PRINCIPAL POLICY AND PREPARATION
Discussion Questions

✧ What barriers tend to impede educational leadership programs from providing preparation programs for principals as instructional leaders for effective, inclusive schools?

✧ What types of structures and supports would be helpful in facilitating the development of principal preparation programs that enable and empower future and current principals to become strong instructional leaders for effective inclusive schools?
How can universities, districts, and states work together to identify exemplary leaders with strong models of MTSS who can serve as mentors to novice leaders and those in training?

What are the barriers to strengthening relationships between higher education and p-12 partners to help principal preparation programs enhance internships and clinical practice?

What unique opportunities might ESSA present to better prepare principals for inclusive settings? In what ways might states take advantage of these opportunities? What are potential pitfalls?
The ESSA Opportunity and School Leadership

CEEDAR Center Meeting
June 24, 2016
Sarah K. Silverman, Ph.D.
Program Director, Education Division
ESSA Opportunities: Governors’ Role

• ESSA creates a role for governors in federal education policy by including provisions to:
  • Require state education agencies to develop the state plan with governors
  • Require opportunity for gubernatorial sign off on the ESSA state plan

• Empowers further strengthening of the education pipeline
ESSA Opportunities: Principals

- Eliminates federal requirement for educator evaluation systems with indicators prescribed by the U.S. Secretary of Education
- Title II – continues to support efforts to enhance teacher & principal quality
- Opportunity to strengthen the development and support of effective principals (optional 3% set-aside to enhance school leaders)
ESSA Opportunities: Inclusive Schools

- Set a vision for human capital systems that support preparation for a shifting demographic
- Develop an approach to training and development that emphasizes key needs of students and families
- Elevate the school leader as a critical player in the development of more inclusive and effective schools
Principal Internship and Clinical Practice

David E. DeMattheew, Ph.D.
Department of Educational Leadership and Foundations
University of Texas at El Paso
Internship and Clinical Practice

- Strong principal preparation models:
  - Cultivate strong partnerships with school districts
  - Coursework connects with clinical learning experiences
  - Opportunities to reflect on practice and analyze how to improve it
  - Students, advisors, and districts develop internship activities
Reality of Internship and Clinical Practice

- Underdeveloped, unsupervised, and lack meaningful experiences (Darling-Hammond et al., 2007)
- Squeezed to fit with schedules (Levin, 2005)
- Passive observer/administrative paperwork (Cunningham & Sherman, 2008; Fry, Bottom, & O’Neill, 2005)
- Limited focus on special education topics (Pazey & Cole, 2013). Only one state (California) requires principals to have a clinical experience with students with disabilities (Goldrick, Sindelar, Zabala, & Hirsch, 2014)
NELP Standard Eight: Internship and Clinical Practice

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.
Elements

Element 8.1 (FIELD EXPERIENCES)
• Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building-Level Program Standards one through seven.

Element 8.2 (AUTHENTIC)
• Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

Element 8.3 (MENTOR)
• Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.
Questions to Consider

• How can universities, districts, and states work together to identify exemplary leaders with strong models of MTSS who can serve as mentors to novice leaders and those in training?

• What are the barriers to strengthening relationships between higher education and p-12 partners to help principal preparation programs enhance internships and clinical practice?
Principals as Instructional Leaders for Effective, Inclusive Schools: Leadership Preparation Programs & Standards

Barbara L. Pazey, Ph.D.
The University of Texas at Austin
Departments of Special Education & Educational Administration
Guiding Questions

• What barriers tend to impede educational leadership preparation programs (ELPP) from providing principals with the training needed to become instructional leaders for effective, inclusive schools?

• What types of structures & supports would facilitate the development of educational leadership preparation programs that enable & empower principals to be strong instructional leaders for effective inclusive, schools?
Barriers

Lack of Knowledge & Skills among Faculty

• Special Education & Special Education Law
• Co-Teaching / Collaboration
• Coaching, Supporting, Evaluating Special Education Teachers
• Working with Parents / Families of Students w/ Dis/Abilities (SWD)
• Student Discipline
• Theories & Practices Related to Special Education

• Lack of Leadership Experience in P-12 Schools among Faculty
Barriers

• Absence of Special Education Focus in Standards for Leadership Preparation Programs (ISLLC, 2008; ELCC, 2011)

• Little to No Special Education Course Requirements in Teacher / Leadership Preparation Programs

• Lack of Willingness to Collaborate among Faculty in Special Education, Educational Leadership, & General Education Preparation Programs
Barriers

- Divided Focus: Race, Class, Gender vs. Disability Concerns

- Multiple Roles & Responsibilities of Principals

- Lack of Hands-on, Practical, Field-Based/Internship Experiences Related to Special Education / Timing of Coursework

- Special Education = Delegated Responsibility to Other Individuals
Barriers

• Little to No Follow-Up Support in Initial Years as School Administrator / Mentoring Programs

• Weak Linkages between Higher Education & P-12 Schools & Districts

• Other: Discussion Groups
Structures & Supports

Incorporate & Require Special Education Administration Courses / Topics into Leadership Preparation Programs

- Course in Special Education & Special Education Law
- Teacher Leadership / School & District Leadership
- Develop Cross-Enrollment Opportunities
- Co-Teaching / Collaboration
- How to Coach / Support / Evaluate Special Education Teachers
- Working with Parents / Families of Students w/Disabilities (SWD)
- Communication / Conflict / Organizational Theory / Organizational Behavior Tied to Special Education Leadership
Structures & Supports

Recruit Exemplary School Leaders into Educational Leadership Programs

• Need for Leadership Preparation Grant to Support Practitioners
• Grow Faculty Expertise In House

Advocate for Leadership Preparation Standards to Incorporate Greater Focus on SWD

• Intersection of Dis/Ability & Race, Class, Gender, Language, Culture, etc.
• Align All Course Content to PSEL 2015 Standards
Structures & Supports

Collaborate with State Education Agency (SEA) to Foster Cooperation & Collaboration between Departments w/in College of Education

Develop Teacher Leadership, School Leadership, & District-Level Leadership Program Projects within & across Departments

Examine State / National Efforts to Organize Programs which Embrace University-P12 Partnerships Focused on Student Outcomes
Structures & Supports

• Find Ways to Co-Teach & Embed Core Course Content into Special Education Courses

• Encourage Leadership Preparation Faculty to Visit Campuses to Determine Immediate Needs

• Arrange Course in Special Education to Coincide w/ Field-Based / Internship Experience
Structures & Supports

• Create a Support System & Follow Up System between Faculty / Former Graduates / School & District Administrators & Newly Hired Administrators

• Link Teacher Education & Educational Leadership Programs to Special Education Issues / Topics

• Other: Discussion Groups
Contact

Barbara L. Pazey
The University of Texas at Austin
Department of Special Education
1912 Speedway, D5300, SZB 374C
Austin, TX 78712
(512) 475-8572
bpazey@austin.utexas.edu
bpazey@utexas.edu
Discussion

• What barriers tend to impede educational leadership programs from providing preparation programs for principals as instructional leaders for effective, inclusive schools?
• What types of structures and supports would be helpful in facilitating the development of principal preparation programs that enable and empower future and current principals to become strong instructional leaders for effective inclusive schools?
• How can universities, districts, and states work together to identify exemplary leaders with strong models of MTSS who can serve as mentors to novice leaders and those in training?
• What are the barriers to strengthening relationships between higher education and p-12 partners to help principal preparation programs enhance internships and clinical practice?
• What unique opportunities might ESSA present to better prepare principals for inclusive settings? In what ways might states take advantage of these opportunities? What are potential pitfalls?