STATE EFFORTS TO STRENGTHEN SCHOOL LEADERSHIP:
INSIGHTS FROM CCSSO ACTION GROUPS

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Many states across the nation are working to improve school leadership, some on a substantial scale. Several factors encourage state-level work focused on principals, including: research evidence of principal effects on student learning, flexibility in the Every Student Succeeds Act (ESSA), new national professional standards for principals, lessons learned from teacher evaluation and development, and available support from organizations with a focus on school leadership.

The Council of Chief State School Officers (CCSSO), with funding from The Wallace Foundation, supported states through two principal-focused "action groups" during the 2016-17 school year. Each action group convened teams of state staff for a series of facilitated in-person meetings and webinars through which each state could develop and carry out action plans that identified a problem of practice and strategies for rapid implementation. Teams included state education agency (SEA) division directors, program managers, and line staff.[1] Twenty-eight states joined the groups, with a shared interest in working on principal evaluation and support and/or principal professional learning. A map of states participating in the groups can be found in Exhibit 3 on page 11.

This brief is intended to inform state leaders and others in the field about the participating states' efforts to strengthen the recruitment, preparation, support, and supervision of school leaders. It summarizes the state teams' priorities, accomplishments, and perspectives related to school leadership. These states are not representative of the nation, but their priorities and activities in school leadership reveal trends in approaches and needs, along with examples of state initiatives underway or planned. One-page state snapshots appear in the Appendix.

The states generously shared the information and ideas presented in this report through (1) telephone interviews with 33 participants in 25 states and (2) a survey with responses from 55 participants in 25 states (70% response rate).[2] Representatives from each participating state were given an opportunity to review and vet information shared about their state.
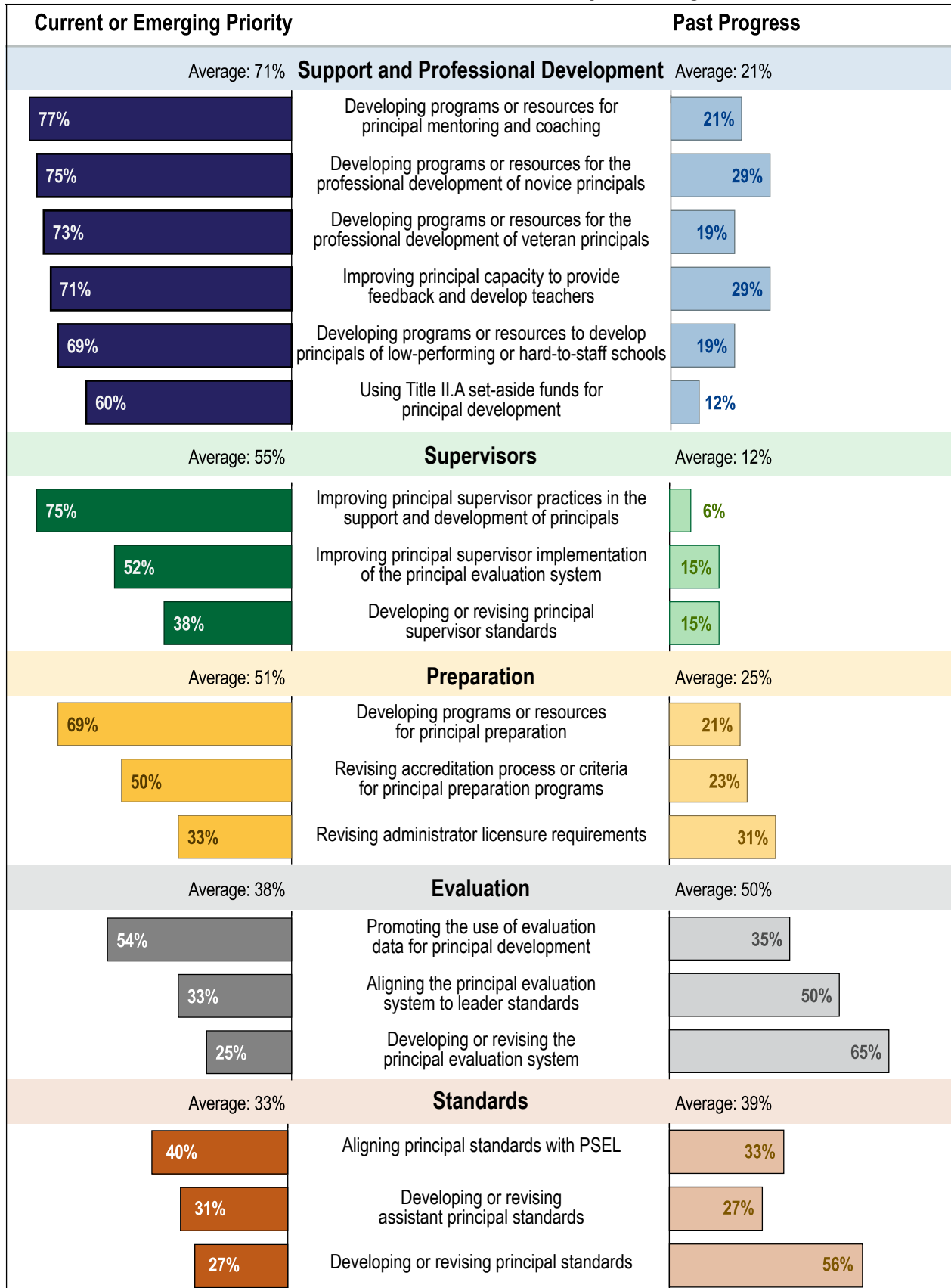
Takeaways from this brief:

- Improving principal support and professional development is the top state priority related to school leadership.
- Improving principal supervisor practices for developing principals is another top state priority, one with little past progress.
- States want to integrate their principal-related work with school improvement planning.
- Most states encounter challenges in strengthening school leadership due to variation in district contexts, sizes, and needs.
- Participants got new ideas from other states and wanted more opportunities for deep cross-state engagement.
- Participants value targeted assistance and materials from experts.
- State teams benefit when given time and support for collaborative team work.

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1 In this report, references to "states" and "state education agencies" include the non-state entities U.S. Virgin Islands and the Department of Defense Education Activity. Team members were primarily SEA staff, though several teams also included individuals employed by non-SEA organizations, such as state administrator associations, universities, and state professional standards boards.

2 Survey and interview respondent lists were provided by CCSSO and updated through state input. Most interview respondents were the state lead for one or both action groups. Interview data were collected in March-April, 2017, and informed survey development. The survey was administered April 14-26, 2017. Data about state work and policy were also gathered from state websites and other public sources.

Exhibit 1. Areas of State Priority and Progress

Current or Emerging Priority		Past Progress

Support and Professional Development
Average: 71% — Average: 21%

Priority	Item	Progress
77%	Developing programs or resources for principal mentoring and coaching	21%
75%	Developing programs or resources for the professional development of novice principals	29%
73%	Developing programs or resources for the professional development of veteran principals	19%
71%	Improving principal capacity to provide feedback and develop teachers	29%
69%	Developing programs or resources to develop principals of low-performing or hard-to-staff schools	19%
60%	Using Title II.A set-aside funds for principal development	12%

Supervisors
Average: 55% — Average: 12%

Priority	Item	Progress
75%	Improving principal supervisor practices in the support and development of principals	6%
52%	Improving principal supervisor implementation of the principal evaluation system	15%
38%	Developing or revising principal supervisor standards	15%

Preparation
Average: 51% — Average: 25%

Priority	Item	Progress
69%	Developing programs or resources for principal preparation	21%
50%	Revising accreditation process or criteria for principal preparation programs	23%
33%	Revising administrator licensure requirements	31%

Evaluation
Average: 38% — Average: 50%

Priority	Item	Progress
54%	Promoting the use of evaluation data for principal development	35%
33%	Aligning the principal evaluation system to leader standards	50%
25%	Developing or revising the principal evaluation system	65%

Standards
Average: 33% — Average: 39%

Priority	Item	Progress
40%	Aligning principal standards with PSEL	33%
31%	Developing or revising assistant principal standards	27%
27%	Developing or revising principal standards	56%

Source: Survey of Participants in CCSSO Principal-Focused Action Groups, April 2017
Exhibit reads: Seventy-seven percent of survey respondents identified "Developing programs or resources for principal mentoring or coaching" as a current or emerging priority, and 21 percent reported it as an area of past progress.

State Priorities and Past Progress

Participants in the action groups identified their states' current priorities and areas of past progress related to principals, as of spring 2017 (Exhibit 1 – Areas of State Priority and Progress). These survey findings point to topics that may be high priorities for future cross-state engagement and action group activities. We also present here some examples of state progress and common challenges, which may help spark and inform further cross-state learning.

1. Principal support and professional development is the top area of priority.

More than two-thirds of survey respondents identified each of the following areas of work as a current or emerging priority for their state, as seen in Exhibit 1:

- Principal mentoring and coaching (77%)
- Professional development of novice principals (75%)
- Professional development of veteran principals (73%)
- Principal capacity to provide feedback and develop teachers (71%)
- Developing principals of low-performing or hard-to-staff schools (69%)

Some states reported in interviews that they have made progress on principal support and professional development, and their work may be of interest to peers. For example:

Missouri has recently developed the comprehensive Missouri Leadership Development System (MLDS) for leaders at four phases of the principal pipeline–aspiring, emerging, developing, and transformational. For new principals, the MLDS includes a two-year engagement involving one-to-one coaching, learning labs, facilitation of regional networks, online events, and state-level meetings and networking. A 64-page Participant Guide describes MDLS activities and history.

Wisconsin and Georgia, among others, have developed online training modules that incorporate videos of principals engaged in authentic tasks.

