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12-14-06

## Board of Regents of the University System of Georgia *Regents' Principles for the Preparation of Educational Leaders for the Schools*

### Introduction

The *Regents' Principles for the Preparation of Educational Leaders for the Schools* have undergone a revision over the past two years as part of the efforts of the Georgia Professional Standards Commission and the University System Office to streamline requirements and to move to performance-based preparation programs. This document includes proposed revisions to the *Regents' Principles* in two of three categories: Quality Assurance and Collaboration. Work on Section three, Responsiveness, is still under development by the Committee.

The proposed revisions to the *Regents' Principles* were developed by the individuals listed below, with the counsel of educational leadership faculty members and area superintendents:

- Randy Dobbs, Georgia State University
- David Hill, University of West Georgia
- Don Leech, Valdosta State University
- Roy Rowe, Kennesaw State University
- Martha Hall, Columbus State University
- Jeanie Weathersby, Georgia Department of Education
- Ann Duffy, Georgia's Leadership Institute for School Improvement
- Fran Watkins, Georgia Professional Standards Commission
- Linda Holloman, Georgia Professional Standards Commission
- Jan Kettlewell, University System Office

The work of the Committee was developed from three research-based documents:

- The proposed Leadership Standards of the Georgia Professional Standards Commission.
- The adopted Georgia School Standards of the Georgia Department of Education.
- The adopted eight roles of Georgia's Leadership Institute for School Improvement, which guide much of the professional development for educational leaders in Georgia.

From these three research-based documents, the Committee:

- Defined the core work of Georgia's educational leaders:
  - To continuously improve schools.
  - To ensure schools are designed so that every child succeeds in meeting high standards.
  - To model democracy through practice.
- Developed priority performances, consistent with that core work, that candidates would be expected to meet in order to receive a recommendation for the performance-based clear and renewable certificate to be required by the Georgia Professional Standards Commission.
- Organized the priority performances into performance strands, and suggest that these strands serve as organizers for preparation programs at the master's and specialist's levels and for endorsements in teacher leadership.
- Used the language of practice so as to be consistent with that used by the Georgia Department of Education in the Georgia School Standards, and by Georgia's Leadership Institute for School Improvement in professional development of leaders.
- Provided for the extensive school-university partnerships required to implement preparation programs at the master's and specialist's levels based upon the Professional Standards Commission's Framework for Performance-Based Educational Leadership Certification Programs.

# **D R A F T**

**12-14-06**

## **Quality Assurance**

The core work of Georgia's educational leaders is to continuously improve schools, to ensure schools are designed so that every child succeeds in meeting high standards, and to model democracy through practice. These three tenets drive the practice of effective leaders as defined by the ten performance strands that follow. These performance strands are intended by the Committee as the Georgia Framework for Educational Leadership (similar to the Georgia Framework for Teaching) that would span preparation, certification, professional development, performance appraisal, and re-certification of Georgia's educational leaders in administrative and teacher leadership roles.

For the Regents' Principles, institutions are expected to show evidence that leadership candidates meet all of the following priority performances. Institutions are encouraged to provide assessments on eight of these priority performances in its Assessment System for NCATE and PSC.

## **Performance Strands**

**In the Leader's Role at the building or system level s/he demonstrates the following priority performances through evidence and artifacts:**

### **1. Curriculum**

- a) Align a curriculum vertically and horizontally with the state curriculum standards.
- b) Integrate curricula to make connections within and across subject areas.
- c) Audit a curriculum to determine the level of expectation and depth of understanding required for all students.
- d) Engage teachers in cooperative planning for curriculum implementation to ensure agreement on core content and required student performances.
- e) Monitor and evaluate the implementation of a standards-based curriculum.
- f) Use action research to review performance data and student work to refine curriculum implementation and innovation.

