

An Overview of NC's Principal Pipeline

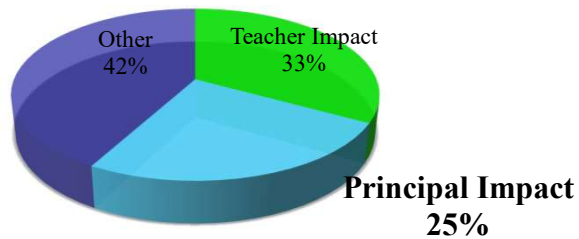
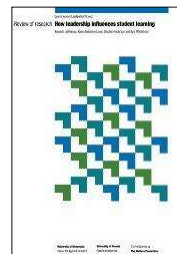
Bonnie C. Fusarelli
Governor's Commission on Access to a Sound Basic Education
October 16, 2018



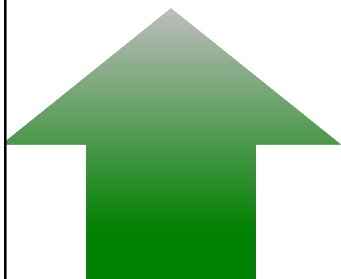
Principals are key to student learning

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

How Leadership Influences Student Learning, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004

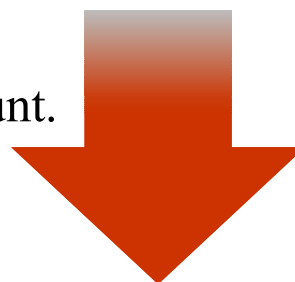


Principals Matter...



Highly effective principals raise achievement by between 2-7 months of learning in one school year

Ineffective principals lower achievement by a similar amount.



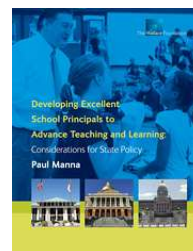
“Principals are multipliers of effective teaching.”


--*Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*. Paul Manna, The Wallace Foundation, 2015

“**Teacher turnover is lower** in schools led by high-quality principals.... Research further indicates that principal turnover leads to lower teacher retention and lower gains for students.” --*School Leadership Intervent Under the Every Student Succeeds Act: Evidence Review*, Rebecca Herman, et al, RAND, 2016

“Principal effectiveness is associated with **greater teacher satisfaction** and a lower probability that the teacher leaves the school within a year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes are **even greater in disadvantaged schools.**”

--*Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments*, Jason A. Grissom, Teachers College Record, 2011

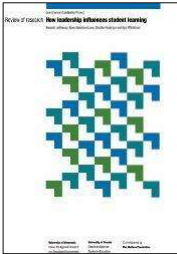






Leadership is the catalyst

“...there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”**

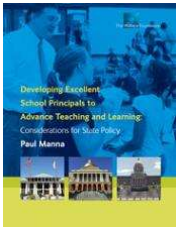

-- How Leadership Influences Student Learning,
Kenneth Leithwood, *et al*,
University of Minnesota,
University of Toronto, 2004

Leadership is a critical ingredient in reform initiatives

“Especially during the last five to ten years, **states have pushed forward ambitious education initiatives that will be unlikely to succeed without principals actively leading the work on the ground.”**

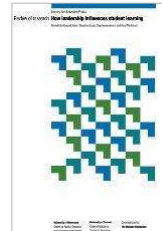
*-- Developing Excellent School Principals
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Paul Manna, 2015



Improving principal preparation is a cost-effective strategy

“Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly **cost-effective** approaches to successful school improvement.”

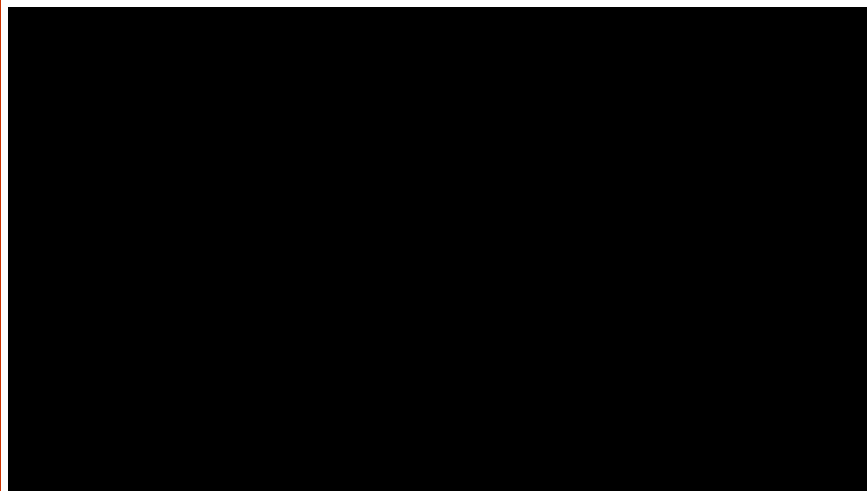


-- *How Leadership Influences Student Learning*, 2004

New cost study from RAND = save .4% of annual district budgets or if use NC's total education expenditures = savings of \$36 million/year.