Idaho launched the new Idaho Principal Mentoring Project for early career principals in 2016-17. Principal mentors–distinguished principals or superintendents trained by the state and given a toolkit of resources–conduct bi- monthly visits and bi-weekly high-performance phone calls. Mentors and mentees create a customized mentoring plan that focuses on developing skills and dispositions in four critical areas of school-level leadership.

The Tennessee Academy for School Leaders (TASL) has restructured its one-year Induction Academies for novice principals, assistant principals, and instructional supervisors. TASL participants meet three times face-to-face, complete virtual learning modules, and engage in problems of practice activities designed around their needs. Tennessee is now interested in differentiating learning experiences based on leader assessments, incorporating a hybrid delivery model, and developing a pipeline program for leaders in districts that struggle to find strong candidates.

Kentucky rolled out its Principal Partnership Project (P3) in 2015, offering new and experienced principals visits from past participants and program staff, along with a statewide event and two regional ones. The regional events, Learning Labs, are offered in the local schools of P3 participants. Additionally, Kentucky offers an annual Edcamp in December which is open to all principals in the state.

2. Challenges are emerging for states on the leading edge of principal support and professional development.

These leading-edge challenges could serve as focus areas for cross-state sharing and collaboration among states working on principal support and professional development:

- Measuring implementation and outcomes of principal professional development programs
- Integrating or aligning principal professional development with school improvement plans under ESSA
- Developing principal support systems that are effective for districts with varying contexts (e.g., demographics, size, performance, urbanicity)
- Scaling principal professional development programs and increasing district buy-in
- Incorporating partners–higher education, intermediary units, administrator associations– into a coherent statewide delivery model

3. States want to integrate their principal-focused work with school improvement efforts.

Respondents overwhelmingly agreed that a current state priority was "integrating principal support or evaluation with ESSA school improvement plans" (91%). However, there is work to do, since far fewer respondents said this was an area of past progress (27%).

The integration of principal support and school improvement will likely require significant coordination across SEA divisions, as well as with other organizations (e.g., regional service agencies) and individuals who work with schools and districts on improvement. Perhaps not coincidentally, many respondents identified "coordinating across SEA divisions around principal support" as a priority area (83%) on which there has been less past progress (36%). ESSA planning and implementation may provide an opportunity to embed principal support within the states' strategic vision for school improvement.

> *Integrating principal support and school improvement plans:*
>
> 91% said it is a priority, and only 27% reported past progress

Growing Evidence on School Leadership

The growing research base on school leadership provides compelling reasons for states to consider what they can do to help strengthen the principal corps:

- Based on a broad range of empirical research, "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." (How Leadership Influences Student Learning, Kenneth Leithwood et al., University of Minnesota and University of Toronto, 2004)

> "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school."
>
> *How Leadership Influences Student Learning (Leithwood et al., 2004)*

- According to 30 studies on school leadership that meet ESSA evidence requirements, "Activities designed to improve school leadership demonstrate positive impact on student, teacher, and principal outcomes." (School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review, Rebecca Herman et al., RAND, 2016)

- Based on growing research literature, "Principals can be powerful multipliers of effective teaching." (Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy, Paul Manna, The Wallace Foundation, 2015).

- National survey data indicate that, "Principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year…[and] teacher outcomes are even greater in disadvantaged schools." ("Can Good Principals Keep Teachers in Disadvantaged Schools?," Jason A. Grissom, Teachers College Record, 2011)

> "Activities designed to improve school leadership demonstrate positive impact on student, teacher, and principal outcomes."
>
> *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review (Herman et al., 2016)*

- Graduates of high-quality principal preparation programs performed better in high-needs schools and were more likely to become principals. (Preparing School Leaders for a Changing World, Linda Darling-Hammond et al., Stanford University, 2007)

- When large districts made efforts to improve the principal pipeline, novice principals valued mentoring and principal supervision highest among the available supports. (The Principal Pipeline Initiative in Action: Building a Stronger Principalship Vol 5, Brenda Turnbull et al., Policy Studies Associates, 2016)

> "A district does not need an infusion of substantial grant funding to make real progress on important aspects of principal pipelines."
>
> *What it Takes to Operate and Maintain Principal Pipelines (Kaufman et al., 2017)*

- District efforts to improve principal pipelines are cost effective. Two areas of high-impact "quick wins" were the development of leader standards and selective hiring, suggesting that "a district does not need an infusion of substantial grant funding to make real progress on important aspects of principal pipelines." (What it Takes to Operate and Maintain Principal Pipelines, Julia H. Kaufman et al., RAND, 2017)

4. Supervisors' development of principals is a new priority.

"Improving supervisor practices in the support and development of principals" is a leading current priority for state respondents (75%). This has not been a focus of state work in recent years: only 6% of respondents reported past progress in improving the way supervisors support and develop principals. Supervisor practices in principal evaluation were reported as a priority by 52% of respondents and as an area of past progress by 15%.

Supervisor development of principals:

75% said it is a priority, and only 6% reported past progress

With relatively few state-level examples to provide inspiration or models, states might collaborate on innovations in improving supervisor practices. They might collect and share relevant resources, tap expertise from school districts that have upgraded principal supervision, develop a theory of action for improved supervisor practice, or conduct case studies of pioneering state efforts.

State efforts to improve principal supervisor practice have included:

Connecticut has developed a superintendent competency framework and draft rubric for superintendent evaluation. The state and its superintendent association provide an Executive Coaching for Superintendents program that focuses on the support and development of principals in struggling schools, as well as a community of practice for early- career superintendents.

Kentucky's evaluation system, the optional Professional Growth and Effectiveness System for Principals (PPGES), includes components to improve supervision and support of principals. PPGES implementation includes a framework for supervisors to work with each principal on an annual professional growth plan via site visits and two formal reviews. The SEA provides supervisor training on PPGES implementation, with supervisor training modules that address principal development (e.g., conferencing, professional growth) and include video, PowerPoints, and activity handouts. Recent state legislation will affect this evaluation system, and the Kentucky Board of Education is scheduled to review new regulations in October 2018.

Pennsylvania has instituted a train-the-trainer model in which state trainers work with district superintendents and hiring officers to help implement effective strategies for identifying and recruiting principals. As part of the training process, district staff complete authentic performance tasks. Also, Pennsylvania began a Superintendent's Academy in 2016, offering a two-year professional development program that engages superintendents and other chief school administrators in action learning projects. The Academy, which engaged 81 participants in its first cohort, is built on leadership benchmarking constructs developed by the National Center on Education and the Economy and its National Institute for School Leadership.

Washington delivers training to principal supervisors and principals through collaborative efforts among the SEA, principal association, and superintendent association. When possible and appropriate, the three organizations co-present to districts and jointly advance a shift toward growth-based principal evaluation processes

Idaho, with assistance from federal comprehensive centers, piloted a process that trained superintendent and principal teams on the principal evaluation system's purpose and on implementation fidelity. The first cohort of pilot districts completed a series of webinars and in-person trainings that began in 2013. SDE then rolled out the training to a larger cohort of superintendent-principal teams across the state.

5. States are interested in their role in principal preparation.

Many states are or expect to be deeply engaged in "developing programs or resources for principal preparation" (69%). These programs are often aimed at preparing assistant principals for an effective transition to the principalship. Some involve universities as partners.

Examples of current or recent state work include:

Tennessee has developed the Governor's Academy for School Leadership (GASL), a one-year mentorship program for cohorts of 20-25 assistant principals. GASL is a partnership among the SEA, Vanderbilt University, and participating districts, involving rigorous selection, monthly weekend training, three days per month internship at mentor schools, coaching, and a summer institute. Completion is expected to lead quickly to a principal position. In summer 2017, Tennessee also identified nine aspiring leader programs across the state to participate in its inaugural Tennessee Transformational Leadership Alliance network.

Hawaii, with a unique geographic and management context, requires certification through an SEA-administered program for all principals. The Hawaii Certification Institute for School Leaders is a two-phase (two years total) preparation program that includes university course work, a yearlong residency as a vice principal, monthly seminars, mentoring by sitting principals, and coaching.

South Carolina offers two longstanding state programs for cohorts of assistant principals (APs)—one for first-year APs and another for veteran APs who aspire to become principals. Curricula for the principal preparation program addresses instructional leadership, self-improvement, media relations, school law, and policy issues.

Delaware, in recent years, has changed state policies to encourage the development of innovative leader preparation programs and alternative routes to certification, including the cohort-based Principal Preparation Program at the University of Delaware and the Delaware Leadership Project.

6. Principal evaluation and standards are in place and are not the highest priorities for future work.

Evaluation and standards stand out as areas of work in which states reported past progress. Among all topic areas, participants reported the most past progress in:

- Developing their principal evaluation system (65%)
- Developing leader standards (56%)
- Aligning the evaluation system to leader standards (50%).

Only 25% of respondents reported that a current state priority was "developing or revising the principal evaluation system." However, some interview respondents described recent and ongoing efforts to "refresh" their evaluation system or improve implementation. Evaluation may re-emerge as a priority in some states due to shifting state policy and adjustments in response to ESSA. For example, one state's legislature recently and abruptly called for significant changes to its teacher and principal evaluation systems, and has been developing new guidance for districts.

7. Some states are shifting use of their principal evaluation system from an accountability process to a principal growth experience.

A substantial number of respondents reported a current state priority in "promoting the use of evaluation data for principal development" (54%). This is consistent with states' interest in improving supervisor development of principals (75% of respondents, as mentioned above).

> New Jersey has recently developed a draft Principal Practice Instrument to promote professional growth in its principal evaluation system. The PSEL-aligned instrument underwent a 10-district pilot in early 2017, and 14 districts engaged in a Phase II pilot that began in summer 2017. The instrument is accompanied by a guide to encourage districts to incorporate self-reflection, authentic evidence of practice, and discussion about practices as part of principal evaluation.

