



Leading and Learning in California Schools

Preparing and supporting effective school leaders

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INSTITUTE FOR RESEARCH ON EDUCATION POLICY & PRACTICE
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The Job of a Principal

- Multiple responsibilities
 - chief executive officer
 - human resources manager
 - instructional leader
 - disciplinarian

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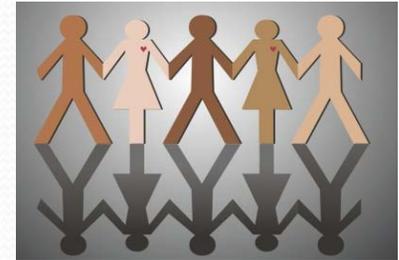
- Multiple responsibilities
 - chief executive officer
 - human resources manager
 - instructional leader
 - disciplinarian
- Changing job
 - output-based accountability: NCLB
 - increased consequences of school-level performance
 - school-based decision-making: budgeting, hiring
 - positioned between policymakers and teachers
 - critical actors in virtually all school reform efforts



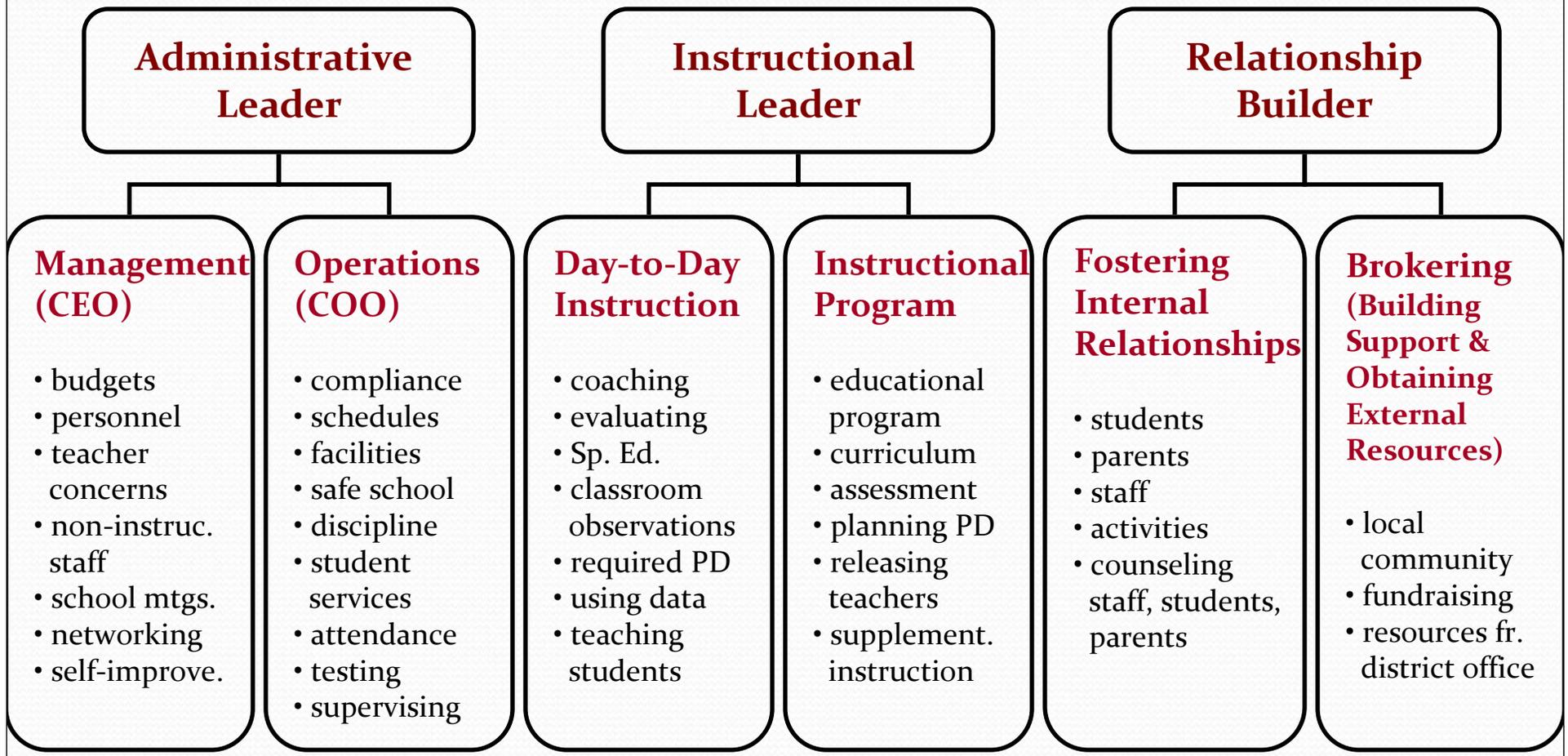
So, what do principals do with
their days?

Recent study of time use in multiple urban
districts around the country...

