

**A COMPREHENSIVE POLICY FRAMEWORK FOR
EDUCATIONAL LEADERSHIP IN WYOMING**

**A Report from the Wyoming Advisory Committee to the Select
Committee for Statewide Education Accountability**

Written on Behalf of the Advisory Committee by:

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- ✓ **Kathy Scheurman**, Wyoming Education Association
- ✓ **Audrey Kleinsasser, Ph.D.**, University of Wyoming
- ✓ **Paige Fenton Hughes, Ed.D.**, Consultant, State Board of Education
- ✓ **Mike Flicek, Ed.D.** Accountability Consultant, Wyoming Department of Education

Comment [AB1]: PTSB is happy to provide information to support the work of the Advisory Committee. I think UW's voice would also contribute significant value to the conversation. It's too bad that we were unaware of the direction of the work during this past year. We think our presence would have informed these recommendations and set a foundation for what just needs to be modified rather than started from scratch as well as provide a clearer understanding of the role of the PTSB.

Comment [s2]: That's good to know, especially since the work of the committee will continue next year.

¹ Note: This report represents a consensus set of recommendations from the participating members Advisory Committee to the Select Committee on Statewide Education Accountability. Ms. Hopkin-Egger was a non-participating member during this interim.

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Introduction

The Advisory Committee to the Select Committee on Statewide Education Accountability focused its work in the 2015 interim on the critical issue of educational leadership. This Advisory Committee previously produced *The Wyoming Model Leader and Educator Support and Evaluation System* report in 2014 that outlined a framework that districts could use to design locally-based evaluation and improvement systems for educators and leaders. The 2014 report outlines a useful evaluation framework and the Select Committee charged the Advisory Committee with focusing during the 2015 interim on fleshing out an approach to build and support the leadership necessary to fulfill the statewide educational performance goals outlined in Enrolled Act 57 (2012) and as operationalized in the Wyoming Accountability Education Act (WAEA). The Select Committee chose to focus on leadership and not teacher capacity during this interim to follow the committee's hierarchal and comprehensive approach to educational accountability in Wyoming. District accountability has had a long presence in Wyoming and the committee recently enacted the WAEA to focus on individual schools. Implementing the leader support and evaluation system and building leadership capacity is the next step in creating this comprehensive system. The Select Committee, in fact, argued that teacher accountability could be left to the discretion local districts, within some broad parameters, if the school and leadership systems were functioning well. Therefore, the Advisory Committee drafted this comprehensive policy and implementation framework to create the leadership systems necessary for Wyoming schools and students to reach exemplary levels of performance. The Advisory Committee recommends that this framework be encoded as State Board of Education rule based on authorizing legislation and the financial support necessary to address the recommendations in this report.

There is a justifiable focus on having a high quality teacher in every classroom as the key to maximizing student learning and growth. However, high quality teaching is best developed and fostered with highly capable educational leaders. In fact, the committee suggests that high quality leadership is a necessary, but perhaps not sufficient, condition for developing and sustaining an effective teaching corps, which should lead to high levels of student engagement, learning, and growth. There is no question that there are many intervening factors involved in school improvement (e.g., teachers' use of high-leverage instructional practices that then lead to increased student engagement and

Comment [AB3]: There are several recommendations within the report that are outside the authority of the State Board and it may be limiting to specifically list only the State Board when it may be WDE or PTSB that needs to encode rules.

Comment [s4]: We were not always sure whether the recommendations should fall under SBE or PTSB purview. We appreciate your input on this.

achievement), but the Advisory Committee argues that leadership is essential for sustaining high quality schools.

The Advisory Committee engaged in this work by reviewing several key recent research summaries and policy recommendations (found in the references section at the end of this paper). Various committee members reviewed and summarized these key documents for their committee peers. The committee members then considered these findings in light of the extensive leadership experience possessed by many of the members and focused on developing six recommendations to create a policy framework for improving the leadership development system in Wyoming. We highlight the recommendations below and then provide additional details in the sections that follow.

