How To Use State Policy To Drive Principal Preparation Reform

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Our Story

• Improving Student Achievement Is New Mexico’s Number One Issue
• Effective Teachers and Great Leaders Are Essential To Student Achievement
• New Mexico Faces A Crisis In School Leadership
• New Mexico Developed A Systematic Plan To Enhance The Recruitment, Preparation, Mentoring, Evaluation, Professional Development And Support For School Principals And Other Educational Leaders:
  • Revitalize School Principal Standards
  • Strengthen Recruitment, Incentives, and Retention
  • Develop and Implement the New Mexico Leadership Institute
  • Establish Data And Accountability Systems
  • Refine Current Certification Requirements
  • Refine and Revitalize University Principal Preparation Programs
Our Data

- In 2008, 68.2% of New Mexico's schools did not make AYP.
- National research indicates that school leadership is second only to teaching among school related factors that affect student learning.
- Between 1994 and 2004, 51% of New Mexico’s schools had 3 or more principals.
- The average age of NM’s principals is 51. Thirty-three percent are 55 or older; 15% are 60 or older. Superintendents report difficulties in attracting candidates.
- The total number of Ed Admin degrees awarded by NM universities has declined 43% since 2003.
- A 2008 study indicated that between 20% and 50% of Ed Amin grads did not feel adequately prepared to:
  - Create coherent educational programs across a school.
  - Build and sustain an education vision for a school.
  - Handle discipline.
  - Develop broad agreement among staff about a school’s mission.
  - Work with parents to support students’ learning.
  - Use data to monitor school progress, identify problems, and propose solutions.
  - Engage staff in comprehensive planning for school improvement.
<table>
<thead>
<tr>
<th># of Principals in Ten Years</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>1</td>
<td>87</td>
<td>16.3</td>
</tr>
<tr>
<td>2</td>
<td>175</td>
<td>32.7</td>
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<tr>
<td>3</td>
<td>128</td>
<td>23.9</td>
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<td>44</td>
<td>8.2</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
<td>4.1</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>535</td>
<td>100</td>
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</table>
Total Number of Education Administration Degrees And Certificates Awarded by ENMU, NMHU, NMSU, UNM & WNMU 1994-2007

UNM CEPR: DATA INSIGHT IMPACT
Our Policy Changes 2003-2011

• 2003: Legislature Enacts Legislation To Establish Minimum Salaries for Principals Based on School Population Size
• 2004 LESC Establishes Work Group to Study Principal Responsibilities and Salaries and Formulate Recommendations
• 2007: Bill Linking Principal Salaries to Responsibility Factor Based On School Level (ES, MS, HS)
• 2007: HB 345 and HB 1090 Expand Pathways For Educators Interested In Become Principals.
• SY 2008-2009 Revised Salary Structure Becomes Effective
• 2008: Legislature Unanimously Passes SJM 3: Recruitment and Preparation of Principals and Other School Leaders
• 2008: Legislature Included Principal Information In The Statewide Educator Accountability Reports
Our Policy Changes (Continued)

• 2009: SB 124 Create School Leadership Institute did not pass but the Legislature appropriated $200,000 to start the Institute

• 2009: SB Teacher Licensure Changes, removes the requirement that prospective principals must teach for at least seven years and creates a provisional principal’s license.

• 2010: SB 85 School Leadership Institute does pass and the New Mexico School Leadership Institute was established in law.

• 2011: SB 502 School Teacher & Principal Evaluation is consider by the Governor and Legislature.

Two Other Major Impacts

• The Education Leadership Faculty At All Of New Mexico Universities Work On A Collaborative Core Program.

• President Obama and the U.S. Department Of Education Focus Specifically On Effective Teachers and Great Leaders – In Great Part, Thanks To The Wallace Foundation
Our Impact Analyses

New Mexico’s Suffers From A Number Of Structural Weaknesses

• New Mexico Suffers From Policy Gridlock
• New Mexico Passes Lots Of Policies With Little Long Term Impact
• New Mexico Has No Credible Way To Define And Measure Success of Key Policy Changes
• The State Education Agencies Suffer From A Lack of Trust and Capacity
• New Mexico Capacity To Use Data To Inform Decisions Is Limited and Declining.

The UNM Center For Education Policy Analyses Is Conducting An Ongoing Impact Analyses On Two Levels:

1. An Assessment Of The Impact Of Principal Preparation Reform
   • What resources have been invested and where are they going?
   • How is success being defined and what kinds of outcome are being achieved?
   • What are the intended and unintended consequences of these reform efforts?
   • What are New Mexicans learning from these efforts and how these lessons are used to increase the impact of the reforms?

2. An Assessment of State and Stakeholder Effectiveness
   • Who are the key stakeholders and how well are they working together to sustain the reforms?
   • How well have the different groups:
     • Identified their goals for principal preparation reform
     • Developed effective theories of action or logic models
     • Adhered to their stated objectives,
     • Aligned financial resources, state statutes, and local policies

UNM CEPR: DATA INSIGHT IMPACT
Strong Leaders For New Mexico Schools

Senate Joint Memorial 3: Report & Recommendations

A Report to the Legislative Education Study Committee

Peter Whiograd, PhD
Director of the Office of Education Accountability

Veronica C. Garcia, EdD
Secretary of the Public Education Department

Reed Dasonbrock, PhD
Secretary of the Higher Education Department

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