Silent Shadowing of Principals

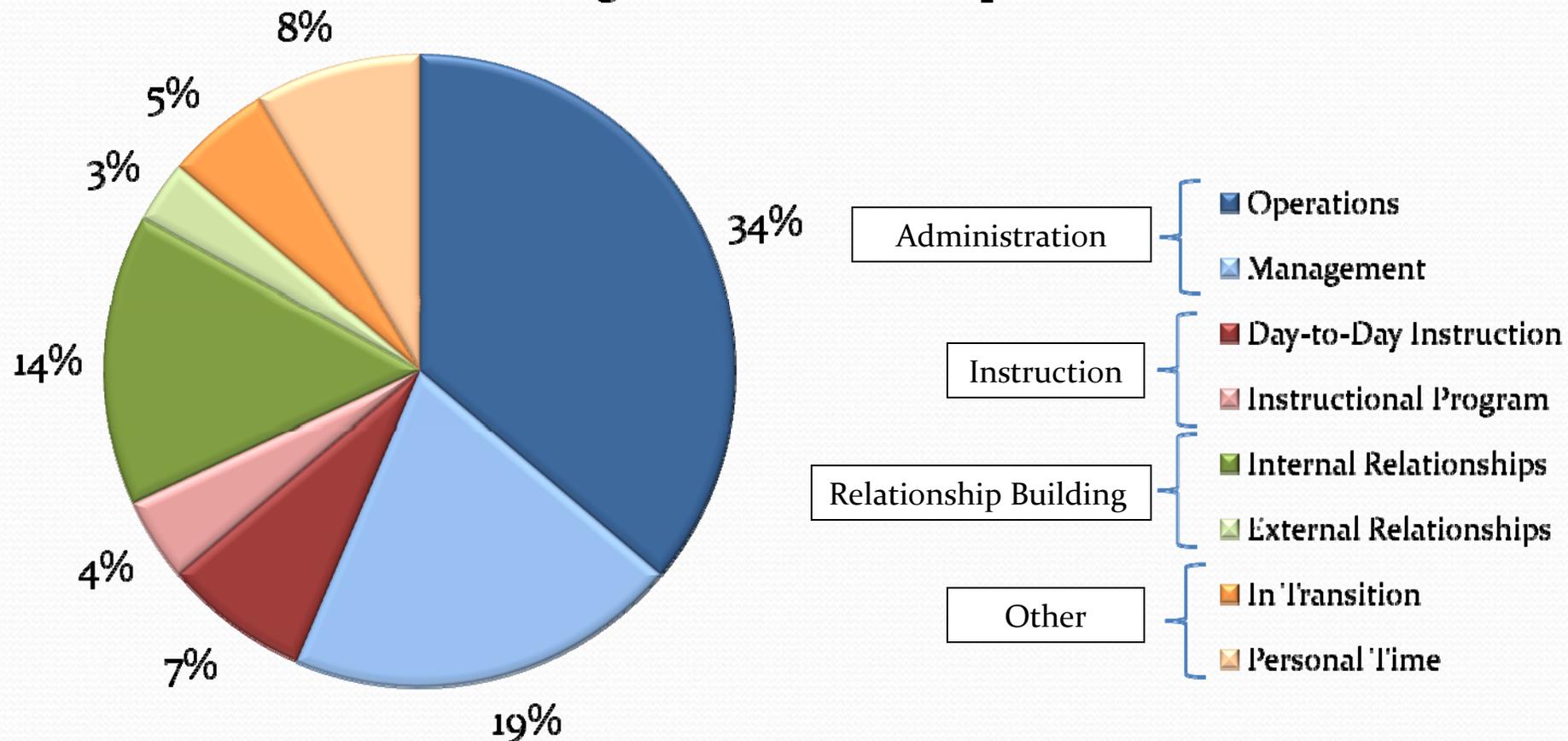


School Leadership Tasks



Principals on average spend more than half their time on Administration and 11% of their time on Instruction.

Average Percent of Time Spent



Principal Time-Use

Most Time Spent On:

- Disciplining students
- Supervising students
- Observing classrooms
- Internal relationships
- Compliance requirements
- Managing budgets

Least Time Spent On:

- External relationships
- Coaching teachers
- Using data and assessments
- PD for teachers
- PD for themselves
- Teaching students

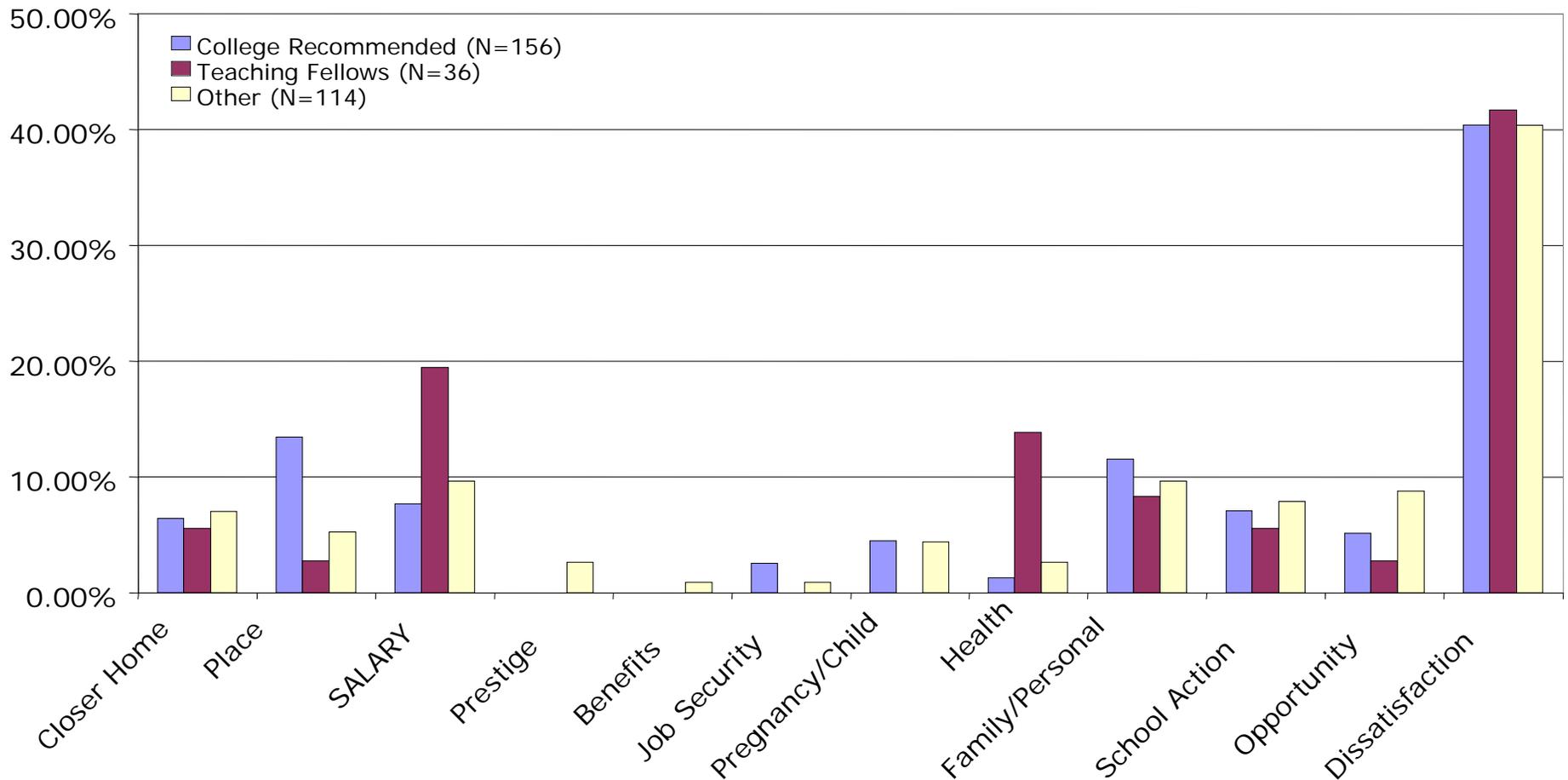


Does it matter?