1. Develop a shared vision of leadership with common standards and competencies for educational leaders including skills for leaders of underperforming schools and advanced leadership skills.
2. Implement the Wyoming Model Leader and Educator Support and Evaluation System for districts to use, adapt for local use, or implement a locally-developed system that addresses the standards identified in #1.
3. Create a system of recruitment strategies to provide an ongoing supply of quality school and district leaders in the state.
4. Implement standards for increasing the rigor of initial training for educational leaders aligned to state-wide expectations, increased entrance requirements, and increased internship requirements. This recommendation applies to all institutions (of higher education or otherwise) that prepare educational leader candidates.
5. Support ongoing leader development systems for early- and mid-career leaders including central office supports that includes an upgrade of the recertification requirements based on statewide expectations and standards for principals, central office leaders and superintendents.
6. Implement a system of supports and consequences for leaders who continue to show limited evidence in their ability to support high levels of student achievement and growth as documented by indicators from the Wyoming Accountability in Education Act (WAEA).

Comment [AB5]: Currently, PTSB does not accept alternative routes outside of institutions of higher education to lead to principal endorsements.

Comment [s6]: And the Committee is saying it should be considered

Comment [AB7]: I'm not exactly sure what is meant by this.

Comment [s8]: The committee was concerned about the lack of rigor in ongoing certification requirements

These recommendations focus on a comprehensive framework for improving educational leadership in the state. The Advisory Committee recommends that the Wyoming State Board of Education promulgate rules based on the recommendations presented here pertaining to educational leadership including superintendents, central office leaders, principals and teacher leaders. These rules shall directly relate to improving student achievement, growth, equity, and college/career readiness, and shall include all entities

involved in the initial training, licensure, recertification and on-going training of educational leaders in the state. We organize this document by first presenting each recommendation in more detail than the outline above and provide a rationale for the recommendation. The final part of this document is a discussion of possible strategies for successfully implementing each of the recommendations.

Comment [AB9]: The State Board does not have authority over these areas because PTSB does. Perhaps clarifying that the State Board may need to consider changes to its rules as would PTSB.

Comment [s10]: As noted above, this seems more likely directed at PTSB rather than SBE?

Before providing the detailed recommendations, it is important to provide an explanation regarding the target of the committee’s recommendations. In many cases, the committee recommends that the legislature direct the State Board of Education or the Wyoming Department of Education to engage in certain activities such as rule-making. In other cases, the committee’s recommendations are targeted to local boards of trustees. This does not mean that the Advisory Committee is recommending having local boards “micro-manage” aspects of practice that are currently left to the local superintendent or other local leaders. Rather, the local board of trustees is the only legal entity to which the legislature can direct statute or the State Board can direct rules. This is a legal formality and not an attempt to undercut the professional duties of local educational leaders.

Recommendations for Improved Educational Leadership in Wyoming

Recommendation #1: Common Performance “Content” Standards for Educational Leaders

The state will adopt standards and competencies for educational leaders that define high quality practice as well as the knowledge and skills necessary for leaders to improve the performance of low-performing schools and districts as documented by the Wyoming Accountability in Education Act school accountability determinations. These standards will apply to all leaders working in Wyoming, whether they were prepared in Wyoming or in another state. The standards for educational leadership described by the Wyoming Model Leader and Educator Support and Evaluation System represent expectations for exemplary performance, but the knowledge and skills necessary for turning around low-performing schools and districts is likely represented by a constellation of knowledge and skills articulated in the standards and should be highlighted in the standards that are adopted.

Comment [AB11]: I think it would be helpful to clarify that these are performance standards so that they can be distinguished from the preparation standards that I would recommend be clarified later in the report.

Comment [s12]: They are really “content” standards like student content standards in that they describe the required knowledge and skills, but they are not “performance standards,” which describe the “how good is good enough.”

Having common performancecontent standards that define the competencies and expectations for school and district leaders is critical for developing a shared understanding of the knowledge and skills necessary for successful educational leadership in Wyoming that spans the period from before the candidate enters pre-service leadership education to ongoing training for school leaders in turnaround contexts. These

standards should be based closely on the standards for leadership outlined in the Wyoming Model Leader and Educator Support and Evaluation System. The full text of the seven standards of educational leadership practice that form the basis of the Model Leader Support and Evaluation System are presented below:

Standard 1: Unwavering Focus on Student Achievement and Growth.

Effective principals ensure that their school's primary focus is maximizing the learning and growth of all students.

Standard 2: Instructional and Assessment Leadership.

Principals lead the implementation of a rigorous and relevant curriculum and assessment system. They work collaboratively with educators to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy, and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.

Standard 3: Developing and Supporting a Learning Organization.