8. ESSA may offer opportunities.

During the period of data collection, states were sorting out how principal professional learning can fit into ESSA planning and implementation. Many participants reported that a current state priority is the possible use of Title II.A set-aside funds for principal development (60%).

> One state has plans to use the full allowable 3% Title II.A set-aside to implement its leader development system, such as to pay for regional coaches and delivery. In this case, key stakeholders from around the state were involved in developing the system, easing buy-in to the set-aside plan. The state has plans to show evaluation evidence of implementation and outcomes, with help from an external research organization.
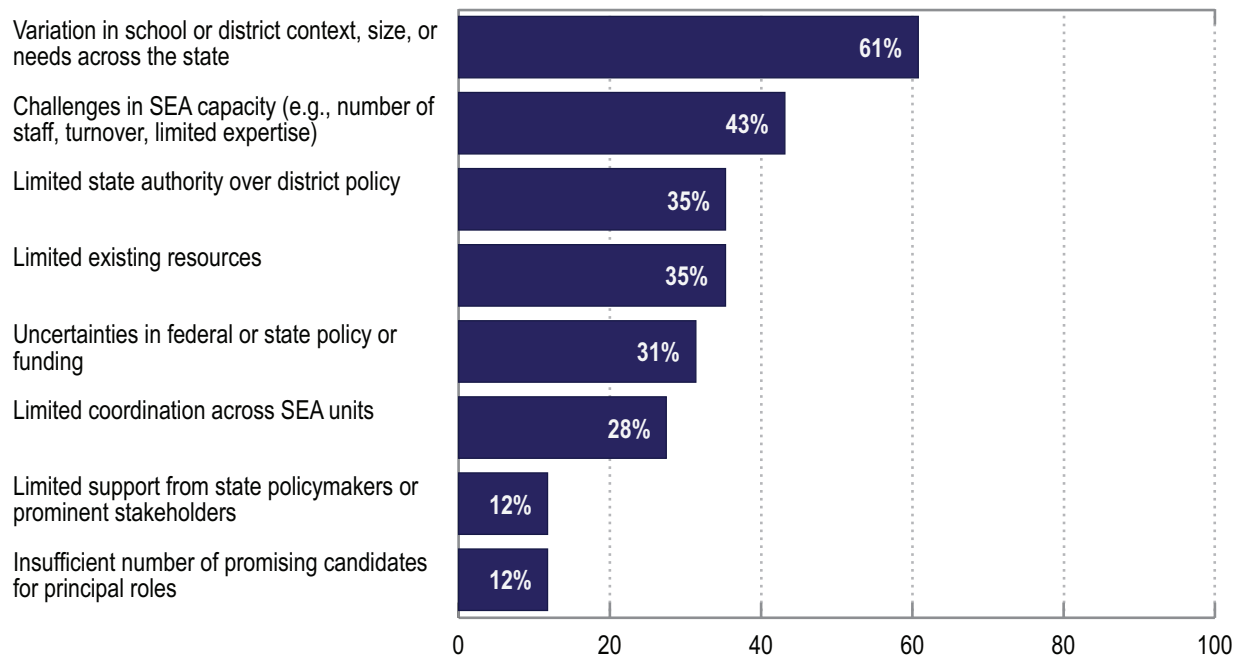
States also were considering the role of leaders in school improvement efforts under Title I. When asked about several areas of system management, many respondents reported that it was a state priority to "integrate principal support or evaluation with ESSA school improvement plans" (65%). Following federal approval of state ESSA plans, states will tackle implementation details related to principal development and support for school improvement.

9. States are challenged by variation in district context, size, and needs.

When asked to identify the top three challenges related to their state's principal-focused work, respondents most often pointed to the differences among districts across the state (61%; Exhibit 2). One commonly mentioned challenge is that of supporting rural districts that are geographically isolated. Another is that of supporting small districts where administrators have multiple roles and few mentors or peers from whom they can learn.

On the other hand, state work around principals seems to have the support that it needs from policymakers and stakeholders. When asked to identify their top three challenges, only 12% of respondents cited political forces.

Exhibit 2. Challenges in State Principal-Focused Work

Challenge	Percentage
Variation in school or district context, size, or needs across the state	61%
Challenges in SEA capacity (e.g., number of staff, turnover, limited expertise)	43%
Limited state authority over district policy	35%
Limited existing resources	35%
Uncertainties in federal or state policy or funding	31%
Limited coordination across SEA units	28%
Limited support from state policymakers or prominent stakeholders	12%
Insufficient number of promising candidates for principal roles	12%

Source: Survey of Participants in CCSSO Principal-Focused Action Groups, April 2017–Figures represent responses from 55 state-level participants from 25 states.

How Action Groups Can Support State Progress

10. State participants can get new ideas from other states.

The CCSSO action groups provide a model for moving state work and policy forward, in part by facilitating cross-state engagement. When asked about benefits, respondents most often reported that participation helped them "get new ideas from other states" (90%). Furthermore, their top recommendation was for action groups to "provide accessible information about what each state is working on" (74%). The appendix to this brief is a modest step in that direction.

> "Just to hear about the models used in other states…gave me some good examples to bring back and share how we can adapt it for [our state]."

> "[We developed] a District Capacity Rubric to use with our persistently low performing districts. I got the ideas from another state, and we revised theirs based on our needs."

Participants valued hearing firsthand about efforts and challenges in other states. Survey respondents reported a relatively high frequency of "substantive conversations" with other states (on average, 3.9 per participating state). Participants appreciated the chance to pose questions and reflect on the relevance of other states' activities to their own. Several reported using specific models from other states and getting ideas that influenced their work.

11. States want access to high-leverage information and expertise.

While states can learn from each other, they also can benefit from specialized information and assistance that targets their most pressing needs. Examples of such resources range from pertinent policy briefs to expert feedback on state plans. The second most often reported benefit from action group participation was getting "new ideas from experts or resources" (88%).

"I enjoy the presentations by experts, but would like more time to reflect upon and brainstorm with our SEA team and others about the topics discussed and presented."

Looking ahead, respondents wanted CCSSO to continue or increase its efforts to curate and share resources (94%) and to provide guidance on specific issues identified by action groups. While saying presentations and resources are useful, many respondents said participants need substantial time to ask questions, discuss, reflect, and connect the information to their state's work moving forward.

Exhibit 1 provides insights to topics on which states may want curated information and expertise, such as on principal supervisor practices and developing principals of low-performing schools.

12. State team work benefited from the time and planning supports provided by the action groups.

Interview respondents frequently noted that in-person meetings provide an opportunity for state teams to focus uninterrupted on principal-related work, away from what one called "the tyranny of the urgent." All but one survey respondent recommended that in-person meetings either continue as they had in 2016-17 (72%) or increase in emphasis (26%).

"The action plan…has been the single strongest department driver for bringing coherence to the conversation around school leaders."

Participants said that action plans organized state efforts, reinforced a team's commitment, and provided a touchpoint for monitoring progress. For some states, the action plans resulted in quick progress on work that was planned thoughtfully as a team.

Exhibit 3. States Participating in CCSSO Principal-Focused Action Groups 2016-17

- 🟨 Principal Evaluation Action Group
- 🟦 Principal Professional Learning Action Group
- 🟩 Both action groups–Principal Evaluation & Principal Professional Learning
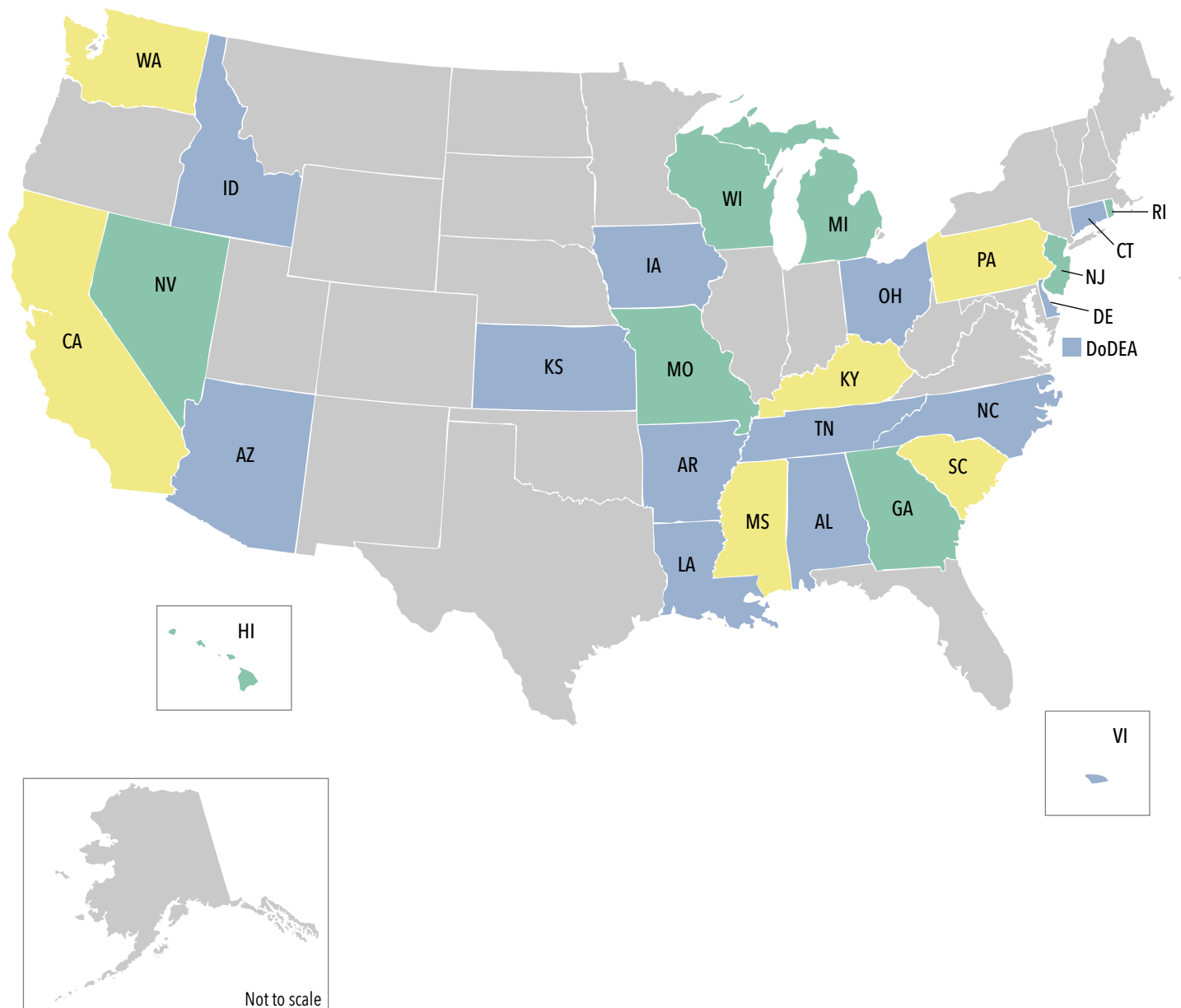
Appendix:
Participating States' Priorities and Work Related to Principals