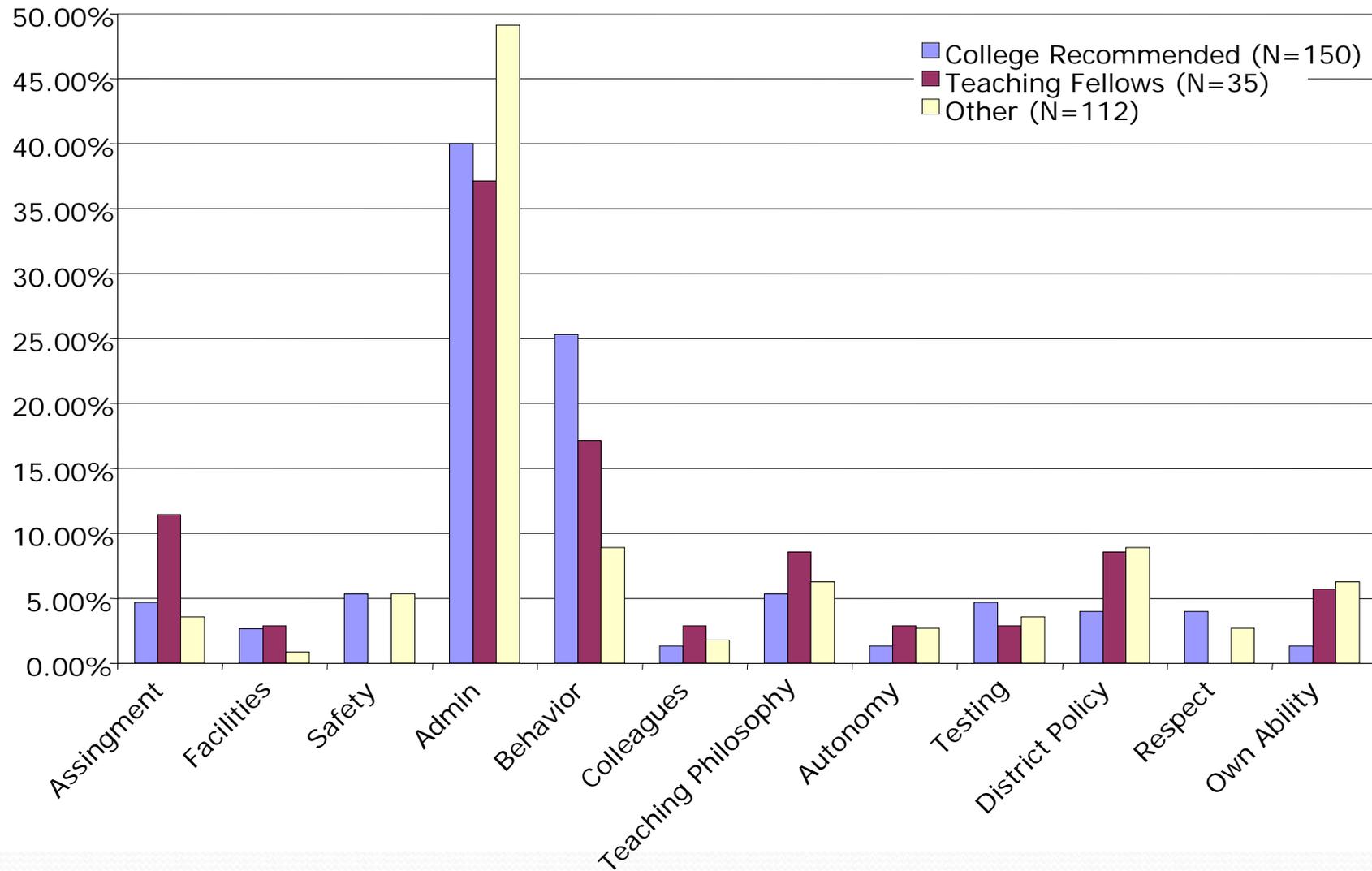
Importance of High-Quality Leadership

- Principals affect student achievement
 - A bit difficult to measure (separate from school effects)
 - Still strong evidence that some principals are meaningfully better than others (Branch, Hanushek, & Rivkin, 2009)
- Principals affect teachers' career decisions