Effective principals lead the implementation of a high quality educator support and evaluation system. They are courageous, willing to make difficult decisions for the good of the organization and the students. Effective principals have a solid understanding of adult learning. They create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning. They focus on maximizing student outcomes and give such initiatives the time and support to work. They lead the evaluation of new and existing programs as part of a continuous improvement process.

Standard 4: Vision, Mission, and Culture.

Effective principals inspire and nurture a culture of high expectations where actions support the common values and beliefs of the organization, including a clear focus on promoting social justice throughout the system. Effective principals demonstrate energy, enthusiasm, and commitment for student learning. These principals build productive relationships that foster collaboration. They embrace diversity and honor the culture of the students, adults, and larger community, while ensuring equity in expectations, opportunities and outcomes. They create and

maintain a positive school climate with a trusting, safe environment that promotes effective student learning and adult practice.

Standard 5: Efficient and Effective Management.

Effective principals ensure that their schools are safe and supportive places for learning. They lead the adaptation and monitoring of operational systems and processes to ensure they are efficiently leading a high-performing organization focused on high-quality teaching and learning. Effective leaders limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school is supported by the best research available. These leaders effectively guide their organizations in times of change. They build organizational capacity by developing leadership in others.

Standard 6: Ethics and Professionalism.

Effective principals are ethical and lead with integrity. They follow all school, district, and state rules and articulate their expectation that all staff and students do the same. They establish a culture in which exemplary ethical behavior is expected and practiced by all members of the school community. Effective principals are important contributors to district initiatives as representatives of their school and for the greater good of the district.

Standard 7: Communication and Community Engagement

Effective principals successfully advocate internally and externally to advance the organization's vision and mission. These principals recognize that schools and their communities are closely linked and, in turn, share successes and face challenges together. These principals effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community to advocate for all students and their school. Community engagement efforts (e.g., surveys, committees, task forces, service learning projects) provide an effective and necessary means to assess successes and address challenges.

As noted previously, leaders meeting the requirements outlined in all seven standards would likely be considered exemplary leaders. The Advisory Committee stressed that while each of the standards presented above are necessary for effective leadership, there is likely a specific constellation (or multiple possible constellations) of knowledge and

skills that may be required to turn around low performing schools or districts. Turnaround leaders have certain dispositions and personal qualities, such as inspirational leadership, that allow them to lead through a time of change and needed improvement.

Recommendation #2: Implement the Model Leader Support and Evaluation System

The Advisory Committee recommends encoding the recommendations for a model leader support and evaluation system from the 2014 Wyoming State Model Leader and Educator Support and Evaluation System into State Board rule. The Advisory Committee authored the Wyoming State Model Leader and Educator Support and Evaluation System, which has served as a foundation for several key pieces of legislation. The State Model leader support and evaluation system provides a strong foundation for districts to use or adapt to support leader improvement. The Advisory Committee recommends allowing districts to use any leader support and evaluation system that best meets local needs, but that can support valid evaluations of its leaders related to the seven leadership standards described above.

Recommendation #3: Create a System of Recruitment Strategies

The Wyoming Department of Education, along with perhaps the Wyoming Association of School Administrators, the Wyoming School Boards Association, and representatives of local boards of education should be encouraged to develop comprehensive strategies for recruiting high-quality leaders to enter and fill positions in Wyoming. Local districts or perhaps regional collections of districts could then use these models as part of their strategies to improve the quality of leadership recruiting for their local districts. One of the major challenges involved in ensuring that there is a high quality leader in every school is the relatively shallow pool of potential high-quality leaders currently and the likely future shortage if nothing is done to address this issue. Therefore, the pipeline for future leaders needs to be strengthened by either building from within or recruiting new candidates into the profession. Current district leaders and local boards of education have a substantial responsibility for leading this effort locally and perhaps regionally, but the Advisory Committee suggests having support from statewide organizations can supplement local efforts. To be clear, the Advisory Committee is not recommending having local boards direct this issue, although they must do so when it comes to recruiting and creating a succession plan for the district leadership. Local boards, however, must make leadership development a district priority and support central office and school leaders in their efforts to create a pipeline of local leaders.

Recruiting new leaders into the profession does not mean casting such a wide net that almost anyone should be considered a candidate leader. At the local level, existing leaders should always be in a “recruiting mindset,” searching for up and coming potential leaders, but they should also be able to have the “tough conversations” that may include counseling some potential leaders out of a leadership track if it is apparent that the candidate does not have the knowledge, skills, and dispositions to become an effective leader. Further, leadership training programs should be expected to screen potential candidates out of the pipeline if it becomes apparent that the candidate has a low probability of being a successful leader.