### **2. Instruction**

- a) Engage teachers in cooperative work to design, monitor and revise instruction to ensure that students achieve proficiency on state curriculum standards and system expectations for learning.
- b) Lead others in the use of research-based learning strategies and processes.
- c) Use techniques such as observation protocols to document that teachers use:
  - o Student work that reflects achievement of state curriculum standards.
  - o Differentiated instruction to accommodate student learning styles, special needs and cultural backgrounds.
  - o Strategies to elicit higher order thinking skills and processes, including critical thinking, creative thinking, and self-regulation.
  - o Flexible grouping based on effective diagnosis and formative assessment.
  - o Innovative strategies to address individual learning needs.
- d) Promotes the use of technology to support student mastery of Georgia performance standards.
- e) Lead others in a collaborative process to set high expectations for all learners.

# DRAFT

12-14-06

- f) Lead others in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.

### 3. Assessment

- a) Engage teachers in the use of assessment data to design and adjust instruction to maximize student learning and achievement.
- b) Use protocols to engage teachers in collaboration to determine desired results and to design assessment practices which are consistent, balanced, and authentic.
- c) Use protocols to engage teachers in review of student work products and performances used to adjust instruction.
- d) Promote the use of a variety of effective and balanced assessment techniques to control for bias.
- e) Engage teachers in the use of formative assessment to provide effective and timely feedback on achievement of curriculum standards.
- f) Engage teachers in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.

### 4. Data Analysis

- a) Systematically collect and analyze multiple sources of data and use them to:
  - o Identify improvement needs.
  - o Determine root causes of performance problems.
  - o Determine a course of action.
  - o Monitor progress at frequent and regular intervals.
  - o Celebrate accomplishments.
- b) Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data.
- c) Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction.
- d) Analyze data from multiple sources for comprehensive school improvement planning.
- e) Use technology tools for data analysis.

### 5. Organizational Culture

- a) Select or develop and use instruments designed to analyze beliefs, processes, and structures in a school or district that support or impede rigor in teaching and learning.
- b) Develop action plans to address the results of an analysis of the school or system culture.
- c) Develop and implement processes and structures that support a pervasively academic climate within a culture with high expectations for all students and adults.
- d) Engage participants in collaborative work and provide support systems that personalize work and learning for both students and adults.
- e) Develop and implement distributed leadership as part of the process of shared governance.
- f) Lead teachers to accept collective responsibility for school improvement and the learning and achievement of all students.

# **D R A F T**

**12-14-06**

## **6. Professional Learning & Development**

- a) Lead job-embedded professional learning that aligns with school improvement goals and supports student achievement.
- b) Apply knowledge about adult learning to develop and implement structures that support adult learning and collaboration.
- c) Evaluate the implementation and impact of professional learning on teacher practices, continuous school improvement, and student learning.
- d) Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams.
- e) Model continuous learning by developing and maintaining a personal plan for self-improvement.

## **7. Performance Management & Process Improvement**

- a) Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement.
- b) Link individual and organizational goals, performance, and results.
- c) Develop measurable school-wide, grade-level, and teacher goals that focus on student achievement.
- d) Monitor the implementation of the school improvement or strategic plan and its impact on student achievement using an accountability system.
- e) Identify and map core school/system processes and plan for their improvement.
- f) Lead the analysis of school processes to determine their impact on time on learning and plan for their improvement.
- g) Develop and implement high performance teams, such as school improvement teams, to improve school processes and performance.
- h) Use improvement results to make recommendations for continuation and/or modification of plans and processes.
- i) Develop and implement a succession plan for continuity and sustained effectiveness of the organization.
- j) Use technology to support core system processes.

## **8. Managing Operations**

- a) Organize a safe, orderly, and engaging learning environment, including facilities, that reflects state, system and local school rules, policies, and procedures.
- b) Manage operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators.
- c) Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students.
- d) Develop a budget that aligns resources with data-based instructional priorities.
- e) Recruit, select and hire highly qualified and effective personnel.
- f) Retain effective personnel by ensuring positive working conditions.
- g) Assess the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues.
- h) Promote technology to support administrative processes.
- i) Organize a school/system that reflects leadership decisions based on legal and ethical principles to promote educational equity.

# **D R A F T**

**12-14-06**

## **9. Leading Change**

- a) Drive and sustain change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.
- b) Utilize change theory to successfully initiate and sustain a change effort.
- c) Nurture faculty, staff and stakeholders as they engage in the change processes
- d) Build buy-in from faculty, staff and stakeholders for change implementation.
- e) Develop strategies to engage stakeholders in the change process.