This appendix has two parts:

1. **Current or Emerging Priorities for Principal-Focused Work, by State (Table)**– The table on page A-2 lists the areas of state work related to principals that appeared in the survey, along with the states in which team members indicated an area was a current or emerging priority. The table is intended to help readers identify states they may want to connect with or learn more about, based on a shared interest in particular topic areas.[1]

2. **State Snapshots**– Beginning on page A-3, one-page state snapshots offer information about participating states' principal-focused work.   Each state's snapshot includes a list of topic areas that were a priority for the state, a brief summary of state work, and links to state resources. The description of state work is based on data we collected from interviews, surveys, webpages, action group materials, and presentations. State team leads were given an opportunity to review and vet the material about their state.

In the table on each state's page "-" signifies that the respondents from the state did not identify any priorities within the topic area; "(no data)" indicates that we received no survey responses from the state's participants.

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1 States' priorities were identified through survey responses. Because there were multiple respondents from individual states (sometimes with conflicting responses), identification of state priorities was based on the majority of responses from the state. If there was a tie, responses from the state's team lead were the tie breaker. For example, if State X had a team lead indicate a topic was a priority and another team member indicate it was not, the topic would be counted as a priority for the state.

Current or Emerging Priorities for Principal-Focused Work, by State

Principal Support and Professional Development	
Developing programs or resources for principal mentoring or coaching	AR, DE, DoD, GA, ID, KS, KY, MI, MO, NC, NJ, NV, OH, PA, RI, SC, TN, WA
Developing programs or resources for the professional development of novice principals	AL, AR, AZ, CT, DE, DoD, GA, ID, KS, KY, MI, NC, NJ, NV, OH, PA, RI, TN, WI
Developing programs or resources for the professional development of veteran principals	AL, AZ, CT, DE, DoD, GA, HI, ID, KS, MI, MO, NC, NV, OH, PA, RI, TN, WI
Improving principal capacity to provide feedback and develop teachers	AL, AZ, DoD, GA, ID, KS, KY, MI, NC, NV, OH, PA, RI, SC, TN, WA, WI
Developing programs or resources to develop principals of low-performing or hard-to-staff schools	AL, AZ, GA, HI, ID, KS, KY, MI, MO, NC, NJ, NV, OH, PA, RI, SC, TN
Using Title II.A set-aside funds for principal development programs	DE, GA, ID, KS, MI, MO, NJ, NV, OH, PA, SC, TN, WA, WI
Principal Supervisors	
Improving principal supervisor practices in the support and development of principals	AL, AR, AZ, CT, DE, GA, HI, ID, KY, MI, MO, NJ, NV, PA, RI, SC, TN, WA, WI
Improving principal supervisor implementation of the principal evaluation system	AL, AR, AZ, CT, DoD, GA, MI, NJ, PA, SC, TN, WA, WI
Developing or revising principal supervisor standards	AR, CT, GA, MI, NV, SC, WA
Principal Preparation	
Developing programs or resources for principal preparation	AL, AR, CT, DoD, HI, ID, KY, MI, MO, NV, OH, PA, RI, TN, WA
Revising accreditation process or criteria for principal preparation programs	CT, ID, KY, MI, MO, NJ, NV, OH, TN, WA
Revising administrator licensure requirements	AR, ID, MO, NV, OH, TN
Principal Evaluation	
Promoting the use of evaluation data for principal development	AR, DE, DoD, GA, ID, KY, MO, NC, NJ, NV, OH, PA, SC, WI
Aligning the principal evaluation system to leader standards	AR, CT, DoD, KY, NJ, OH, RI, WI
Developing or revising the principal evaluation system	AR, DE, KY, NJ, OH
Principal Standards	
Aligning principal standards with PSEL	AR, DE, DoD, MI, OH, PA, WA, WI
Developing or revising AP standards	AR, DoD, MI, OH, SC, TN
Developing or revising principal standards	AR, CT, DoD, OH, RI, WI

Exhibit reads: The action group participants from seventeen states, identifiable by state abbreviations, responded that "developing programs or resources for principal mentoring or coaching" is a current or emerging priority for principal-focused work.

Source: Survey of Participants in CCSSO Principal-Focused Action Groups, April 2017, additional data September 2017.

Alabama

The Alabama SEA is focused on developing systemic strategies to strengthen the recruitment and retention of principals in low-performing schools. State support offered to districts and schools is available from the newly developed Office of School Improvement and Turnaround (OSIT) which consists of Regional Support Coordinators and individuals responsible for SIG, RtI, and Instructional Coaching. Additional personnel supports planned for OSIT will focus on literacy and math content areas, behavioral support, and grants and partnerships.

OSIT provides customized support to all districts and schools, with priority given to priority, focus, and failing schools. Team members coordinate to share information and resource with each other in their efforts to support districts and schools in their respective regions. OSIT staff review continuous improvement plans, identifying areas of need, and conduct data analysis with targeted districts and schools to help determine the support and resources needed. The Alabama SEA is working on developing a structure to build district capacity to support schools.

As part of its current efforts to offer more structured guidance to districts and maximize supports for principal learning, the Alabama SEA, within the Office of School Improvement and Turnaround, is developing online professional learning modules designed to provide training in critical leadership areas to both district and school staff. Completed modules include the following topics: Leadership for Effective Instruction, Student Engagement, Planning for Continuous Improvement, Root Cause Analysis, Developing a Data Protocol, and Evidence- Based Practices.

The Project Alabama Consortium for Turnaround (PACT), offered through a grant from the USDOE, is in its 3rd year of implementation. PACT focuses on current and aspiring principals in conjunction with universities and external providers, providing participants with a customized, innovative, and sustainable leadership model that addresses Alabama school districts' need for highly qualified school administrators. PACT is a collaborative partnership between the SEA, Council for Leaders in Alabama Schools, University of Alabama, Auburn University, and Samford University, among others.

State Resources:

Project Alabama Consortium for Turnaround (PACT) information
https://www.alsde.edu/ofc/osl/Pages/pact-all.aspx

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation

Preparation: Principal preparation programs

Evaluation: –

Standards: –

Arkansas

The Arkansas SEA has strategically developed a continuum of support that begins with a focus on personalized learning for principals. This process began with the implementation of the technology platforms of EdReflect and BloomBoard. Through these platforms the SEA has provided teachers support to the Teacher Excellence Support System (TESS) and principals support with Leader Excellence and Development System (LEADS).

This led the SEA to partner with Southern Regional Education Board (SREB) through a grant to support principal development with the understanding that leaders would develop into the Learning Leaders for Arkansas to lead the learning of Arkansas teachers and students. This idea helped to create and develop a multi-tiered system of support for instructional leaders in Arkansas.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation

Preparation: Principal preparation programs; Administrator licensure

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards; Changes to principal evaluation system

Standards: PSEL Alignment; Changes to AP standards; Changes to principal standards

The feedback and success of this provided the SEA an opportunity to refine the support systems for Novice Teachers and Beginning Administrators Programs. The Beginning Administrator (BA) induction and first year mentoring support will be conducted by the Arkansas Administrator Educational Association (AAEA) in partnership with the ADE. Induction will include a conference, where BAs will be linked to a network of resources to support their first year of administrative leadership. Subsequent first-year mentoring will be regionally organized Professional Learning Communities (PLCs), and focus on various topics relevant to new administrators. The PLCs will help build a network of on-going support for the BA and activities to further develop leadership skills which will include personalized learning through the use of micro-credentials that focus on the LEADS competencies.

State Resources:

LEADS information
http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/leader-excellence-and-development-system-leads

Multi-Tiered Principal Support System (slide 2) information
http://www.arkansased.gov/public/userfiles/Public_School_Accountability/School_Improvement/School_Improvement_Conference_2016/Arkansas_Quest_General_Information.pdf

Arizona

The Arizona SEA is working on the development and expansion of the Qualified Evaluator Academy. All staff involved in the teacher and principal evaluation process are required to receive training in conducting evaluations, with the state Academy being one the potential options. Although the state has developed and implemented a Framework for Measuring Educator Effectiveness and related leader standards, local districts and charter schools (more than 600 statewide) are able to independently select teacher evaluation rubrics for local use that meet the criteria within the framework. The Academy is one statewide effort to align evaluation practices and expectations across schools and districts.