Recommendation #4: Increasing the Rigor of Initial Training for Educational Leaders

The Advisory Committee recommends directing the ~~State Board of Education (or~~ PTSB) to promulgate rules that define standards for pre-service principal and superintendent preparation programs to increase the rigor and alignment of such preparation with current and future Wyoming education priorities. Such rules must address the entry and completion requirements of such programs and should be linked to the standards described in recommendation #1. Standards for rigorous preparation programs must include requirements that the programs provide evidence of high quality instruction, meaningful internships that are evaluated for the influence on leader preparation. The Advisory Committee further recommends allowing additional principal certification programs beyond the University of Wyoming as long as all programs provide evidence of meeting the same initial and ongoing certification requirements recommended here. This will require additional effort and ~~perhaps the~~ expertise on the part of PTSB and may require additional support to carry out this function.

The Advisory Committee is concerned about the lack of high quality training and support for new and existing leaders in Wyoming. This problem is more pronounced with the increased demands to conduct meaningful educator evaluations and provide actionable feedback to help teachers improve their practice. Given that requirements for evidence-based educator evaluation systems have gained popularity only in the past few years, it appears obvious that most current principals received their preservice training and certification before it became clear that all principals need high levels of knowledge and skills to evaluate and support instruction. The Advisory Committee asserts, based the extensive experience of advisory committee members and a review of current research, that even relatively new principals who have been certified in the last few years may not have received training on measuring and promoting individual student growth.

Comment [s13]: We welcome having the cross-walk be completed as you suggest below.

Comment [AB14]: PTSB already has standards adopted for principal and superintendent preparation programs. These are the Educational Leadership Constituent Council (ELCC) standards from the National Policy Board for Educational Administration (NPBEA) (the same group who worked on the revision of the ISLLC standards – see References section for additional comments). There is alignment between the performance standards recommended in this report and the standards PTSB already has adopted. A more detailed analysis can be performed to identify gaps between the performance standards and the already adopted preparation standards.

Comment [AB15]: PTSB does accept principal preparation programs beyond UW. This written statement contradicts what was presented during the Select Committee meeting where it was stated that PTSB accepts any program. This section may need clarification to clear up the discrepancy between the written document and the oral testimony.

Comment [s16]: I’m not sure the testimony said that, but in any case, it is clear that the advisory committee is recommending consideration of alternative pathways to WY certification.

Comment [s17]: Must be a “state-approved” program in the state where the program resides. Can be accomplished via distance learning as long as the program meets required standards.

Therefore, increasing the expectations associated with both pre-service and in-service learning opportunities must become a priority following the proposed State Board rules and increased PTSB requirements. This is not necessarily a call to require all aspiring leaders to have a specific advanced degree, but to ensure that all future leaders have the opportunity to develop the knowledge and skills that will allow them to be successful leaders in the 21st Century. In addition to requirements associated with educator support and evaluation, it is critical that aspiring leaders develop a deep understanding of using data to diagnose challenges and to monitor improvement efforts.

Recommendation #5: Support Ongoing Leader Development Systems

Much of the focus in this document has been on the recruitment and training of high-quality leaders. The Model Leader Support and Evaluation System is focused first on supporting the development of leadership skills of existing leaders and the Advisory Committee recommends attending to the ongoing development needs for school and district leaders. The Advisory Committee recommends having the proposed rules articulate requirements designed to support principals and central office leaders in terms of on-going development. These should describe a tiered system of certification and recertification requirements for school and district administrators, with central office requirements focused on development and support for early and mid-career principals and superintendents and other central office leaders responsible for supporting the development of principals. Such recertification requirements should be tied to areas of best practices and statewide requirements such as performance on WAEA. The Advisory Committee recommends that local school districts tailor leadership development and recertification requirements based on current school/district performance and other indicators.

Comment [s18]: Perhaps as part of SSOS

Comment [AB19]: What is the evidence that supports the need for tiered licensure? This endeavor would take considerable time and resources. It can be accomplished if the benefits outweigh the costs to educators and the state.

Comment [s20]: The advisory committee questions the notion that once educators become certified as leader, they are the same from their first year to their last. We know you are not saying that, but this is an opportunity to recognize that leaders move through various stages of development and have different needs at those different stages.