Why Teachers Leave



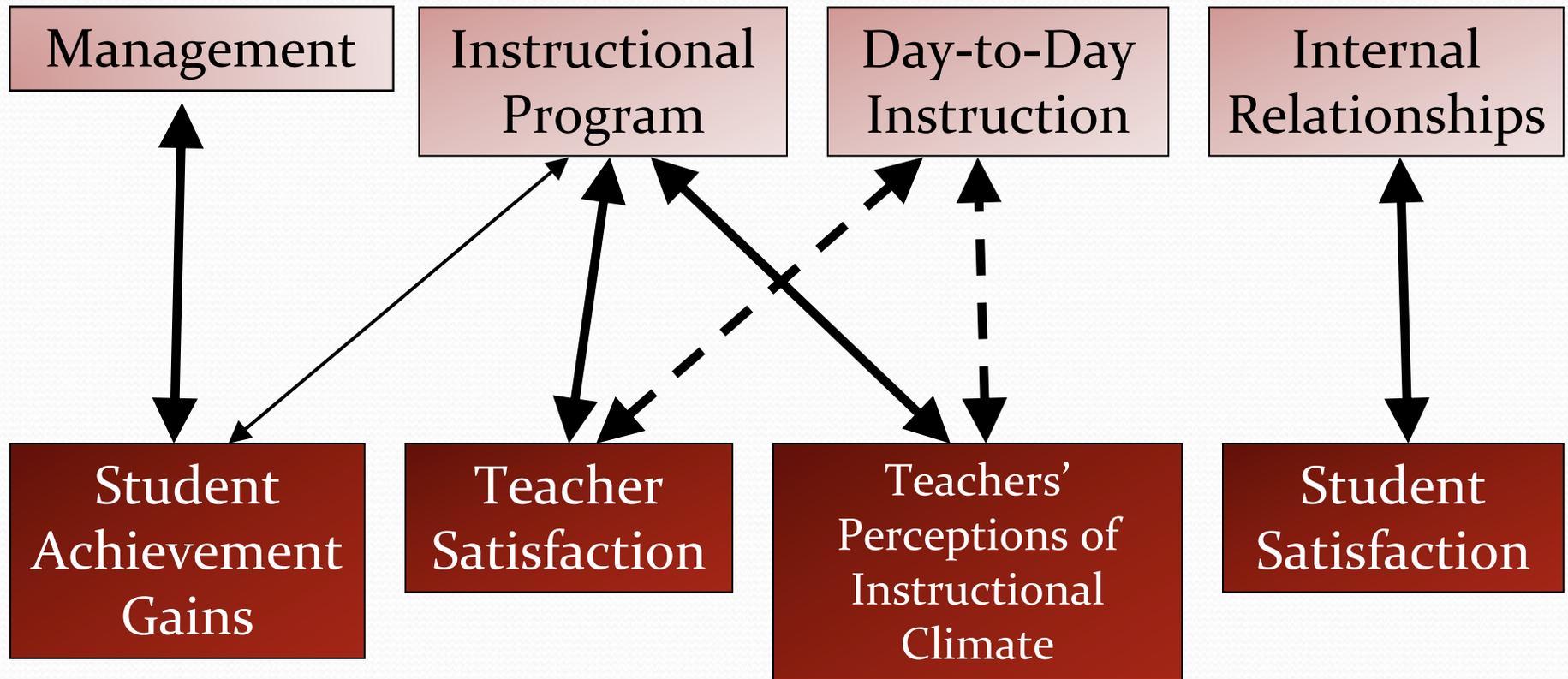
When we look within Schools...



What do good principals do?

- Sparse information on the characteristics of effective principals
 - actively managed the school improvement and reform process (Williams, Kirst, & Haertel, 2005)
 - Importance of instructional leadership (largely argument)
 - Importance of school management

Principal Time-Use and Outcomes



—— positive relationship - - - negative relationship

Principal Efficacy and Outcomes

Principals' Organization Management Efficacy

- Safe school
- Staff concerns
- Budgets
- Hiring
- School schedule
- Campus facilities
- Managing staff
- Networking

Note: Other domains of efficacy NOT related to outcomes.

Teacher Satisfaction

Gains in Student Achievement

Parent Satisfaction



How do we get great leaders?

Greater Leadership Needs

- Recruitment / Hiring
- Developing / Supporting
- Retaining

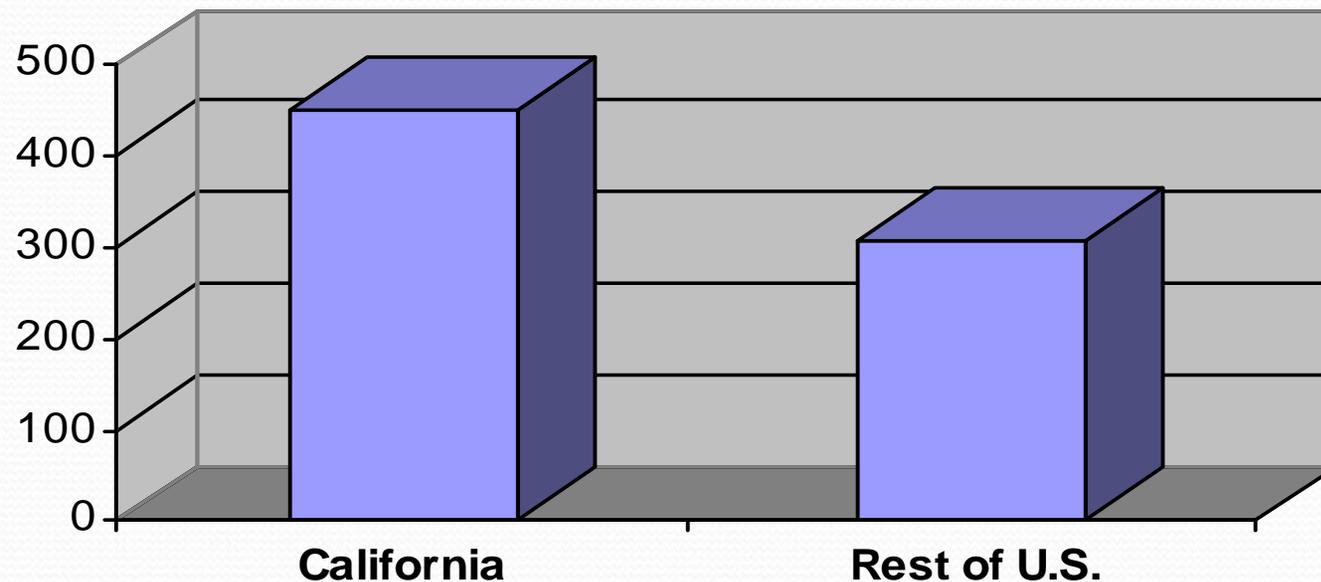
Recruitment and Hiring

- Thousands of principals will reach retirement age soon – challenge and opportunity
- Hiring excellent principals
 - Working Conditions
 - Salaries
 - Direct Recruitment

What are the working conditions?