The 2016-17 school year was the first year of operation of the Academy. As of spring 2017, three cohorts of 50 principals and principal supervisors have successfully completed the program. The program provides guidance that can be applied to the evaluation process using any rubric that meets the criteria within the Framework for Measuring Educator Effectiveness, for example what practices to look for during a walkthrough and how to give feedback to teachers. The Academy includes a three-day meeting, one-day mid-year review, and one-day end-of-year review meeting over the course of an academic year. Early feedback on the Academy's operation and impact has been positive, and school and district leaders statewide have expressed interest in participating in future cohorts. Arizona plans to expand the Academy for the 2017-18 school year and will begin adding new cohorts as early as June 2017. In August 2017, a cohort of 55 principals and principal supervisors participated in a three-day Academy event, and another cohort of 30 attended a separate three-day Academy event at a remote LEA.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Supports and PD: Supports for veteran principals; Principal development of teachers; Supports for principals of low-performing or hard-to-staff schools

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: –

Evaluation: –

Standards: –

State Resources:

Arizona Framework for Measuring Educator Effectiveness resources
http://www.azed.gov/hetl/teacherprincipal-evaluation/

California

California Department of Education's vision to increase academic achievement is guided by its 2012 Greatness by Design and recently updated Blueprint for Great Schools Version 2.0 documents. These documents outline the state's goals for increased collaboration across state agencies overseeing education and aligned professional development to support instruction and student success.

In 2014, the California Commission on Teacher Credentialing (CTC) adopted a revised set of standards applied to all education leaders in the state. The CTC is responsible for developing standards for principal training programs. Principals receive professional development through SEA-approved providers, many of whom are institutes of higher education or professional associations. Currently, the CTC and the state's higher education community are reviewing credentialing for principals–examining how institutes of higher education can support credentialing and how credentialing can support higher education.

Looking forward, the California Department of Education is considering developing a state-wide system of principal support. It is in the early stages of assessing where it is as a state in its ability to deliver support to principals, talking with stakeholders about the potential and challenges, and identifying the best options for moving forward.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: (no data)

Supervisors: (no data)

Preparation: (no data)

Standards: (no data)

Standards: (no data)

State Resources:

Greatness by Design
http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

Blueprint for Great Schools Version 2.0
http://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf

California Professional Standards for Education Leaders
http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf

California Department of Education Administrator Training
http://www.cde.ca.gov/pd/ai/tg/

Connecticut

As part of the Connecticut's strategic plan, the state has identified key strategies to develop and support teachers and school leaders across the career continuum. These strategies include (1) leveraging high-quality pre-service, induction programs, and continuous development opportunities to recruit and retain highly effective school principals and (2) using the "educator evaluation and support system, and professional learning practices to develop and enhance the talent pipeline of diverse, highly effective educators.

The state's CCSSO action plan reflects its priorities to strengthen the talent pipeline and support novice and veteran principals, such as by strengthening the connection between the school leadership priorities of the Academic Office and the Talent Office.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Novice principal supports; Veteran principal supports

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to principal supervisor standards

Preparation: Principal preparation programs; Accreditation of principal preparation programs

Standards: Aligning principal evaluation and standards

Standards: Changes to principal standards

Connecticut supports principal learning and support through LEAD Connecticut, a collaboration between the Connecticut State Department of Education (CSDE), Center for School Change, Association of Boards of Education, Association of Schools, Association of Public School Superintendents, and University of Connecticut (UConn). During the first several years of development and implementation, New Leaders was a key partner as well. LEAD Connecticut provides early career principals in high-need districts the opportunity to participate in the Turnaround Principal Program (TPP), an eight-day summer institute, monthly Community of Practice meetings, and one-to-one executive coaching by a veteran principal. In collaboration with UCONN, aspiring "turnaround" principals complete a one-year principal preparation residency program, and in their second year, enter the TPP for continued support in their first administrative role. LEAD Connecticut also provides early career superintendents with executive coaching and an early career superintendent community of practice.

CSDE, UConn, and three districts are partners in the University Principal Preparation Initiative (UPPI), supported by a Wallace Foundation grant to transform principal preparation. The University of Illinois-Chicago and the New York City Leadership Academy (NYCLA) are also partners supporting this transformational work. Through the collaboration between UConn and its UPPI partners, the team will focus on making significant changes to the 1) content and pedagogy of principal preparation instruction; 2) supervised clinical practice; and 3) measurement of graduates' impact. CSDE has invited the other Connecticut principal preparation programs to engage in UPPI-supported state activities that will facilitate the self-assessment and transformation of their principal preparation programs.

State Resources:

LEAD Connecticut
http://www.leadconnecticut.org/services-programs/

About the Wallace Foundation's and UConn's UPPI Project

http://ucapp.education.uconn.edu/about-the-wallace-uppi-project/
http://ucapp.education.uconn.edu/wallace-uppi/

Delaware

Delaware's overarching vision–aligned with its Race to the Top, ESSA, and state-level equity work–is to improve teacher and leader quality. A key component of this work is the development of in-depth understanding of the skills and abilities principals need to support teacher growth and development. Currently Delaware is working to build a school leader academy that supports teacher evaluation training by developing an administrator's leadership knowledge, skills, and instructional expertise. To support districts, the Delaware SEA targeted current novice assistant principals and new principals to the state, rebranding the AP Academy as the School Leader Academy beginning July 2017. This past year, over 40 assistant principals attended the AP Academy, which included three sessions on topics such as Professional Standards for Education Leaders (PSEL) introduction, a deep dive on the Assistant Principal evaluation and rubrics, and two full days of professional development on developing effective leadership skills. In January 2017, the Delaware Department of Education featured the AP Academy in its statewide Take Note newsletter.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents
Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports
Supervisors: Supervisor development of principals
Preparation: –
Evaluation: Aligning principal evaluation and standards; Changes to principal evaluation system
Standards: PSEL alignment

Another component of Delaware's leadership development efforts is the approval of Alternative Leadership Certification programs to strengthen principal recruitment. Alternative Leadership Certification programs are developed with LEAs based on LEA needs; these programs have provided additional clinical practice for principal certification candidates. Alternative Leadership Certification programs have supported state efforts to increase capacity for principal recruitment and retention in some of the state's smaller and more rural districts, which face significant challenges in leader recruitment and retention. Currently, the state is developing preparation reports for all in-state preparation programs, including alternative route programs.

Delaware principals have the opportunity to participate in professional learning supported by the state. The state offers boot camp training on observations for the educator evaluation system (facilitated by the Danielson Group) and workshops on indicators of teacher effectiveness. In June 2017, the first Principals Learning about Networking and Supporting 3-Dimensional Science Learning (PLANS) series launched. The training immerses administrators in the Next Generation Science Standards, engaging them with colleagues in science learning and developing an instructional plan for supporting science teachers. Principal can also participate in the Learning Leader Network, in which school leaders collaborate in using a formative walkthrough process for continuous improvement of student learning.

State Resources:
Take Note Newsletter on AP Academy
http://myemail.constantcontact.com/Take-Note--Education-in-the-First-State.html?soid=1112548980591&aid=tDRppCp-0xg
The Delaware Department of Education's administrator evaluation system
http://www.doe.k12.de.us/domain/377
The department's school leadership PD and training page
http://www.doe.k12.de.us/Page/2371

Department of Defense

The DoDEA serves children of military families throughout the world and established the Centers for Instructional Leadership (CIL) in 2016. The goal of the CILs is to support leadership capacity development among school and district leaders. Key strategies for the CILs include supporting principals and providing training practices and tools to support principal efforts to ensure that high quality, rigorous instruction is consistently delivered to students. At this time, a key focus is on improving principal capacity to provide effective and actionable feedback to teachers as they incorporate the recently adopted College and Career Readiness standards into instruction.

At the heart of this work is the development of strong partnerships between school, district leaders and the CIL staff. During its first year of operation, staff at the CILs laid the groundwork for being partners who provide resources and support for district and school leaders. Moving forward, the goal is to use this partnership as a platform for supporting the incorporation of best practices which are supportive of rigorous, standards-based instruction throughout DoDEA. Listed below are the four functions provided by the CILs:

Systemic Leadership Development and Support
- ▫ Provide systemic leadership development and support based on DoDEA HQ policies, procedures, and programs for teacher leadership, school level administrators, district specialists, and district superintendents.
- ▪ Professional Development for Systemic Priorities
  - ▫ Deliver professional development for the implementation and sustainment of systemic priorities.
- ▪ Learning Networks
  - ▫ Facilitate horizontal and vertical learning networks within and across schools, districts, and Centers for Instructional Leadership
- ▪ Innovative Best Practices
  - ▫ Build capacity for proven innovative curriculum, instruction, and assessment best practices.

State Resources:

Overviews of DoDEA and CIL

http://www.dodea.edu/Restructuring/area-functions.cfm

http://www.dodea.edu/Restructuring/upload/CIL_info_perspective_employees.pdf

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Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Supports and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers

Supervisors: Supervisor implementation of principal evaluation

Preparation: Principal preparation programs

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards

Standards: PSEL alignment; Changes to AP standards; Changes to principal standards

Georgia

Georgia has recently finalized web-based interactive professional development modules for leaders and teachers. The leader modules focus on professional learning plans/goals, remediation plans, and professional learning communities as related to recertification. The modules include videos and activities.

Additionally, Georgia has been working with a consultant to develop what can be referred to as "just-in-time" online modules for new principals, based off of face-to-face modules with a proven track record. These 10 or so month-by-month modules provide guidance for novices that target practical issues principals face throughout the school year.

Through a statewide task force convened in 2011, Georgia has developed a series of resources on delivering effective principal induction programs to new principals. One resource is a 26-page guide that incorporates revised induction program standards developed by the New Teacher Center. Induction resources also include principal self-assessments, induction program assessment, and principal mentor modules and trainer guidance.

