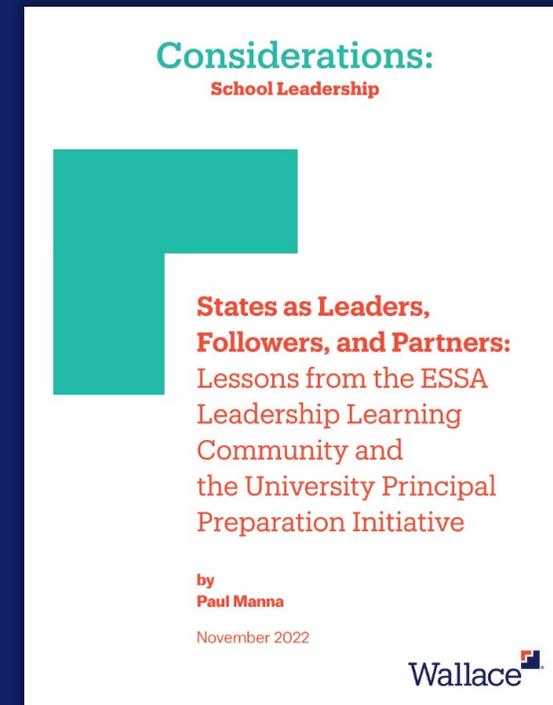


Ecosystems of policy and practice that develop and support principals: Lessons from states, districts, and universities

Wednesday, Jan. 25, 2023
2-3 p.m. EST





Housekeeping

- This webinar is being recorded
- The recording and slides will be posted by Friday at wallacefoundation.org
- **Please post your questions using the Q & A feature**
 - The chat function has been disabled for this webinar
- For technical help, please e-mail plc@leadershipacademy.org

Today's agenda

- **Reflections**

- **Paul Manna**, Director of Public Policy and the Hyman Distinguished University Professor of Government at William & Mary, and author of *States as Leaders, Followers, and Partners: Lessons from the ESSA Leadership Learning Community and the University Principal Preparation Initiative*

- **Panel discussion**

- **Richard M. Gonzales**, Associate Professor in Residence and Director of Educational Leadership Preparation Programs, Neag School of Education, University of Connecticut
- **Ebony Love**, Director of Continuous Improvement, Texas Education Agency, Division of Educator Quality
- **Sheila Smith-Anderson**, district leadership consultant, former director of Leadership Development at St. Louis Public Schools
- **Moderator: Carol Johnson Dean**, consultant to the Minnesota ESSA Leadership Learning Community and former superintendent of school districts in Boston, Memphis and Minneapolis

- Q & A



Paul Manna



Richard Gonzales



Ebony Love



Sheila Smith-Anderson



Carol Johnson Dean

Considerations:
School Leadership



**States as Leaders,
Followers, and Partners:**
Lessons from the ESSA
Leadership Learning
Community and
the University Principal
Preparation Initiative

by
Paul Manna

November 2022

Wallace 

Ecosystems of Policy and Practice that Develop and Support Principals: Lessons from States, Districts, and Universities

Paul Manna
Director of Public Policy
Hyman Professor of Government
William & Mary