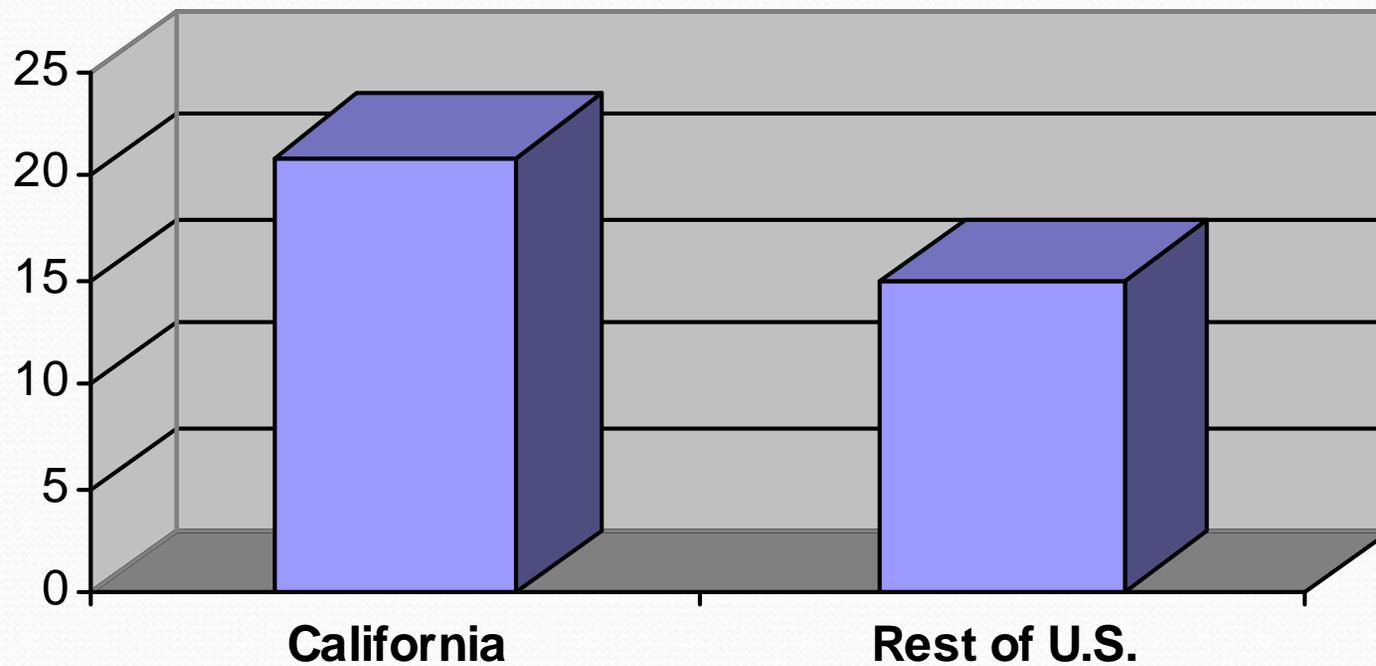
- Excessive workloads (447 vs 306 students, 49th)

FIGURE 1: Number of Students Per Administrator, 2006-07



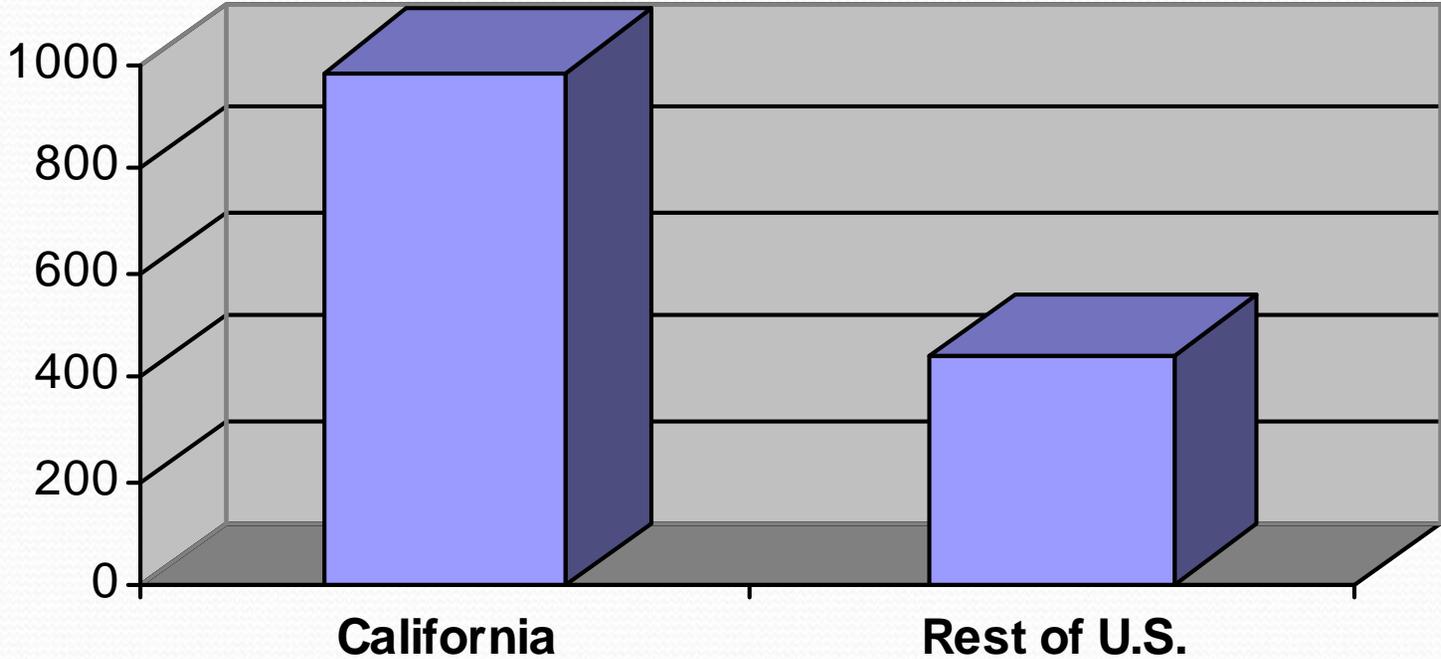
SOURCE: National Center for Education Statistics, 2009