Principal evaluation data have led Georgia to consider how to help principal supervisors become more engaged in providing support and evaluative feedback to building leaders, thereby advancing principal professional growth. The state is also interested in engaging supervisors around ways to strengthen principal preparation, such as through councils of leaders from districts and preparation programs.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: –

Evaluation: Use of evaluation data for principal development

Standards: –

State Resources:

Teacher and Leader Support and Development section of the state website
http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx

Resources and guidelines for principal induction
http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines-.aspx

Georgia's principal evaluation system, the Leader Keys Effectiveness System
http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Leader-Keys-Effectiveness-System.aspx

Hawai'i

Hawaii began full implementation of a new principal evaluation system in 2013, and shortly after, it began restructuring its portfolio of school leader support programs under a new umbrella, the Leadership Institute. Development of the Institute was a collaborative process that also resulted in a set of leadership competencies aligned with PSEL, with expectations broken out by five pipeline roles. The Leadership Institute is focused on shared leadership, building the leadership pool, having the right skills in the right roles, and building capacity across the Hawaii Department of Education.

The Leadership Institute includes new and revised programs designed to support individuals at all stages of the leader pipeline, from teacher leaders through state officials and complex area superintendents. Key programs include:

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Veteran principal supports; Supports for principals in low-performing or hard-to-staff schools

Supervisors: Supervisor development of principals

Preparation: Principal preparation programs

Evaluation: –

Standards: –

- The longstanding New Principal Academy that recently expanded into a two-year program and includes coaching and inquiry groups.
- The Hawaii Certification Institute for School Leaders is a required two-phase (two years in total) state certification for aspiring school leaders. The program includes university course work, a year-long residency as a vice principal, monthly seminars, mentoring by sitting principals, and coaching. This SEA-administered certification program is required of all administrators, regardless of prior certification in another state.
- The longstanding one-year Teacher Leader Academy offers opportunities for teacher leaders to build knowledge and skills around leading adults and explore leadership roles.
- A new State Office Leaders Academy was launched in 2016 to develop leaders of SEA offices.
- A new Academic Leadership Team consists of complex area superintendents who are engaged as a professional learning community. The Department has embarked on providing executive coaching for all complex area superintendents, who in turn are expected to provide coaching opportunities for principals.

State Resources:

Information about Hawaii's Leadership Institute and its programs across the leader pipeline
http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/ProfessionalDevelopment/Pages/Home.aspx

The Hawaii principal educator effectiveness system
http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/CESSA.aspx

Idaho

Major Idaho efforts include the Idaho Principals Network (IPN) and the Idaho Principal Mentoring Project (IPMP) pilot for new principals. The IPN brings principals of schools in comprehensive and targeted status together in a professional learning community that is singularly focused on improving the quality of instruction for all students. The IPN provides coaching and support which is tailored to the leadership needs of each participating principal. IPNs meet 3 times per year in two-day meetings. A key component of the IPN is the high performance team, a subset of principals in each cohort who meet regularly and hold each other accountable for making progress. Early evidence indicates that the IPN has been successful in providing training and support that meets principal learning needs. Principals of schools that have not be identified for improvement and principals of schools that have exited improvement have requested to begin or continue participation.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals

Preparation: Principal preparation programs; Accreditation of principal preparation programs; Administrator licensure

Evaluation: Use of evaluation data for principal development

Standards: –

The IPMP, entering its second year in 2017-18, is designed for early career principals in Idaho. This project is voluntary and will provide novice principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with bi-monthly visits and bi-weekly high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.

State Resources:

Idaho Principals Network
http://www.sde.idaho.gov/federal-programs/sis/ipn.html

Idaho Principal Mentoring Project pilot – Overview letter to superintendents
http://www.sde.idaho.gov/federal-programs/ed-effectiveness/files/pilot-program/Overview-Letter-to-Superintendents.pdf

Kansas

Kansas is beginning the process of increasing the level of involvement principals have in supporting and leading instructional improvement efforts in schools. A review of administrator training programs revealed that aspiring principals received little training in instructional leadership, and the SEA traditionally had limited contact with principals around instruction. To elevate the importance of principals serving as strong instructional leaders, the state wants to promote ongoing discussion on instruction in principal preparation and professional development programs.

Kansas requires LEAs to choose and provide new school leaders with an approved year-long program for mentoring and induction support. Programs must meet a 40-hour threshold and include three face-to-face meetings. The state is also identifying opportunities to collaborate with organizations such as the Kansas Educational Leadership Institute and Learning Forward Kansas that provide mentoring and professional learning opportunities for principals.

Other promising strategies for building principal instructional capacity include allowing principals to attend training opportunities in each content area and regional content-focused instructional trainings for school administrators.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Supports and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: –

Preparation: –

Evaluation: –

Standards: –

State Resources:

Kansas State Department of Education guidance on leader mentoring and induction resources

http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Mentoring

http://www.ksde.org/Portals/0/TLA/Mentoring/KSDE%20EXPLANATION%20-%20LEADERSHIP%20MENTORING%20GUIDELINES%20%20final.pdf?ver=2015-02-18-104547-457

Kentucky

The work of the Kentucky action group is closely linked to other state initiatives focused on improving the range and quality of supports available to aspiring, novice, and veteran principals. Identifying ways to continue to support effective implementation of the now voluntary Principal Growth and Effectiveness System (PGES) is a key statewide goal. A relatively new initiative includes the Principal Partnership Project (P3), which provides tailored assistance to new and experienced principals through state staff and several in-person events each year. P3 mainly operates within local districts providing the opportunity for principals to engage in work that is more directly aligned to the specific needs of the districts and schools. Kentucky will begin implementing the Aspiring Principal Partnership Project (AP3) during the 2017-18 school year.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools

Supervisors: Supervisor development of principals

Preparation: Principal preparation programs; Accreditation of principal preparation programs

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards; Changes to principal evaluation system

Standards: –

Kentucky is also focused on increasing its connections with other states and local organizations that have worked toward building the principal pipeline. As part of these efforts Kentucky is working with local organizations such as Western Kentucky University and the Green River Regional Educational Cooperative to begin more intense work on developing and supporting a continuum of supports for principals at all stages of the leadership process.

New legislation allows each of the state's 173 districts to select its own system for evaluating and supporting system and moves away from the prior statewide evaluation system. A key challenge for the state moving forward is to shift district buy-in from mandated participation in the state's evaluation system to one that presents useful opportunities for local schools and districts and in which they choose to participate.

State Resources:

Description of the P3
http://education.ky.gov/teachers/Pages/Principal-Partnership-Project-(P3).aspx

Description of the current state evaluation system
http://education.ky.gov/teachers/PGES/prinpges/Pages/default.aspx

Michigan

The Michigan SEA is undertaking a series of steps as part of its expanded focus on developing and supporting principals. The state has already made significant strides in developing and sharing professional development resources for novice and veteran teachers, and the work with principals is designed reinforce and support this work. Michigan has developed a series of webinars for 2017 on the educator evaluation system for principals; session topics included best practices to support teachers, understanding the student growth component of evaluations, and student learning objectives.

One of the state's first tasks for its principal related-work is to meet a legislative requirement to develop and guidance to add additional principal evaluation tools to the state's list of approved rubrics on principal evaluation for local use. Legislation requires that the tools be vetted and align with the evaluation tools which have been previously approved for local use. Upon completing this task, the SEA will focus on redefining and updating the state's principal evaluation system to better emphasize high levels of performance of key principal tasks rather than compliance.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: Principal preparation programs; Accreditation of principal preparation programs

Evaluation: –

Standards: PSEL Alignment; Changes to AP standards

State Resources:

MDE's first webinar provided an overview of legislation related to the state's educator evaluation system
https://www.youtube.com/watch?v=lUYPfWv_xGM

Links to past evaluation webinars
http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78532---,00.html

Sample content for educator evaluation webinars, this link includes all materials referenced in the SLO webinar:
http://www.michigan.gov/mde/0,4615,7-140-5683_75438_78528-399527--,00.html

Mississippi

Mississippi revised the Mississippi Principal Evaluation System last year, engaging heavily with state stakeholders to transform a goal setting and feedback tool into a state-wide system that supports growth. The new Administrator Professional Growth System focuses on high quality, actionable feedback that can impact their leadership practices, and is in its first year of implementation. Regional Educator Service Agencies deliver training opportunities for teachers and administrators.

State Resources:

Overview of the Professional Growth System
http://www.mde.k12.ms.us/docs/teacher-center/professional-growth-system-webpage-overview-20160829.pdf?sfvrsn=2

State's Administrator Growth Rubric
http://www.mde.k12.ms.us/docs/teacher-center/administrator-rubric-8-26-16.pdf?sfvrsn=2

Other Information
http://www.mde.k12.ms.us/OTC/professional-growth-system

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: (no data)

Supervisors: (no data)

Preparation: (no data)

Standards: (no data)

Standards: (no data)

Missouri

Missouri has recently engaged in a major effort to develop a comprehensive system of learning experiences, called the Missouri Leadership Development System (MLDS), for leaders at four stages of the principal pipeline–aspiring, emerging, developing, and transformational.