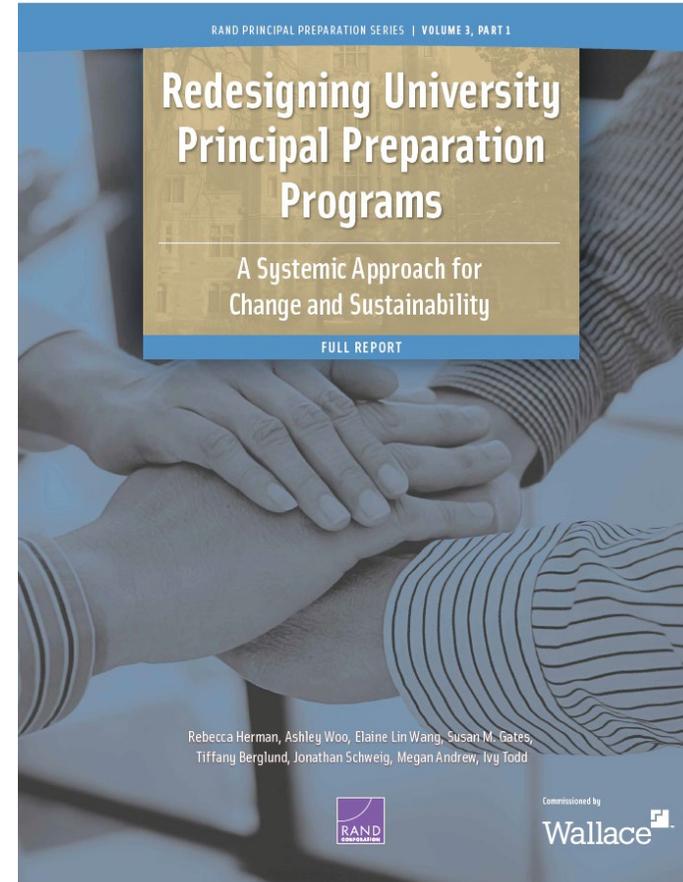
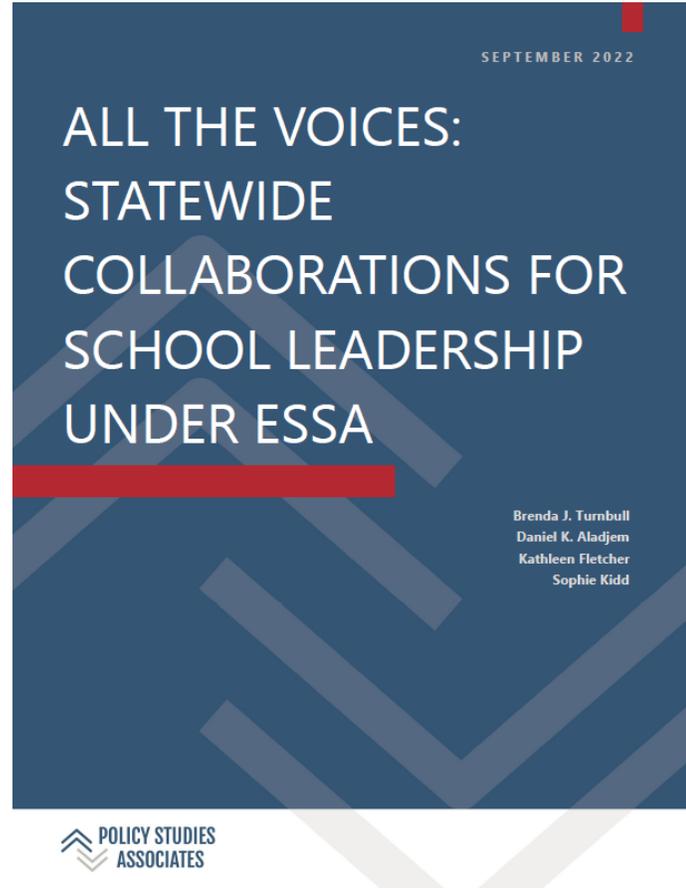
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Two ecosystem efforts that Wallace supported are the basis for *States as Leaders, Followers, and Partners*

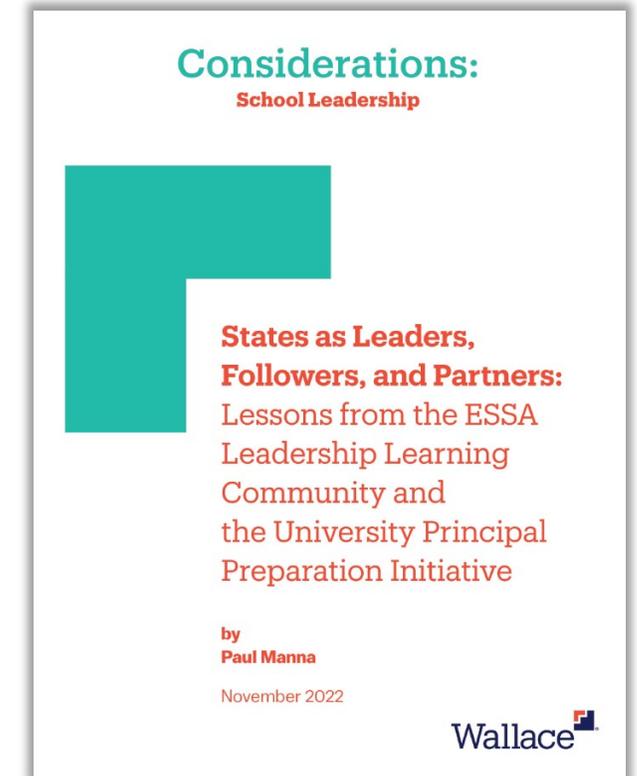
ESSA
Leadership
Learning
Community
(ELLCC)



