica)
Target Language Opportunities
  • Bilingual News Program
  • School Store
  • OLA Habla Español
Our mission is to educate all students using a collaborative engineering design process so that they have the personal and academic skills they need to be productive citizens of the twenty-first century.
Palisades Park Elementary School

- 800 students
- Partial Magnet school
- Very diverse population
  - 40% African American
  - 40% White
  - 15% Hispanic
  - 5% Asian
- 2016 Magnet School of Excellence
Discussion

• What is unique in regard to the professional learning community for principals in the Charlotte-Mecklenburg district?

• When principals look out at the landscape of PD, both local and nationally, how do they prioritize and personalize their own individual PD plan? What do they see as lacking in the area of building cohesive professional learning communities for principals?
Discussion

- Each of the Wallace 5 Key Practices stand on individual importance but also are vitally interconnected. Describe how your understanding and awareness of these practices has fostered an improved learning environment for teachers and students in your school and allowed you to hone your leadership skills?
- What has been most valuable to you with the work associated to the Principal Pipeline Initiative?
Questions?
Resources

www.wallacefoundation.org

www.naesp.org

www.cms.k12.nc.us
Resources

http://schools.cms.k12.nc.us/oakhurststeamacademyES/Pages/Default.aspx

http://schools.cms.k12.nc.us/oaklawnMS/Pages/Default.aspx

http://schools.cms.k12.nc.us/palisadesparkES/Pages/Default.aspx
National Principals Conference 2017

Connecting Great Leaders Across All Levels

July 9-11, 2017

Philadelphia, PA

principalsconference.org

NAESP
National Association of Elementary School Principals

NASSP
National Association of Secondary School Principals
thank you