In 2016, the state launched the component of the MLDS that supports emerging (or new) principals. The 64-page MLDS Emerging Participant Guide provides details on the governance and design of the MLDS, a crosswalk between MLDS Competencies and PSEL, and resources to inform "learning experiences" that span two years. The MLDS engagement platforms includes one-to-one mentoring and coaching, learning labs, facilitation of regional networks, online events, and state-level meetings and networking. The CCSSO supported development of the Emerging Participant Guide, and a broad base of stakeholders have been involved in designing, governing, and implementing the MLDS. Missouri has built upon and redesigned two existing state programs as part of its MLDS, the Administrator Mentoring Program and the Leadership Academy.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents
Support and PD: Principal mentoring or coaching; Veteran principal supports; Supports for principals in low performing or hard-to-staff schools; Use of Title II.A funds
Supervisors: Supervisor development of principals
Preparation: Principal preparation programs; Accreditation of principal preparation programs; Administrator licensure
Evaluation: Use of evaluation data for principal development
Standards: –

Now that the MLDS has been launched for new principals, Missouri is focused on 1) measuring implementation and outcomes related to the MLDS, 2) completing content for the MLDS's "Developing Level" of school leadership, and 3) sustaining support to take the MLDS to scale over the long term. This year, the state has introduced district superintendents to the system and surveyed them for feedback about early implementation. Also, Missouri gathered input from external research experts on formal plans to evaluate MLDS implementation and outcomes. It plans to have this evaluation plan carried out with assistance from its Regional Educational Laboratory. The state is also working with school districts and other education stakeholders to build local buy-in for the MLDS, which is voluntary.

Additionally, the state has convened stakeholders that recently developed an initial draft of Missouri school leader standards that are aligned with PSEL standards. These are intended to help align all principal development efforts in the state.

State Resources:

The MLDS Emerging Participant Guide
https://dese.mo.gov/sites/default/files/MLDS-Emerging-Participant-Guide.pdf

Other MLDS description, competencies, and materials
https://dese.mo.gov/educator-quality/educator-development/missouri-leadership-development-system

Missouri Administrator Standards
https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/administrator-standards

Nevada

Nevada schools and districts are currently in the third year of the Nevada Educator Performance Framework (NEPF) implementation. Within the framework, the emphasis for both educators and administrators is enhancing student learning opportunities via: (1) high-quality instruction in the classroom; (2) effective leadership in school buildings; and (3) effective instructional leadership. A key goal for the SEA is building principal capacity to be able to identify and support teachers in delivering high-quality instruction to students with the primary focus being equitable access to effective educators.

SEA staff has implemented multiple strategies such as surveys and focus groups with local staff to gather information on the quality of NEPF implementation across the state. The goals of these efforts are to develop a sense of the extent to which protocols are being used, to highlight any challenges associated with use of the protocols, and to identify areas in which local district and school staff may need additional guidance or assistance in NEPF implementation.

SEA staff have also launched the Nevada Ready Network, a collaboration of staff from Nevada colleges and universities, school districts, the department of education, and regional professional development centers to develop documents and processes that support the implementation of the NEPF and other statewide initiatives connecting standards, assessments and instruction. The Network has been instrumental in helping to lessen the "silo" effect that often occurs between different SEA offices. In 2017-18 the Network partners will focus on supporting middle grade mathematics and ELA instruction.

The 2017 legislative session resulted in additional changes to the NEPF program. One of the most significant changes is that statewide assessment data will no longer be part of the system. The Student Performance Domain scores will be based on student growth as measured by District-Level Performance Measures (Student Learning Goals) only. The Department will be working more closely with stakeholders to support and monitor the implementation of these most recent changes.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Changes to supervisor standards

Preparation: Principal preparation programs; Accreditation of principal preparation programs; Administrator licensure

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards; Changes to principal evaluation system

Standards: –

State Resources:

NEPF protocols for principals and teachers for 2016-17
http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Tools_Protocols/2016-2017NEPFProtocolsAppendices.pdf

Information on the Nevada Ready! initiative
http://www.doe.nv.gov/home/Nevada_Ready/

New Jersey

New Jersey continues to make improvements to the educator evaluation/professional growth system (AchieveNJ) that was rolled out in 2013. For instance, the Department is improving implementation of principal evaluation so it becomes a better driver of professional growth for principals. As part of this effort, New Jersey developed and piloted a new Principal Practice Instrument based on PSEL. The state has also updated district guidance on principal evaluation so it better aligns evaluation components and more accurately captures the complex work of principals.

The new Principal Practice Instrument was drafted in the fall of 2016 by a group of school and district leaders (supported by the Department, NJPSA and NJASA). The Department conducted a Phase I Pilot in the winter and spring of 2017. During that time, an SEA representative visited each of the 10 pilot districts and convened the full group twice in order to collect district feedback. Currently, 14 New Jersey districts are engaged in a Phase II Pilot. These pilot districts received summer training on the use of the instrument, and implementation data will be collected to establish validity and inform future training and support.

New Jersey is also interested in developing a shared vision of high quality principal professional learning across the Department. The Department assembled a cross-divisional work group that met twice in early 2017 and captured feedback from 18 offices through an intra-Department survey on how principals are engaged in professional learning. A cross-divisional team used State Team Time at the CCSSO Summit to plan next steps and a team will go to Washington DC this fall to deepen their work with support from the Wallace Foundation.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Supports for principals in low performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation

Preparation: Accreditation of principal preparation programs

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards Changes to principal evaluation system

Standards: Use of evaluation data for principal development; Aligning principal evaluation and standards; Changes to principal evaluation system

State Resources:

New Jersey's new Principal Practice Instrument and information about its ongoing pilot testing can be accessed through Linda Eno.

Information about the principal evaluation portion of AchieveNJ
http://www.state.nj.us/education/AchieveNJ/principal/
http://www.state.nj.us/education/AchieveNJ/intro/1PagerPrincipals.pdf

Ohio

The Ohio SEA is working on developing multiple strategies to improve the range and quality of professional development opportunities for principals in the state. Toward this end, the Ohio SEA is collecting and analyzing data from a variety of sources, including principal evaluation data from the Ohio Principal Evaluation System (OPES), state survey data, feedback from professional organizations, and feedback from a principal stakeholder workgroup. The data will be used to identify gaps in currently available support programs and support processes for principals at all stages of the principal development spectrum. The goal is to use this information to develop a range of improved services and supports for principals that bridge the gaps and are appropriately targeted to principal learning and support needs. Potential supports to focus on could include coaching and mentoring. To address the initial preparation of principals, the Ohio SEA is also considering plans for uniform admissions guidelines for principal preparation programs and working with higher education partners to determine feasibility and equity.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: –

Preparation: Principal preparation programs; Accreditation of principal preparation programs; Administrator licensure

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards; Changes to principal evaluation system

Standards: PSEL Alignment; Changes to AP standards; Changes to principal standards

The Ohio SEA is also working on developing an infrastructure for peer-to-peer principal networks to provide a self-sustaining, on-going support system for principals. Ohio has over 1,000 local districts with diverse needs and resource and limited resources available to provide these types of long-term supports to school leaders. The peer-to-peer network would encourage local sharing of ideas and resources for the support of principals that builds on the existing menu of options from the Ohio SEA, regional support centers, local universities, professional associations, and other sources.

State Resources:

Ohio's principal evaluation system guidance
https://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-Principal-Evaluation-System-OPES

Pennsylvania

The Pennsylvania SEA is focused on improving the hiring and retention of effective educators and administrators statewide and in ensuring equitable assignment of effective staff across the state's schools. Pennsylvania has instituted a train-the-trainer model in which state trainers work with district superintendents and hiring officers to help implement effective strategies for identifying and recruiting principals. As part of the training process, district staff complete authentic performance tasks.

Pennsylvania has four partnerships—with Temple, Drexel, LaSalle, and Shippensburg universities—working to prepare new elementary principals, with a focus on PreK-4. The work of these partnerships will continue through the 2017-18 school year.

State law (Act 45) requires that all principals seeking initial certification must participate in a state-approved induction program. The induction process addresses three key state leadership goals:

Areas of Current or Emerging State Priorities Based on the majority of this state's survey respondents
Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds
Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation
Preparation: Principal preparation programs
Evaluation: Use of evaluation data for principal development
Standards: PSEL Alignment

* Revised with additional data in August 2017.

- The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- The leader has an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school.
- The leader can access and use appropriate data to inform decision-making at all levels of the system.

These goals closely align with the Pennsylvania Inspired Leadership (PIL) program, which is implemented through each of the state's regional Intermediate Units. PIL is a cohort-based program to which interested school and district leaders apply for participation and is grounded in curriculum materials developed by the National Institute for School Leadership (NISL), a division of the National Center for Education and the Economy (NCEE). Act 45 also requires all PA public school principals, superintendents, Intermediate Unit Executives, and CTE Directors to complete continuing professional education in courses built on the leadership standards to maintain active certification status.

In 2016, the Pennsylvania SEA initiated the Superintendent's Academy, a two-year professional development program that engages superintendents and other chief school administrators in improving student achievement in communities with high rates of poverty. Currently, 81 superintendents are participating in the Academy; a new cohort will join in fall 2017. The Academy is built on NCEE and NISL leadership benchmarking constructs.

State Resources:
Principal Inspired Leadership Program
http://www.education.pa.gov/Teachers%20-%20Administrators/PA%20Inspired%20Leaders

Pennsylvania Educator Effectiveness System
http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness

Rhode Island

The Rhode Island SEA is currently engaged in a process of revising principal leadership standards, the Rhode Island Leadership Standards. The revised standards are part of a broader goal to implement a comprehensive system to support education leaders. The revised standards emphasize the important role of instructional leadership in supporting high-quality instruction among teachers. As part of the revision process, in late 2016 and early 2017 a subcommittee of teachers, principals, superintendents, assistant superintendents, and other stakeholders met monthly to discuss existing frameworks endorsed by the state including the 2015 PSEL standards. Rhode Island is now in the early stages of seeking broader stakeholder engagement and hosting substantive conversations with stakeholders about the definition and components of leadership. Once the stakeholder engagement phase is complete, the state will move forward with adopting the new Rhode Island Standards. After the standards have been adopted, the state will explore ways to train, support, and develop principals.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools

Supervisors: Supervisor development of principals

Preparation: Principal preparation programs

Evaluation: Aligning principal evaluation and standards

Standards: Changes to principal standards

In addition to revising its leadership standards, the Rhode Island SEA has several other initiatives related to its work with principals. The SEA administered the Leadership Mini-Grants program during the 2016-17 academic year to fund additional work and activities aligned with the state's vision of shared leadership. The program supports opportunities for Rhode Island principals to increase their leadership capacity, form communities of practices and collaborate with and among leadership teams in the state, and establish shared leadership structures. Additionally, Rhode Island has been developing business-education partnerships that support leadership training for school superintendents at an executive level.