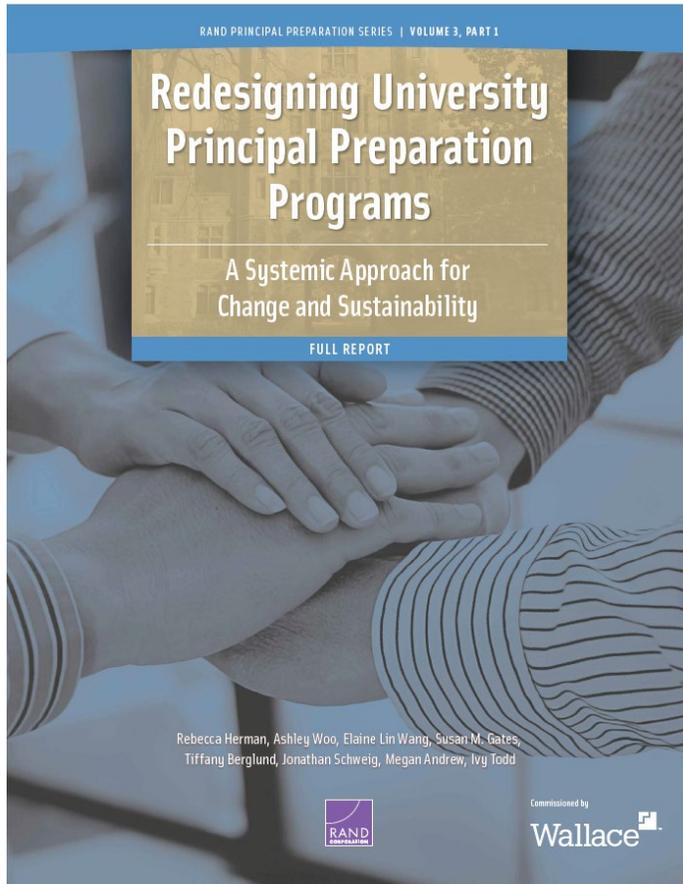
University
Principal
Preparation
Initiative
(UPPI)

Today's discussion summarizes three big lessons

- State **standards** are a powerful cross-cutting policy lever that, when used in districts and universities, shape specific decisions about training, developing, and supporting principals.
- When states foster **networks** that connect districts, universities, and others, creative problem-solving emerges that can enhance the likelihood of principal initiatives succeeding.
- States, districts, universities, and others each have **comparative advantages** that, when realized, can make the most of networked partnerships that advance principal initiatives.



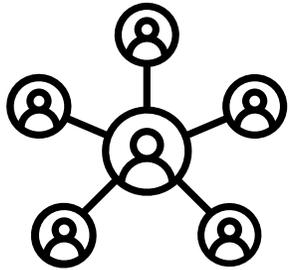
UPPI example: Articulation and use of standards guided program improvement efforts.



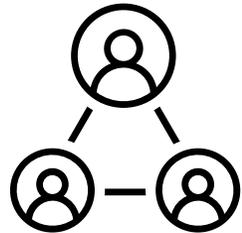
“Notably, all programs assembled a coherent course of study aligned to national and/or state professional standards, as well as district needs, that integrates theory and practice through active learning and input from faculty with experience in school administration.” (p. 49)

What role might networks play in ecosystems that develop and support principals?

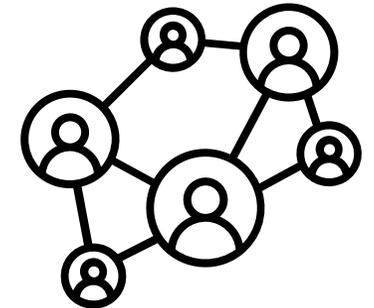
Examples of network roles



Leaders – Set expectations or send signals that steer others in the network.