Comment [s21]: Move to #4

Comment [s22]: The second sentence in your comment below is what the advisory committee is recommending here.

Comment [AB23]: Local school districts do not have the authority over renewal of certification. They can, however, offer professional development that can be applied toward the renewal credits required by PTSB.

Recommendation #6: Potential Supports and Consequences

The Wyoming Model Leader and Educator Support and Evaluation System document describes potential supports and consequences for leaders not meeting a defined set of the seven leadership standards. The Advisory Committee recommends that local school districts implement research-based supports and potentially corrective actions for under performing schools/principals, i.e., those not receiving satisfactory evaluations based on the seven standards articulated above of which the WAEA accountability system results are a key component. Further, the rules shall direct WDE to ensure that School Improvement Plans for schools that have previously scored poorly include expectations for support and development of the school leader. The specific corrective action plan must be reported to WDE and must include a rationale for the specific plan, timeline and requirements for implementation, near- and long-term criteria and indicators of success,

and a description of the approaches (e.g., measures/metrics) to measure improvement on the indicators.

One of the main reasons why this recommendation is directed at local boards of education is because there could be many contextual reasons for the apparent poor performance. For example, a principal could have been hired specifically to work with a low performing school and it would not make sense to require specific sanctions for such a leader. Further, local boards of education will better understand how the framework applies differently to leaders at various levels of expertise and experience.

Implementation Guidance

The Advisory Committee recognized the challenges associated with implementing a comprehensive rule that leads successfully to increasing the pool of high quality district and school leaders in Wyoming. To that end, the Advisory Committee offers the following suggestions for successful implementation of the proposed rule (or rules).

Common [PerformanceContent](#) Standards for Educational Leaders

The common standards must start with the leadership standards outlined in the Wyoming Model Leader and Educator Support and Evaluation System. The Model System describes in considerable detail the types of evidence and characteristics associated with each of these standards. If these standards are adopted as rule, they can serve as the foundation for much of the other recommendations described in this document.

Implement the Model Leader Support and Evaluation System

Implementing this proposed recommendation requires the Advisory Committee to interact with the State Board to ensure the Board is clear on the intent of the 2014 report and the recommendations contained in this document. The Advisory Committee wants to emphasize that the focus of the system must be on support and development of leadership qualities and not on evaluation and consequences.

Create a System of Recruitment Strategies

There are several potential strategies that may be employed or even required to allow for the recommendations contained in this report to be successfully implemented.

- 1) Develop guidance and suggestions that districts may use to help identify potential leaders and provide training opportunities for local boards of education and

central office personnel on how to use the guidance to recognize potential high-quality future leaders,

- 2) Consider implementing a survey of current leaders' background, training, and experience, interviewing district superintendents regarding needs for school leaders, and interviewing experts at the University of Wyoming, College of Education to get a better understanding of the state educational leadership in Wyoming to help guide the requirements for pre- and in-service programs,
- 3) Assist with tuition/expenses for certification associated with required service in potential high need areas (similar to rural doctors' programs),
- 4) Potentially provide other financial or structural (e.g., schedule) incentives to encourage current educators to consider entering leadership,
- 5) Provide release time and/or alternate schedules to allow for coursework and internships,
- 6) Create pre-service programs for out of state potential candidates to receive in-state certification on a faster schedule than is currently the case as long as they can demonstrate that they meet the aforementioned requirements,
- 7) Develop practical experiences at the local school district to have aspiring leaders assist with real current administration work in order to gain first-hand knowledge of aspects of school leadership. Such experiences should reflect the actual competencies and knowledge as described in the standards. Further, it is critical that the pre-service institutions identify and further develop a high-quality pool mentors to ensure that potential leaders are able to receive practical experiences to supplement and support what they have learned in courses tied to the standards. Such mentors will require professional learning opportunities and monitoring to ensure they are complimenting and not contradicting the pre-service preparation tied to the standards.

Comment [AB24]: We would need more information about the idea behind this. Wyoming licensure requires that educators complete a principal preparation program whether they do that through UW or an out-of-state licensure program that PTSB can accept. Is this suggesting that an alternative route program be created, and, if so, why would that be only for out-of-state candidates only and not for anyone who wanted to fast track the licensure process? PTSB does not currently accept alternative route programs for principal preparation. PTSB does have options for school districts to use if they want to hire someone who has not yet completed their preparation program to begin working while finishing the program.