FIGURE 2: Number of Students Per Teacher, 2006-07



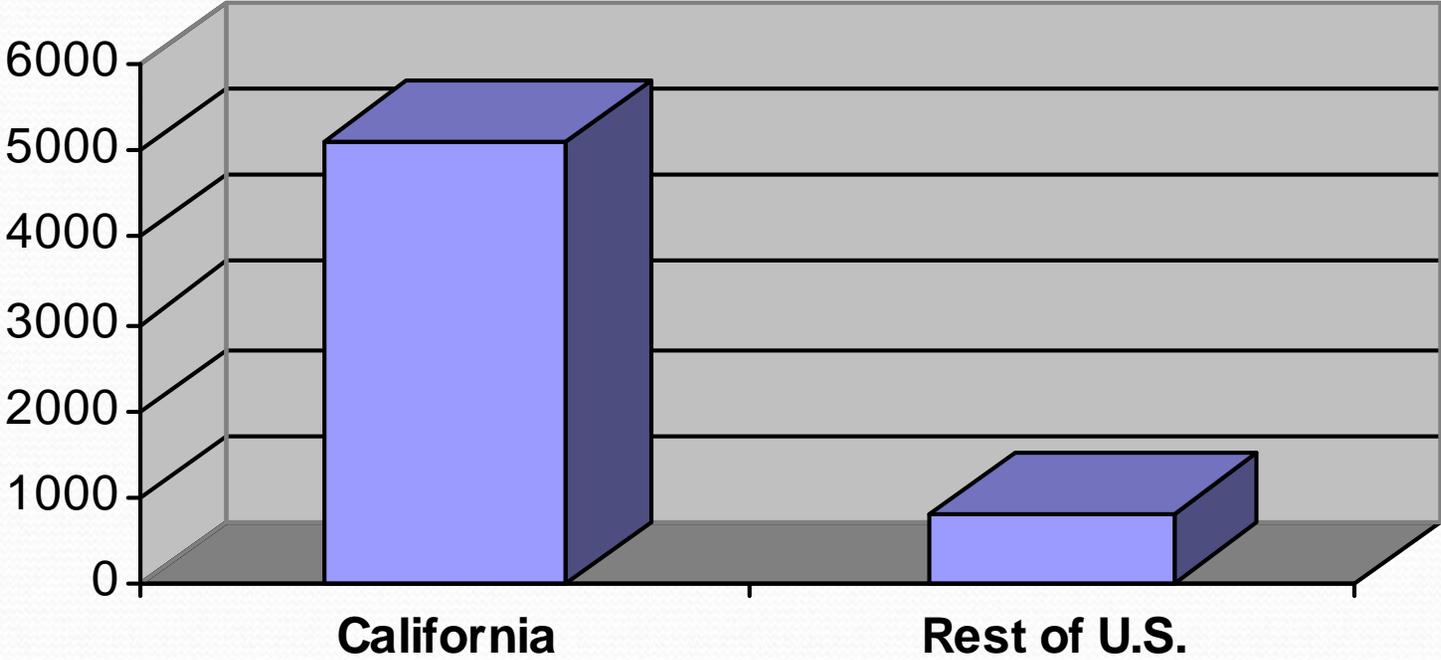
SOURCE: National Center for Education Statistics, 2009

FIGURE 3: Number of Students Per Guidance Counselor, 2006-07



SOURCE: National Center for Education Statistics, 2009

FIGURE 4: Number of Students Per Librarian, 2006-07



SOURCE: National Center for Education Statistics, 2009

Working conditions: Autonomy

- Many California principals have lacked autonomy over important resources affecting students
 - budget
 - more restrictive than in other states
 - teachers
 - districts vary in principal control over hiring
 - often control over dismissal post tenure
- Principals cite lack of discretion over resources as one of the most important factors affecting their ability to improve schools (Fuller et. al. 2007)

Implications

- principals responsible for many more students than their counterparts in other states
- far fewer supporting staff members to turn to for help
- less discretion over resources
- Increasing responsibility for student outcomes
- difficulty reflected in principals' perception of their jobs.
 - More likely to agree that their jobs carry “too many responsibilities” than principals in other states (Darling-Hammond & Orphanos, 2007)

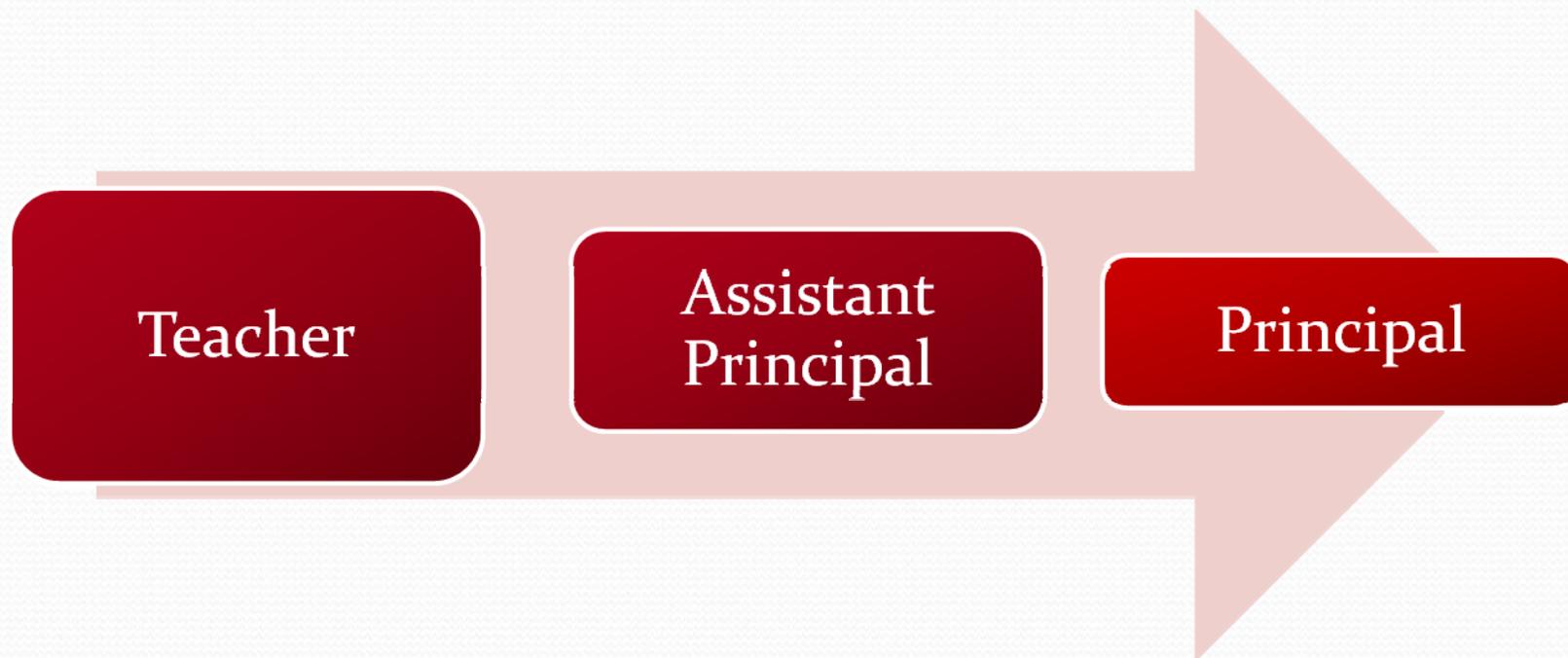
Salaries

- High nominal salary – 4th
 - Average annual salary for a public school principal in California is approximately \$89,900, ranking fourth among the 50 states and the District of Columbia (2003-2004 SASS)
- Adjusting for cost of living using average wages for college-educated workers – 15th
- Adjusting for teacher wages – 41st
- Few dollar incentives for highly effective principals