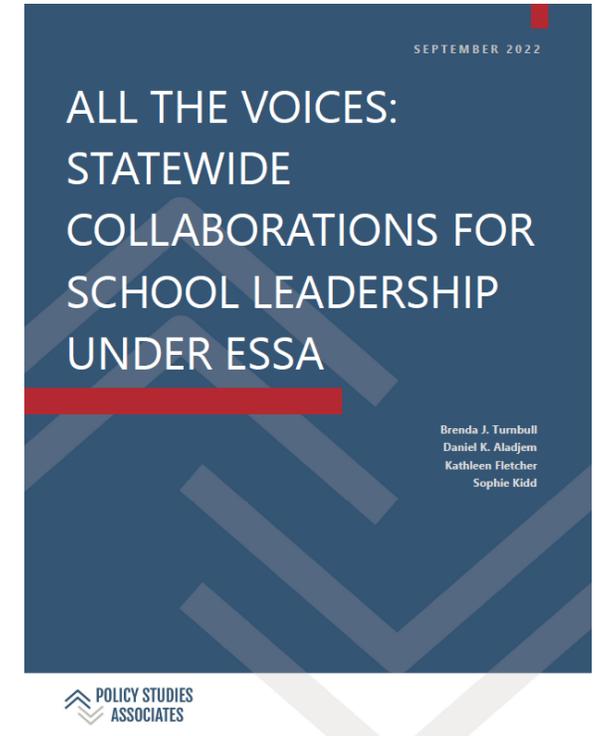
Followers – Take cues and find a productive or creative niche.



Partners – Come to the table and toggle between roles as needed.

ELLC example: Network convenings of numerous sorts leveraged expertise from multiple partners

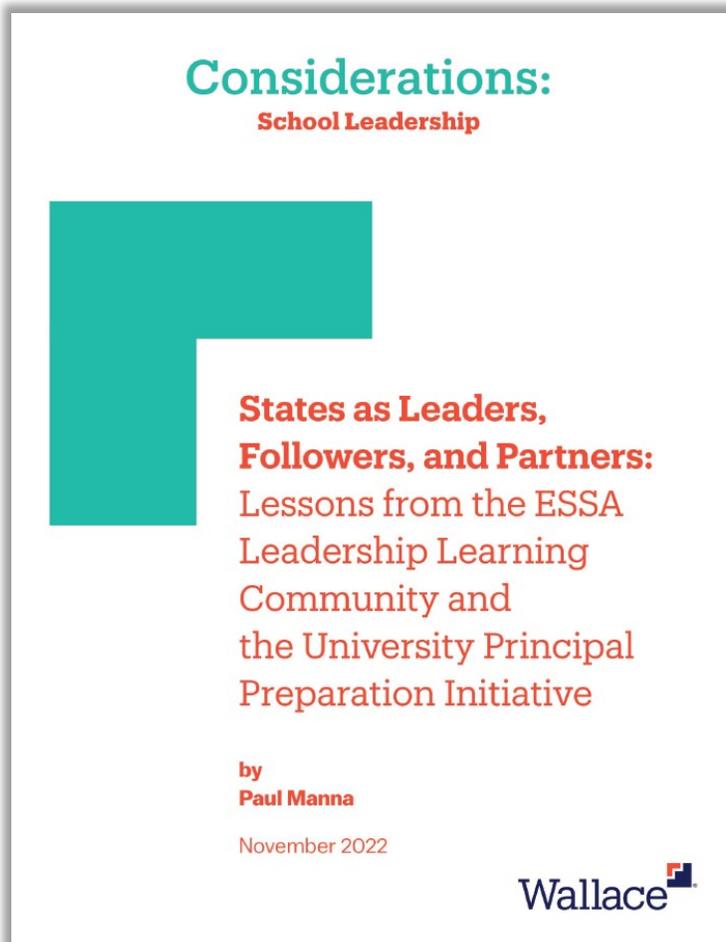
“It has also been common for state agencies to ask for advice from the team, gathering perspectives from the different districts, community organizations, and other entities such as universities represented on the team. ... At times, too, most teams have served as a helpful venue in which local leaders share ideas and advice with one another. All these exchanges of ideas have left imprints on policies and programs...” (p. 18)