## **10. Relationship Development**

- a) Develop and lead communication strategies to support the school's goals and student achievement.
- b) Establish and maintain effective working relationships with governing agencies, such as a local board of education and the Georgia Department of Education.
- c) Actively engage parents, community, and other stakeholders in school decision-making and problem-solving processes to have a positive effect on student learning and to achieve the system's vision.
- d) Establish expectations for school councils.
- e) Establish mechanisms and structures for continuous feedback from all stakeholders and use feedback for continuous improvement.
- f) Mobilize community resources to strengthen schools, families and student learning.
- g) Recognize and provide culturally-responsive practices to multicultural and ethnic needs in the organization and the community.
- h) Advocate for policies and programs that promote the success for all students.
- i) Model impartiality, sensitivity to student diversity, community norms and values and ethical considerations in interactions with others.
- j) Identify and analyze conflict and implement strategies for managing conflict.
- k) Develop and implement a plan that influences the larger political, social, economic, legal, and cultural context to advance student and teacher success.

## **Results**

The effectiveness of educational leadership preparation programs on subsequent student achievement in the schools will be judged by a System-wide employer survey on the performance of USG program completers to be developed and administered collaboratively by the University System P-16 Department and the institutions that prepare leaders. Concurrently, institutions that are interested will participate in a pilot to experiment with more robust measures for getting at the through line between leadership and student learning and achievement in the schools.

**Collaboration**

*Definition:*

**Formal university/district or regional agency partnerships are established for designing and implementing a leadership preparation and development program that is based on the Georgia Framework for School Leadership (defined through the Performance Strands above) and a shared vision of school leaders who have the essential knowledge and skills to improve schools and student achievement.**

**Regional Educational Service Agencies may be a vehicle.**

**Indicator 1: *The partnership is formal, definitive and institutionalized.***

1. There is a written agreement signed by the university president or the president's designee and head of the school district or regional agency or their designee defining how the entities will work as partners in the preparation of school leaders.
2. The agreement is mutually beneficial and defines how the university/district partners will:
  - a) Create a shared vision and program design that meets the needs of the district(s) and the needs of the university.
  - b) Jointly develop criteria and a process for recruiting, selecting and supporting the most promising candidates to improve schools and student achievement.
  - c) Ensure high-quality field experiences in which candidates are able to demonstrate the priority performances in the Georgia Framework for Leaders, appropriate to the candidate's level of preparation.
3. Implementation of the partnership is a priority in both organizations, as reflected in their missions, program plans, staff assignments, resources and budgets.
4. The partnership agreement is continually monitored, evaluated and improved to attend to the changing needs of the school district and university.

**Indicator 2: *Candidate screening and selection is a joint process.***

1. The university and district have jointly established and implemented criteria and processes for screening and selecting promising candidates to improve schools and student achievement for admission to the preparation program. This indicator does not preclude the admission of self-selected candidates.
2. The selection criteria and process emphasize the selection of candidates who have the potential to demonstrate the priority performances in the Georgia Framework for School Leaders, with an emphasis on curriculum, instruction and student learning.
3. Implementation of the screening and selection system is continually monitored, evaluated and improved.

**Indicator 3: *The program is customized to meet district needs.***

1. The university and district partners collaborate to customize program goals, program content and field experiences based on district needs, district and school data, state and district adopted curriculum frameworks, current change initiatives and school reform models, and assessment and accountability processes, guided by the Georgia Framework for School Leaders.
2. Implementation of a customized program is continually monitored, evaluated and improved to attend to the changing needs of the district.

# DRAFT

12-14-06

**Indicator 4:** *Resources and conditions support candidates' success.*

1. The university and district(s) allocate and pool resources to provide candidates the support and conditions necessary to successfully complete the leadership preparation and development program and to master the priority performances in the Georgia Framework for School Leaders. Resources may include such things as release time for course work and field experiences, rewards for faculty and district mentors, tuition assistance, flexible schedules and program delivery, learning materials and expert mentoring and coaching as needed.
2. Implementation of resources and conditions to support candidate success is continually monitored, evaluated and improved to attend to the changing needs of the district(s) and university.