Even kids know being a principal is a grueling job.



And principals do all this with **scant autonomy** over key decisions, such as which teachers they can hire or fire or how much they can pay their staff...



Image source: <https://online.csp.edu/blog/business/understanding-work-stress>



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Should be no surprise then...

- **Nationally: 20% turnover** of principals (Goldring & Taie, 2014) (7% left for another principal position; 11.5% left the principalship/profession; 4.1% did not identify next position)
- **50% of principals spend 3 years or less** at a school & even fewer staying that long if the school serves a large number of disadvantaged students.





Why do they leave?

- High levels of **stress** imposed by the inability to do it all (e.g., support teachers, respond to parents, oversee curriculum, provide training, discipline students, etc.).
- Increased **time demands** on principals creates imbalance of personal and professional lives. Also concerns about **salary** and **negative media coverage**.




Annual Cost to Replace Principals in NC

Churn: The High Cost of Principal Turnover (School Leaders Network, 2014, p. 4)

	Lower Expenditure	Upper Expenditure	Typical
Preparation	\$20,000	\$150,000	\$40,000
Hiring	\$5,850	\$20,000	\$6,000
Signing	0	\$25,000	\$12,500
Internship	0	\$85,000	0
Mentoring	\$11,000	\$15,000	\$12,500
Continuing Education	0	\$8,000	\$4,000
TOTAL	\$36,850	\$303,000¹¹	\$75,000
NC at 11.5% turnover	\$11,165,550 Lower	\$91,809,000 Upper	\$22,275,000 Typical

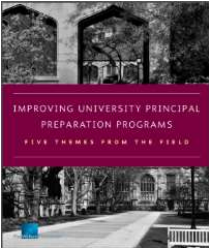





Principal Pipelines


Districts struggle to recruit and retain principals

Need better prepared individuals and **universities want to improve**

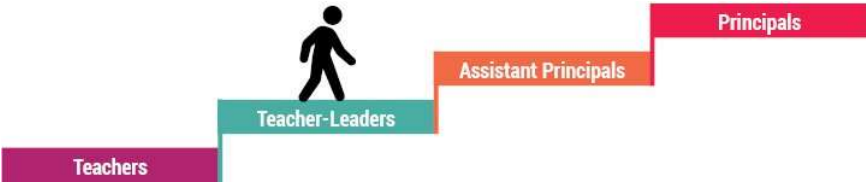





Source: The Wallace Foundation, *Improving University Principal Preparation Programs*, 2016




Routes to Principal Licensure in NC



- **Principal Fellows**
- **Masters of School Administration & Full-Time MSA**
- **Add-on to Master's degree**
- **Innovative/Experimental Programs for School Administrator Preparation (TCED-006)**
- **Transforming Principal Preparation Program**



Note: Principals are licensed K-12 in NC



NCPFP NC Principal Fellows Program
 "Strong Leaders, Strong Schools"

- Scholarship loan for MSA program
- 25 year history & envy of other states
- Challenges:
- Hard to recruit
 - Stipend/loan amount has not really changed in 25 years
 - Must commit for 6 years (2 in program and 4 working to pay off scholarship loan)
 - Interest on loan starts almost immediately but fortunately most get jobs shortly after graduation




NCPFP NC Principal Fellows
 "Strong Leaders, Strong Schools"

- Positives:
- Selective admission to PF program
- Allows student choice of IHEs (this can be a negative too)
- PF Commission provides input and oversight.
- Enrichment programs are being expanded to be truly transformative learning experiences that Principal Fellows could not otherwise receive at their home institution.
- Districts show commitment to aspiring leader/"have skin in the game" by paying health insurance and granting leave of absence.
- Proud alumni (builds Professional Learning Networks)





MSA & MSA Blueprint Process

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- Masters of School Administration (MSA) programs were reauthorized in 2009-2010.
- Required to have artifacts of student learning in electronic repository for NCDPI review.
- Negatives: Must get NCDPI approval to change artifacts. Results in less innovation, discourages just-in-time responsiveness, and inhibits continuous improvement work. Measures inputs not outcomes.
- Possible Solution: Leadership Development Dashboard




Full-Time MSA

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- NC is one of only a few states that provide a pathway for students to engage in a full-time principal internship.
- Negatives: Must attend full-time from start of degree program. (few can afford)
- Full-time MSA interns receive the full beginning Assistant Principal salary on the salary schedule (which is usually significantly less than experienced teachers) which makes it attractive only to early career teachers.
- Districts do not have to pay health insurance.