Partners bring comparative advantages to networks that support ecosystems of policy and practice

Network partner	Comparative advantage of each partner
State agencies	<ul style="list-style-type: none">• Setting the agenda• Writing and applying regulations• Sharing information• Using funding streams
Local districts	<ul style="list-style-type: none">• Identifying problems of practice• Flagging 'pinch points' in state policies• Learning from what works
Principal prep programs	<ul style="list-style-type: none">• Developing research-based options to address problems of practice• Seeing patterns across districts
Non-governmental organizations	<ul style="list-style-type: none">• Giving voice to those lacking representation• Checking assumptions of traditional institutions• Adding ideas, staff and funding

Don't hesitate to be in touch to
continue the conversation!



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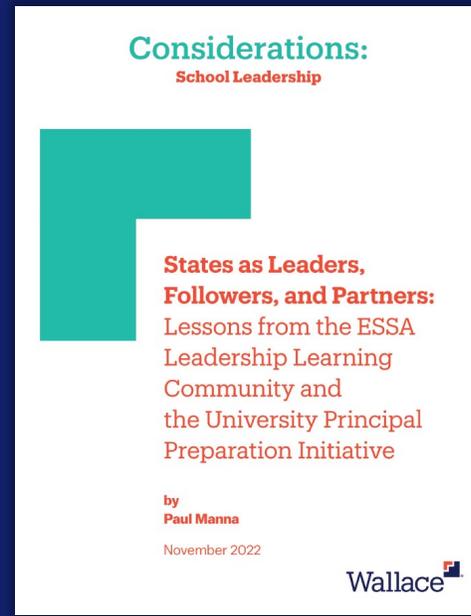
Web: <https://www.wm.edu/as/publicpolicy/>

Thank you!

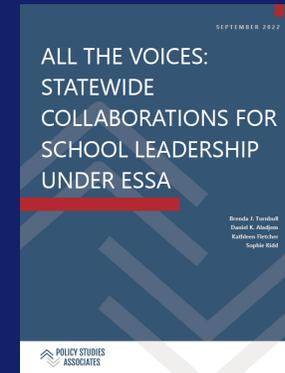
Learn more:

- wallacefoundation.org

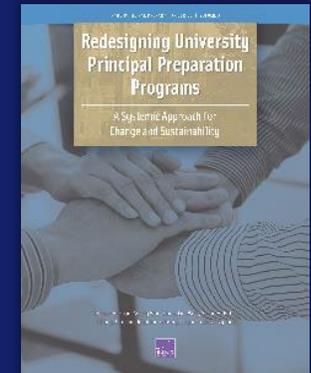
These and other resources available without charge



wallacefoundation.org



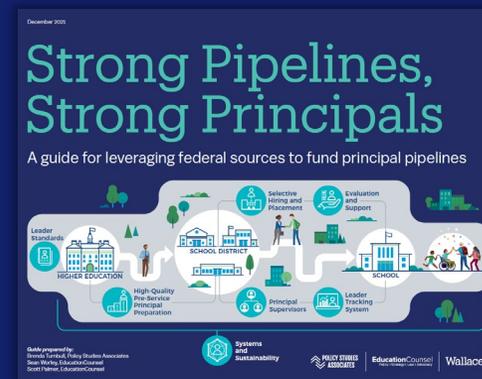
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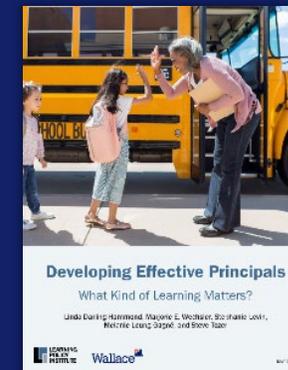
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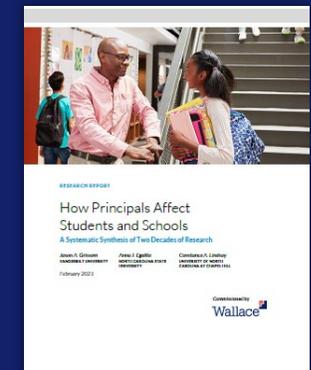
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