Direct Recruitment

- Direct recruitment proven effective for teachers
- Private sector leaders – succession management
- School districts - absence of a formal process for identifying and recruiting high-potential candidates
 - rarely systematic recruitment
 - informal processes – evidence based on quality but also on racial/ethnic similarity and gender

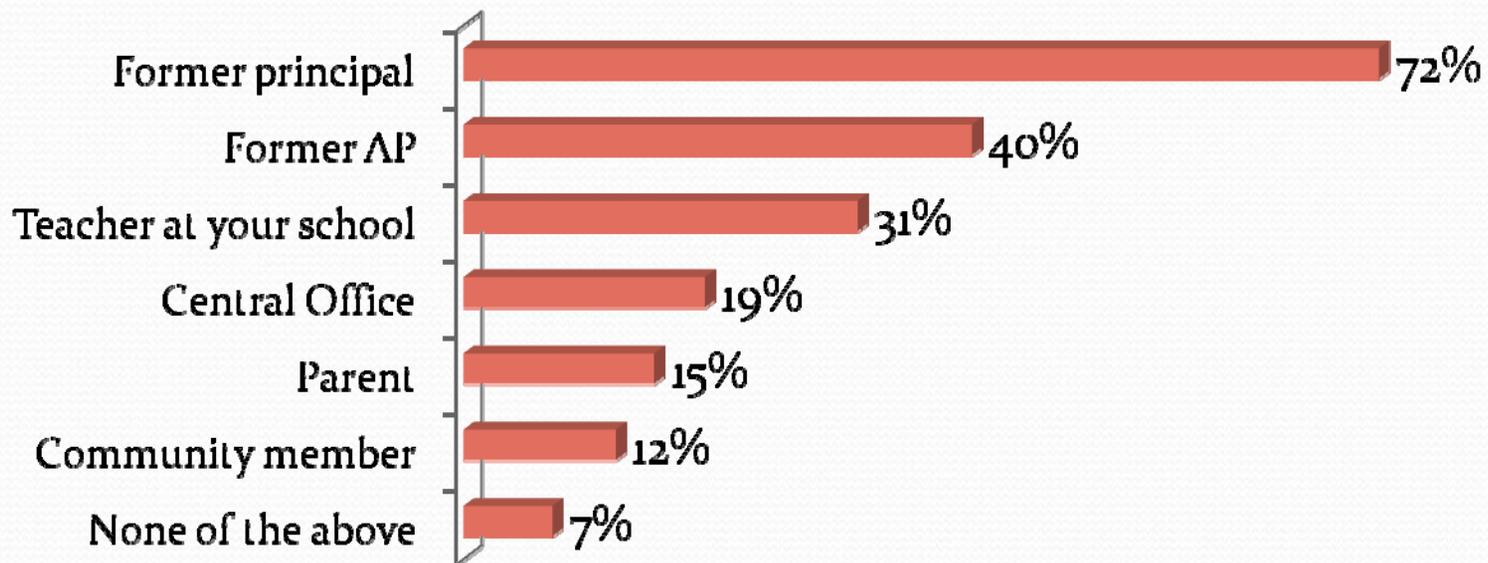
Typical Path to the Principalship



Interest in the principalship is high for beginning teachers but drops as they gain more experience.

Tapping for the Principalship

Percent of Current Principals Tapped by Different Sources



The odds of a teacher being interested in the principalship are three times higher for a teacher who is tapped than a teacher who is not tapped.

Who Is Tapped for the Principalship?

Teachers are significantly more likely to get tapped for the principalship (by their principal) if they...

- feel more prepared to take on principal duties.
- have school leadership experience.
- are the same race as the principal.
- are male.

Principals are good at identifying teachers who are more prepared to become principals (over those less prepared); however, they also tend to favor teachers of their own race and men over other equally qualified teachers.

Exception to lack of formal recruiting and developing: Long Beach Unified

- four key components
 - Teacher Leadership
 - leadership training for selected teachers
 - Aspiring Principals
 - opportunity for potential principals (e.g. APs) to try out position
 - Induction
 - matched to coaches/mentors in similar schools
 - In-service
 - assortment grounded in needs

Principal Supply

- Concern for hiring because of:
 - Working conditions, Salary, Recruitment
- Also retention concern
 - 67% nationwide plan to remain in the principalship until retirement compared to 48 % in CA (22% of high school principals vs. 56% nationwide)
- High-needs schools face even greater challenges
 - More difficult to meet standards
 - More difficult to recruit teachers
 - Salaries not compensating
 - Study in Florida shows consequences

Principal Preferences

High Interest

- Same school level
- Well-resourced
- Collegial culture
- Supportive parents
- Close to home

Low Interest

- Many poor students*
- Many English learners*
- Low-performing school*
- Many teacher vacancies
- Small school

* More than 10% of respondents stated “prefer not.”

Principal preferences likely affect sorting of principals...