State Resources:

Information about the mini-grants program
http://www.ride.ri.gov/TeachersAdministrators/Leadership.aspx

South Carolina

In early 2017, the South Carolina Board of Education approved revised principal standards and a revised principal evaluation system, called the Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). Early in the revision process, South Carolina drew on assistance from its regional comprehensive center to conduct a statewide feedback survey (with over 10,000 responses) and series of focus groups to gather educator perceptions of educator evaluation. The results informed the new principal evaluation system, which includes support materials for using authentic evidence of principal performance. For instance, it includes examples of job-embedded activities and artifacts so the evaluation process incorporates principal work that is aligned with the state's principal standards. The revised system will also have principals engage in self-assessment, and the leader standards criterion were revised to align better with PSEL.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: –

Evaluation: Use of evaluation data for principal development

Standards: Changes to AP standards

South Carolina provides several programs to support individuals in the leader pipeline through its Office of Educator Effectiveness and Leadership Development. There are two state programs for cohorts of assistant principals–one for first-year APs and another for veterans who aspire to become principals. The state assists school districts in supporting new principals through its Principal Induction Program (PIP). For veteran principals, it offers a one-year School Leadership Executive Institute (SLEI) with several in-person events for cohorts of 20.

There are two South Carolina programs that provide professional development for district office personnel. The Tapping Executive Educators is designed to prepare candidates for superintendent positions, and the Institute for District Administrators (IDA) provides professional development activities and assignments for current district leaders.

State Resources:

The revised PADEPP Implementation Guide can be found on South Carolina's principal evaluation webpage
https://ed.sc.gov/educators/school-and-district-administrators/principal-evaluation/principal-evaluation-padepp/

South Carolina's portfolio of development and support programs for leaders
http://ed.sc.gov/educators/school-and-district-administrators/

Tennessee

The Tennessee SEA is focused on ensuring that it is proactively supporting the quality of the professional learning offered to instructional leaders through the Governor's Academy for School Leadership (GASL), the Tennessee Academy for School Leaders (TASL), and other resources. The state is also examining the district-level impact of these state-level initiatives and identifying the best means of support.

The Tennessee SEA uses multiple measures (e.g., assessments of evaluation skills, professional development needs assessment of districts by the eight core regions in the state) to determine the needs of GASL and TASL participants. The SEA uses this data to better tailor learning opportunities to the needs of different types of administrators who participate in the GASL and TASL programs.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation

Preparation: Principal preparation programs; Accreditation of principal preparation programs; Administrator licensure

Evaluation: –

Standards: Changes to AP standards

The state is also undertaking steps to determine how to effectively measure the quality and effectiveness of learning opportunities offered via participant surveys, leadership placements of participants, student academic performance data, administrator evaluation data, and statewide administrator and teacher survey data collected each year by the department.

Further, the Tennessee SEA is moving toward a more sustainable hybrid model of virtual and in-person activities for delivering principal professional learning via its GASL and TASL programs. By combining methods of delivery, the state will be better able to foster continued conversations among participants over the long term while limiting time spent outside of schools.

Tennessee is developing its leadership pipeline through its transformational leadership program. The program has identified nine aspiring leader programs across the state to participate in its inaugural Tennessee Transformational Leadership Alliance network (TTLA). Participating TTLA programs will identify persons having leadership potential and will offer professional development and support opportunities to build leadership capacity.

State Resources:

Resources on GASL
http://www.tennessee.gov/education/topic/governors-leadership-fellows-program

Resources on TASL
http://www.tennessee.gov/education/topic/tasl

Press release on TTLA Principal Pipeline Partnership (August 2017)
http://www.tn.gov/education/news/52301?mc_cid=567fe973ca&mc_eid=fb4ac107c2

Virgin Islands

The Virgin Islands (VI) is in the process of establishing a state-wide effectiveness system and to date have launched processes for teachers and paraprofessionals. This year, the VI has contracted with external consultants to coach principals on the ability to conduct effective and accurate observations of teachers. Coaches are on site, supporting principals in person to conduct teacher observations and to provide immediate feedback

The state-wide system includes processes for administrators developed using the Five Essential Practices of School Leadership Framework, which is aligned with the national Interstate School Leaders Licensure Consortium (ISLLC) Standards.

The VI collaborated with consultants to facilitate a taskforce of administrators who vetted the Five Essential Practices. The new principal evaluation process is expected to roll out in 2019 and includes: two formal observations conducted by the superintendent, attendance (school leader time), and a principal portfolio that includes principal-generated documentation of performance on the Five Essential Practices and a professional growth plan.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: (no data)

Supervisors: (no data)

Preparation: (no data)

Standards: (no data)

Standards: (no data)

State Resources:

Principal Evaluation Process
http://vide.vi/for-employees/educators-portal/vide-es/289-principal-evaluation-process.html

US Virgin Islands Evaluator's Manual for Instructional Feedback Observation
http://vide.vi/documents/general/247-evaluators-manual-instructional-feedback-observation-sy15-16-revised-3nov15/file.html

Washington

In 2010, the Washington SEA began rolling out the Teacher/Principal Evaluation Program in response to state legislation and its Race to the Top grant. The Office of Superintendent of Public Instruction (OSPI), the Washington Association of School Administrators (WASA) and the Association of Washington School Principals (AWSP) have worked closely as partners on principal evaluation and development. The state adopted leadership standards in 2010 for districts to use in evaluation. These standards are operationalized in AWSP's Leadership Framework rubric and a User's Guide released in 2014.

To provide required initial and ongoing professional learning on the Leadership Framework, OSPI partnered with AWSP and WASA to develop a cadre of specialists around the state. These specialists, along with representatives of the two associations, present to districts on principal evaluation and development. When possible, they present to teams that include principal supervisors and principals. Interest in this training is growing as districts focus less on intensive training on teacher evaluation and instructional frameworks, which were introduced concurrently and presented a heavier lift for districts.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Principal mentoring or coaching; Principal development of teachers; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: Principal preparation programs; Accreditation of principal preparation programs

Evaluation: Use of evaluation data for principal development

Standards: PSEL alignment

* Revised with additional data in August 2017.

The state and its partner associations are currently working to shift the emphasis of principal (and teacher) evaluation from a compliance exercise to one focused on growth, as well as supporting leader development through resources such as trainings and video scenarios involving principal competencies. The principal association has developed a "Leadership Framework Evidence of Impact" tool that district supervisors can use to have growth-oriented evaluation conversations with principals. Washington also is participating in a five-state School Leader Collaborative (with Wisconsin, Indiana, Missouri, and Illinois) that has produced a School Leader Career Continuum.

State Resources:

The AWSP Leadership Framework User's Guide and other resources
http://www.awsp.org/resources/leadershipframework

The state's Teacher/Principal Evaluation Program
http://www.k12.wa.us/TPEP/

Regional trainings by the state principal association (AWSP) are hosted on the state department of education's website
http://www.k12.wa.us/TPEP/Events.aspx

Wisconsin

In 2016, Wisconsin released a set of six training modules to build the understanding of administrative teams around the Wisconsin Framework for Principal Leadership (WFPL), which is available for all districts in the state to use to support principal evaluation. The modules provide school leaders with opportunities to explore scenarios of school leader tasks, complete practical activities, and discuss their experiences. Modules include PowerPoint activity guides; video examples of principals engaged in authentic tasks; self-guided team-based simulations on relevant principal practice scenarios; worksheets; and facilitator notes, on contextually-independent topics such as giving and receiving feedback, managing a facility, leading professional activities, and communicating change. Wisconsin is interested in spreading the use of the modules and collecting implementation data.

Areas of Current or Emerging State Priorities
Based on the majority of this state's survey respondents

Support and PD: Novice principal supports; Veteran principal supports; Principal development of teachers; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation

Preparation: –

Evaluation: Use of evaluation data for principal development; Aligning principal evaluation and standards

Standards: PSEL alignment; Changes to principal standards

The state has recently conducted an alignment analysis of the WFPL and PSEL, identifying areas for potential improvement. This work has been expanded to current efforts to get feedback on the WFPL from district and school leaders (including association leaders) to inform a revision of the framework's rubric in summer 2017.

From its inception, Wisconsin's principal evaluation system was designed as a growth model that is not driven by "top-down accountability." Local districts can take substantial ownership over local implementation, and the system provides principals with opportunities to assess their own practice, set individual goals, and plan a path toward those goals. Wisconsin is now considering divisional restructuring that would put educator effectiveness (and evaluation) under a larger unit focused on educator development and support. At the same time, there is an interest in developing a consensus guiding statement about principal leadership, which could draw on internal and external stakeholder input to guide principal professional development.

State Resources:

Wisconsin's principal evaluation training modules
https://dpi.wi.gov/ee/training-tools/training

The Wisconsin Framework for Principal Leadership
https://dpi.wi.gov/sites/default/files/imce/ee/pdf/WI_Framework_for_Principal_Leadership.pdf

The Wisconsin principal evaluation process manual
https://dpi.wi.gov/ee/process-manuals-forms-guides

For questions and comments, please contact Derek Riley at driley@policystudies.com regarding this brief, and contact Monica Taylor at monica.taylor@ccsso.org regarding CCSSO work with action groups focused on school leadership and improvement.