Comment [s25]: Let's talk about comments #21 and 23 on the call today. I think you see what we are trying to do, but your insight on the complexities will help us think about implementation. Need to think about this (perhaps) as part of ongoing recertification or even guidance for superintendents. PTSB can regulate the "WY internship permit" and perhaps require certain requirements of mentors even if the prospective leader is going through an out-of-state online program. Perhaps register mentors in some sort of coaching program prior to being able accept mentees. Be careful not to make this too onerous.

Comment [AB26]: This really seems to hit on the need for those **who are supervising** interns to have a better understanding of what constitutes a quality internship?

With the acceptance of out-of-state programs, the regulation of this may be a little more difficult. What if the person did their internship out-of-state, then do they have to do another program once hired in Wyoming for a principal position?

One of the advantages that PTSB has adopted nationally recognized standards is for the preparation to be portable both out of and into Wyoming.

Increasing the Rigor of Initial and Ongoing Training for Educational Leaders

There are several potential strategies that may be employed to support institutions of higher education (IHE) and others in meeting these recommendations.

- 1) The common performance content standards and competencies defined above must be used to guide the criteria for pre-service preparation and in-service professional development/preparation. Standards for leadership programs must align to the standards that leaders will be evaluated on when they are in districts. These standards must reflect an understanding of adult learning.
- 2) The standards articulated in the State Model System are designed for school leaders. A similar set of standards that describe the competencies necessary for effective district leadership should be drafted to serve as a guide for preparation and on-going development programs. A critical part of the superintendents'

professional learning must include substantial work on how central office leaders can lead the ongoing development of school principals just as school principals must be provided with learning opportunities for how they can lead the ongoing development of teachers.

- 3) The requirements for leadership internship must be defined more specifically than is currently the case and must be based on research and/or best practices. For example, a high quality internship may require:
- a. Regular interaction with a mentor and not settings where the intern is simply taking care of a task while the regular leader is doing real leadership work.
 - b. Having the internship as a paid component of the graduate program (which may require additional funds). Since the funds would be limited, this should make the programs more competitive.
 - c. Significant coaching and modeling of high quality practices, which would require identifying high-quality placements² to ensure that prospective leaders are placed with current leaders who can provide appropriate support and guidance.

While there may be some question as to whether the state can require the university or other preparation programs (in state or out of state) to ensure the quality of its courses and practicum experiences meets high standards, such oversight of teacher and leader preparation programs is quite common for certifying bodies in other states to require the pre-service programs to meet specific requirements. Further, the University of Wyoming is required to meet requirements of accreditation bodies such as NCATE that often include the views of local superintendents to provide insight how the pre-service program is meeting local needs.

Support Ongoing Leader Development Systems

Prior to drafting requirements related to leader development, the State should determine what is currently required in law and rule and survey what is required in other states. Implementing this proposed recommendation will require working with various agencies (e.g., PTSB, WDE) to develop and implement an induction and mentoring program for all Wyoming principals with less than four (4) years of experience and leaders new to Wyoming for at least their first year (assuming they have at least four years of

² High-quality placement settings are those where the leader candidate is supported by an expert leader who understands how to foster the knowledge and skills of potential leaders through the effective use of modeling, gradual release of responsibility, and direct conversations. Such expert leaders would not only be familiar with the standards for leadership practice, they would also be grounded in research and best practices.

Comment [AB27]: What was reported during the SCSEA meeting (450 internship hours) was not Wyoming's requirements, but rather UW's requirements for its program. It was inaccurately stated that this was a Wyoming requirement.

Comment [s28]: We will correct this.

Comment [AB29]: Again, this seems to come down to the training of the person supervising the intern and them understanding what is expected. This would involve UW certainly, but out-of-state institutions would need guidance as well. This bullet can probably be combined with c.

Comment [s30]: We would argue that it is at least UW's responsibility and perhaps PTSB's to ensure that potential leaders are placed with high-quality mentors. The potential leader is not in a position to make that judgment.

Comment [AB31]: It is not a matter of "may" – it absolutely would require additional funds.

Comment [s32]: We know that.

Comment [AB33]: There are no other in-state preparation programs other than UW.

Comment [AB34]: PTSB does require that the program at UW meet the ELCC standards that have been adopted. It is a process in our industry called program approval.