Distribution of Principals

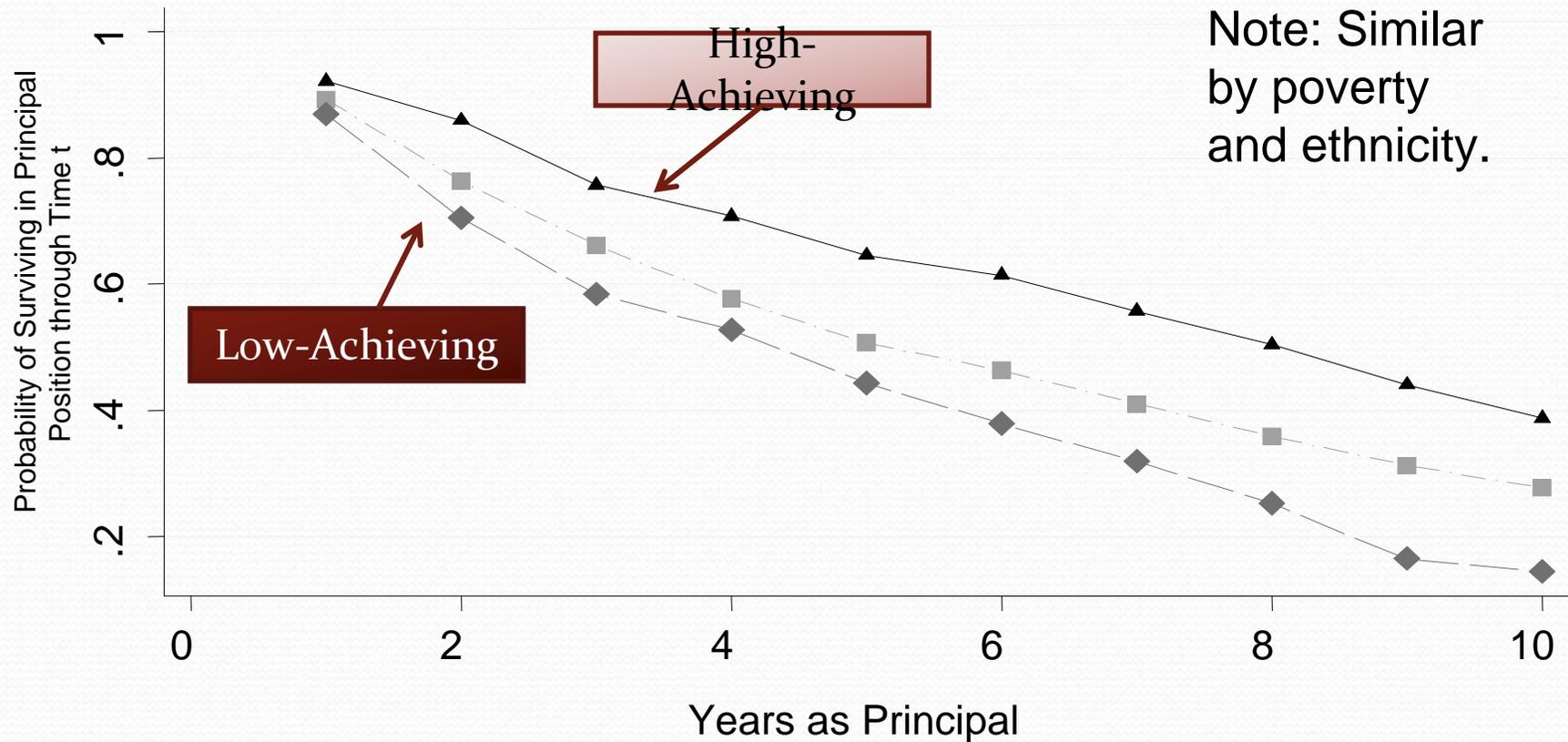
Schools with...

- Higher poverty
- More minority students
- More low-achieving students
- Lower accountability grades

are significantly more likely to have...

- More new (first-time) principals
- Less experienced principals
- More likely to have temporary/interim principal
- Less likely to have principal with MA+

Principal Turnover and Student Body



Note: Similar by poverty and ethnicity.





How do we prepare and
support great leaders?

What is Quality Preparation

- Davis, Darling- Hammond, LaPointe and Meyerson (2005) cite widespread agreement:
 - research-based program content
 - coherent curriculum that connects goals, activities, and assessments;
 - extended field-based internships with expert practitioners;
 - problem-based learning methods that capture the complexity of real world situations;
 - collaborative, socially cohesive cohort groups;
 - strong mentor-mentee relationships;
 - constructive relationships between university programs and school districts.

CA system

- Two-tiered credential
 - Tier 1: Preliminary Administrative Services Credential
 - a valid teaching or services credential,
 - three years of full-time service in schools
 - Passing score on a basic skills test, and
 - Either completion of a state-approved training program or a passing score on the School Leaders Licensure Assessment.
 - Tier 2 - Professional Clear Admin. Services Credential
 - a preliminary credential,
 - at least two years of full-time administrative experience, and
 - either complete a state-approved training program or pass an approved performance assessment.
- Compared to other states, low requirements once Tier 2

CA Principal In-service

- Historically known for quality
 - California School Leadership Academy (CSLA)
 - Funded for nearly 20 years; ended in 2003
 - In-service training through centers across the state
- Currently
 - California Professional Standards for Educational Leaders (CPSEL) – 6 standards
 - California's Principal Training Program
 - recently renamed the Administrator Training Program
 - Partial funding for LEAs to support state-approved training – 80 hours coursework, 80 hours of practicum, towards a Professional Clear Credential

CA quality

- Pre-service - Little oversight
 - Often low quality ((Darling-Hammond & Orphanos, 2007)
 - scarcity of field-based internship opportunities
 - National survey: 63% nationwide, 27% in CA
- Administrator Training Program
 - Reached thousands of principals
 - Generally regarded positively
 - Low-dosage: less intensive than CSLA
 - Focus on instructional content, little time is available for organizational management training.
 - Standardization good for consistency, bad for diverse needs

Where are we

- Reforms are counting on principals
 - Not just to follow protocol
 - Make good decisions along a host of dimensions
- Change from prior regimes
- Recruitment hindered by working conditions, salaries and lack of formal recruitment mechanisms
- Development has not kept pace with needs

Recommendations 1

- Improve working conditions
 - Raise staffing levels in admin and support
 - Allow principals more autonomy (particularly in personnel)
 - Create incentives for working in high-needs schools
- Increase salary particularly for highly-effective leaders
 - to encourage promising candidates to enter and remain in the profession and to align incentives with shared goals.
- Promote the recruitment of promising candidates,
 - partly by formalizing the tapping process through which current administrators identify and encourage teachers with exceptional leadership abilities to pursue admin.

Recommendations 2

- Improve pre-service and in-service development
 - Encourage new pre-service and in-service programs that are in keeping with current knowledge of best practices. (e.g. internship programs)
 - Strengthen state oversight of training programs, using program reviews and performance assessments
 - Learn from the state's experiences with past and present leadership training programs. New programs might be designed in ways more conducive to evaluation.
 - Rebuild the infrastructure for high-quality, ongoing professional development (e.g. networks of principals or CSLA)



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