



**NIM**  
**CCS**  
New Mexico  
Coalition for  
Charter Schools

# Principal Leadership Development

Linda M. Paul, Ed.D.

Consultant

Cooperative Educational Services (CES)



**Rising Up!**

**Taking Charters to New Heights**

**2017 Annual Conference**



# Agenda

- Why this work?
- Overview of CES' Principal Leadership Development (PLD)
- Timeline
- Next Steps
- Q & A





**WHY THIS WORK?**



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

Leadership effects are usually largest where and when they are needed the most.

How Leadership Influences Student Learning, 2005



# 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*



# Principals are key to retaining good teachers

**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 Interventions Under the Every Student Succeeds Act: Evidence Review, Rebecca Herman, et al, RAND, 2016*

# Principals are key to retaining good teachers

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*

# Licensed does not equal prepared

- Consider the number of principals in New Mexico participating in Principals Pursuing Excellence and the “School Specialist Turnaround Program” based at the University of Virginia.
- Consider the number of qualified applicants for current administrative positions in districts and charters across NM.
- Consider how close the administrators in your district are to retirement.





# Alternative Pathway

Up to now the only pathway to Administrative Licensure was through a college or university.

Finally ... an alternative.



# The definition of insanity is:

doing the same  
thing over and over  
and expecting  
different results.

Type 'Yes' if you agree.



## **OVERVIEW OF CES' PRINCIPAL LEADERSHIP DEVELOPMENT (PLD)**



# Overview of PLD

- Aspiring Principal Leadership Development
- Practicing Principal Leadership Development
- Requested by Superintendents and Principals
- Funded by the CES Executive Committee for 2017-2018
- Additional Services Available Through CES



PLD has received provisional approval from PED for Administrative Licensure.



# The Ideal Candidate Will Demonstrate:

- A commitment to and passion about becoming a site-based principal or assistant principal
- A strong belief that every child can learn
- A relentless drive to help every student achieve at high levels intellectually, socially and emotionally
- Professional resilience



# The Ideal Candidate Will Demonstrate:

- Strong verbal and written communication skills
- A willingness and ability to be self-reflective
- Instructional knowledge and expertise
- A commitment to continuous learning and professional development
- Professional integrity



# What does this mean for the candidates?

- Participation in a rigorous and practical principal preparation program with all HOUSSE-P domains taught by recent or current practitioners.
- Content delivered face-to-face and online.
- All sessions offered at no cost to the participants with the possible exception of books.





# What does this mean for the candidates?

- Small cohorts (5-20) of teacher leaders.
- Internship at candidate's school and district.
- Access to the instructors via Moodle, email and phone.
- A commitment to stay in their district or charter for at least three years



# Basic Admin License Requirements

- A Master's Degree
- A Level II or IIIA Teaching License or a selected Related Service License\*
- Three years teaching experience
- Training in HOUSSE-P Domains 1, 2, 3 and 4
- A local internship of at least 180 hours
- Meet the PED's Ethics, Character and Fitness requirements

\*Please see HB 41 (2017)



# What do charter leaders need to do?

- Complete the Professional Recommendation Form for the candidate(s) you want to participate in PLD.
- Contact the candidate(s) and give them the Application to complete and return to CES along with the other documents requested.
- Be prepared to supervise their internship.
- That's it!



# Additional Services

- On-site principal coaching and support.
- Educational Administrator test prep.
- In-depth professional development for one or more principals.
- Consulting on school handbooks, bell schedules, teacher evaluations or other requested topics.



# Phone Support

PLD will provide telephone support, on demand, for our participants, using the expertise of the PLD team.

(505) 280-0950



# PLD Thus Far

- 59 Participants Fall 2017
- Four Face-to-Face sites
  - Farmington
  - Las Cruces
  - Santa Fe
  - Albuquerque
- Outstanding Session Evaluations
- Our participants are Teacher Leaders, Charter Teacher Leaders, Related Service Providers, Instructional Coaches, Practicing Principals and Provisional Admin Licensure Holders.



**TIMELINE**



# Timeline

- HOUSSE-P Domains 1 and 3 offered September 2017 – December 2017
- HOUSSE-P Domains 2 and 4 offered January – April 2018
- Candidates can begin in September or in January





# Moodle

All candidates receive instructions to join the Principal Leadership Development Moodle site for the online portion of PLD.





**NEXT STEPS**



# Next Steps

- Candidates will be notified about the time and location of the face-to-face session(s).
- Candidates will receive an email from Moodle.
- PLD Cohort 1.5 begins!



Questions?



# We are looking forward to working with you.



Linda M. Paul, Ed.D.  
CES  
(505) 330-4910  
[linda.paul@ces.org](mailto:linda.paul@ces.org)