Add-On License


- If a teacher has a Master's degree already, they can get an “add-on” principal license.
- Negative: Individuals completing add-on licensure programs **rated the quality of their preparation significantly lower** than their peers in MSA programs. (Bastian & Goff, 2017).





Innovative/Experimental Programs for School Administrator Preparation (TCED-006)

- Often innovative programs that address specific needs.
- Positives: Frees program from requirements of static artifacts but must still have evidence that graduates are proficient on all standards.
- Negative: Policy uncertainty, shorter approved program period, no revenue stream.





Transforming Principal Preparation Program

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- HB 902 established this grant program for innovative programs.
- Positive: Gives grantees some ability to provide customized experiences (retreats, enrichment) executive coaching during internship, stipends for mentors, substitutes so aspiring leaders can engage in field experiences, conference travel) for which other state funding does not exist.



Transforming Principal Preparation Program

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- Negatives: Program oversight by non-profit results in excessive paperwork requirements.
- Mismatch in organizational structures and organizational timelines.
- Possible drive toward isomorphism despite vast differences in original program designs.
- Shifting parameters/changing requirements, additional budget requirements, cuts in funding all result in uncertainty and make it difficult to engage in continuous improvement work, and difficult to retain key staff.



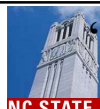


Transforming Principal Preparation Program

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New grant guidelines/requirements that result in:

- IHEs/grantees no longer being able to work with some established LEA partners.
- Districts no longer having any “skin in the game.”
- Grantees now playing the role of NCSEAA, but lack NCSEAA’s expertise. Aspiring leaders are now required to serve 4 years post-degree, or the IHE/grantee must pursue repayment.
- Possibly incentivizing the selection of candidates with less teaching experience.



“Certified” is not necessarily “qualified” but preparation is getting better

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- In NC the quality of formal principal preparation is on the **rise**. Leaders completing principal preparation in more recent years rated the quality of their preparation programs higher (Bastian & Goff, 2017)

Graduates of **effective programs**:

- Perform better in high-needs schools
- Twice as likely to actually become principals (60% vs. 20-30%) and persist in the job.



Summary

- NC is uniquely positioned with multiple pathways to the principalship.
- Inadequate pay and grueling work make the principalship a tough sell. Recruitment is challenging. Must be proactive.
- Certain policies deter promising applicants.
- Certain policies strip preparation program faculty of the ability to make rapid changes that they, as experts, believe would improve their programs.
- District personnel are busy with their own work so lack time to engage in meaningful partnerships so districts should be incentivized to develop human capital plans/leadership pipelines and partner with IHEs to deliver the human capital required to improve student outcomes.

Bonus slides – for possible Q & A



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Changes Needed in Principal Preparation

- Fully funded, full-time internships
- Require graduates to report back to programs (&/or implement the LDD)
- Fund MSA (a limited # of students) higher on 12-point matrix
- Require superintendents/school boards to be customers and have a human capital development plan with a high quality partner. (onus must be on districts, IHE's have no power to enforce).



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The Numbers

- **For approximately \$10.80 per K-12 student, we can fully fund the robust preparation of every new principal needed for NC's schools.**
- 1,552,638 students
- 2,640 principals (includes charter)
- 11.5% principal turnover = need approximately 300 new principals each year
- If excellent prep cost \$37,000/candidate (plus \$75,000 in salary supplement for 2 years)





Requirements for licensure

- **School Administrator - Principal**
 - Completion of an approved program in school administration at the master's level or above.
 - No provisional principal's licenses are issued for service as a principal.
- **School Administrator - Assistant Principal**
 - Completion of an approved program in school administration at the master's level or above.
 - Provisional principal's licenses are issued for service as an assistant principal if the local board determines there is a shortage of individuals with principal licensure.
 - Affiliation with a master's school administrator program must occur before the expiration of the provisional license. Provisional principal licenses shall be issued for three school years during which time program requirements must be met.



New Commission

- The Educator Preparation Commission, established in Senate Bill 599 (August 2017), will make recommendations to the State Board of Education about all aspects of teacher preparation, licensure, continuing education and standards of conduct.





Perceptions from the field...

- a shortage of high-quality candidates willing to take on “the toughest job in America;”
- too little investment in identifying and recruiting the best candidates;
- insufficient opportunities to intentionally grow leaders;
- little incentive to select ONLY the strongest candidates among those who apply;
- policies that deter promising applicants from applying &/or persisting through the selection process;
- Lack of understanding of the time required to well-prepare a leader;
- a job that is not as attractive as it needs to be.
- Late hiring causes some candidates to drop out.



NELA Overview Video