Comment [s35]: Good, are happy to correct this for the record.

experience). Further, WDE in cooperation with local school districts should develop a mentoring and turnaround program for principals and central office leaders in districts where schools have failed to meet WAEA expectations for two years. Such mentoring programs should be incorporated under the umbrella of the state systems of support. Additionally, each district superintendent should be required to design an ongoing support plan for all principals in their district. The State along with relevant institutions of higher education should focus on building regional and statewide networks of support of school and district leaders in order to provide diversified learning opportunities tied to the needs of individual leaders. Local boards of education and superintendents can then tie into these networks. Such networks may offer additional benefits by serving as a vehicle to develop high-quality mentors and mentoring opportunities for new and existing leaders.

Potential Supports and Consequences

There are several potential strategies that may be employed or even required to support such a rule.

- 1) The local central office should be directed to provide intensive support to mentor school leaders in need of improvement and to model high-quality leadership practices. One of the key goals for school districts with underperforming schools should be to search for ways to stabilize the leadership in struggling schools while trying to build the knowledge and skills of leaders in such buildings.
- 2) The Wyoming Department of Education shall be directed through this rule to help support districts in increasing the capacity of low-performing leaders. This may be accomplished either through building internal WDE capacity to support such work, collaborating with the University of Wyoming or other agencies, or to contract with external expertise to support these efforts. Further, leaders in districts with schools consistently not meeting accountability targets must be required to participate in such professional learning opportunities.

Summary and Discussion

The Advisory Committee gave considerable thought to addressing the leadership needs in Wyoming so that each school has a principal capable of leading instructional efforts so Wyoming students are able to meet increasingly richer learning targets and demonstrate readiness for meaningful postsecondary options. The committee proposed a multi-faceted strategy for improving the quality of school leadership in Wyoming starting from increasing the number and quality of potential leaders, to requiring more rigorous initial training and certification requirements, implementing induction and mentoring systems for all new and struggling leaders, providing ongoing training and support for

experienced leaders, and finally, implementing a support and evaluation system for all leaders. Such a comprehensive approach **must involve multiple partners** including the Wyoming Department of Education, the Professional Teaching Standards Board, the University of Wyoming, Wyoming school districts, professional organizations, and outside providers.

Comment [AB36]: We agree.

To address these issues, the committee proposed an integrated framework for a potential State Board of Education rule (or set of rules) as well as suggested guidance to begin implementing each component of the rule. The Advisory Committee was cautious to **avoid adding onerous requirements for districts and schools that are already performing well, so high quality implementation of the recommendations from this report will be critical.** Further, the Advisory Committee notes that many of the recommendations put forth here will require additional resources for the various agencies named in the recommendations such as WDE and the State Board of Education. The Committee also recognizes that Wyoming’s current budget outlook might not leave resources to fully implement these recommendations immediately. Finally, the recommendations for improving school leadership in Wyoming fits within a larger theory of change for making Wyoming a national educational leader. Therefore, the Advisory Committee recommends charging WDE (with perhaps additional support) with articulating a theory of action (change) to show how the various reform activities such as WAEA, the State System of Support, a potentially new assessment system, and these recommendations for improved leadership are intended to work together in a coherent whole. Clarifying the theory of action can help communicate the initiatives to the various stakeholders and will help fine-tune the plans so that as resources become available, the state will be well-positioned to act on them.

Comment [AB37]: This is certainly a balance that is always hard to achieve. Making recommendations such as requiring a tiered licensure system and additional renewal requirements for licensure will certainly have a major impact on all educators even those who are performing at the level that the Advisory Committee considers proficient, thus impacting districts and school that are performing well and even those licensees who hold administrator endorsements even if they are not working as principals or district leaders. PTSB can share our perspective of some of those unintended consequences if it is the desire of the Advisory Committee that this statement should carry forward into the Committee’s future work.

Comment [s38]: A good discussion item for today

References

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Manna, P. (2015). Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy. The Wallace Foundation. <http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Pages/Developing-Excellent-School-Principals.aspx>.

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Comment [AB39]: I'm surprised the ISLLC standards are not listed as a reference. Please note a new version of the ISLLC standards was adopted by CCSSO and NPBEA in October 2015 and are now called "Professional Standards for Educational Leaders 2015".

Comment [s40]: They were listed as a reference in our 2014 report (Wyoming Model Leader and Educator Support and Evaluation System). However, we should have listed our previous report in the references.