

How To Use State Policy To Drive Principal Preparation Reform

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Preparation Conference
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UNM CEPR: DATA INSIGHT IMPACT

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

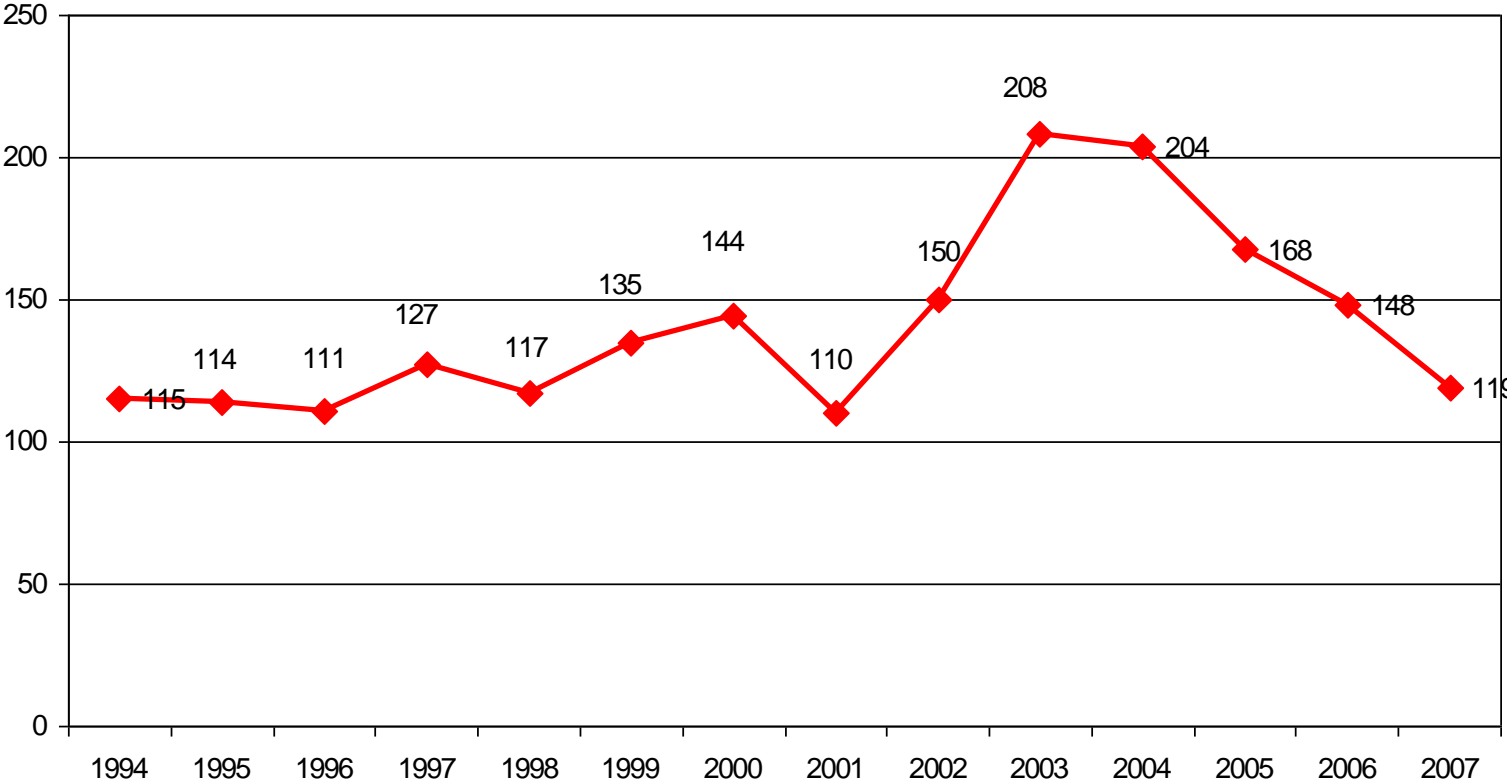
Our Data

- 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 Admin 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.

Principal Turnover in NM Schools From 1994 - 2004

# of Principals in Ten Years	Frequency	Percent
1	87	16.3
2	175	32.7
3	128	23.9
4	72	13.5
5	44	8.2
6	22	4.1
7	7	1.3
Total	535	100

Total Number of Education Administration Degrees And Certificates Awarded by ENMU, NMHU, NMSU, UNM & WNMU 1994-2007



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

Strong Leaders For New Mexico Schools

*Senate Joint Memorial 3: Report &
Recommendations*

A Report to the Legislative Education Study
Committee



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December 2008

<http://education.nmdfa.state.nm.us/cms/kunde/rts/educationnmdfastatenmus/docs/308216377-12-18-2008-09-22-57.pdf>

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