

# ***State Policies That Support School Leadership Development and Support***



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&**

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NC State's Leadership Preparation Programs**

## **Objective:**

**Evidence** of the importance of establishing state policy that prioritizes school leadership development and support.

**Before we talk about principals we need to talk about teachers.**



**Take a moment to remember...**

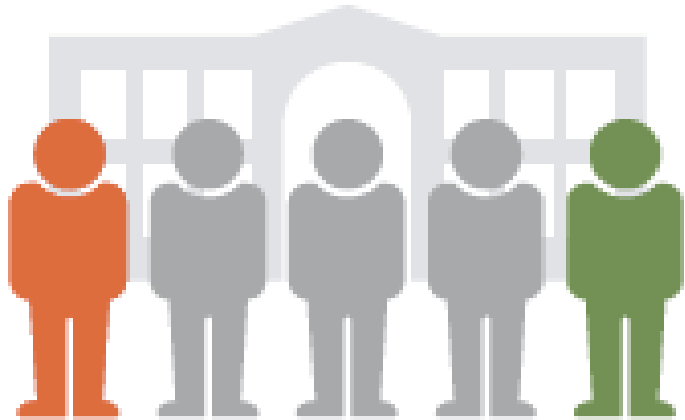
**Who was your favorite or best teacher?; Why was that teacher your favorite?;  
Was your favorite teacher an outlier?**

# Variation within Schools

**Great teachers get 5-6 more months of learning each year**

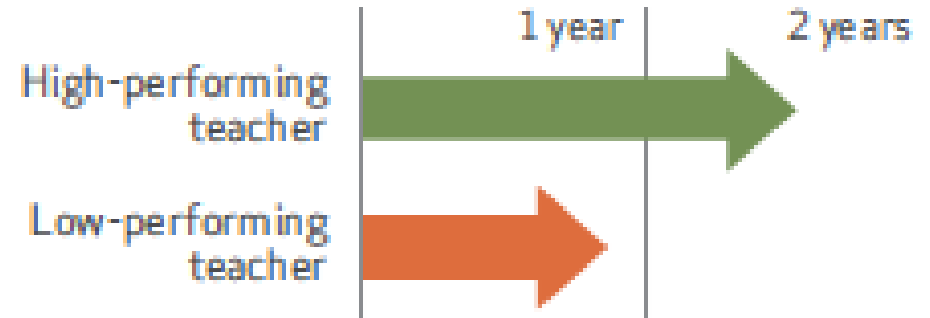
OUTSTANDING TEACHERS

GETTING GREAT RESULTS



## IRREPLACEABLES

Top 20% of teachers in studied districts, as gauged by district data



## STUDENT IMPACT

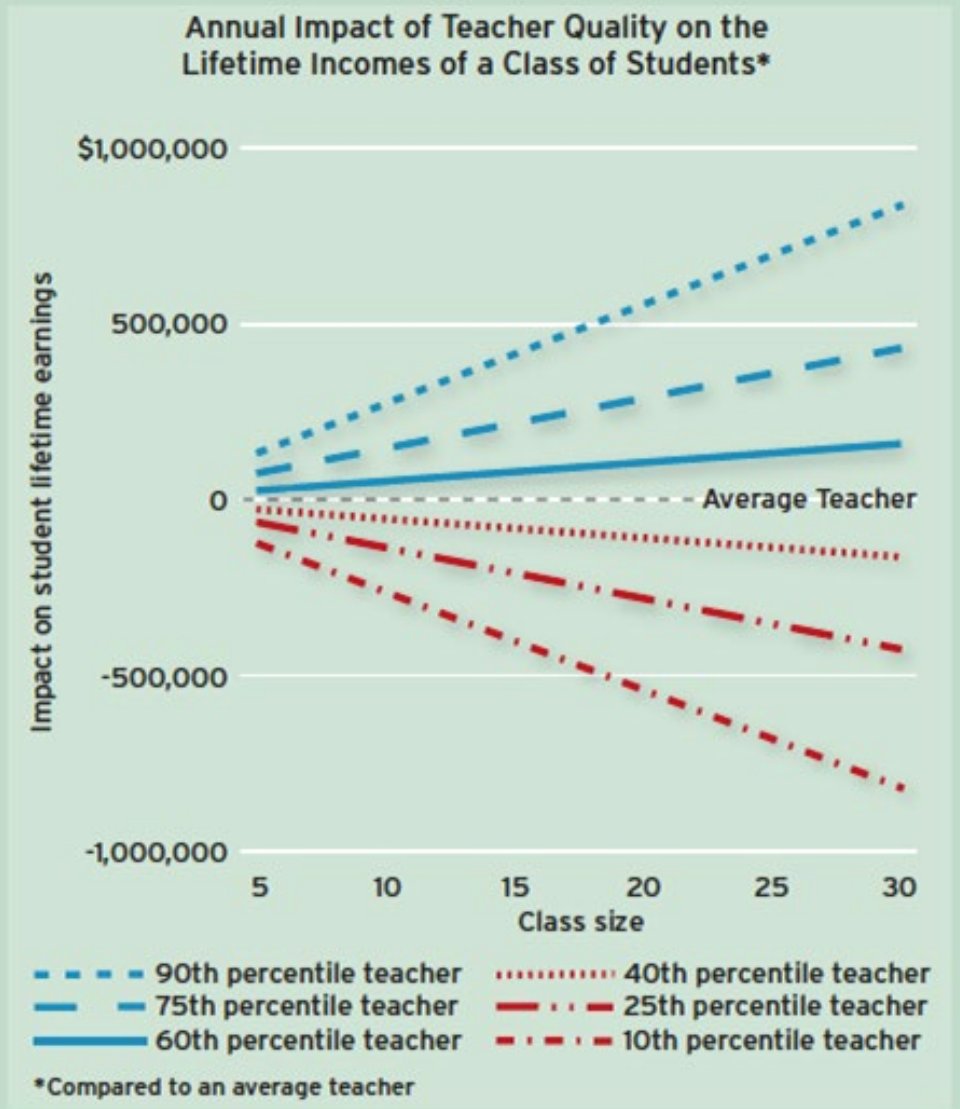
Generate 5 to 6 more months of student learning each year than a poor performer



# Effective Teachers Raise Students' Earnings

(Figure 1)

The economic value of an effective teacher grows with larger classes, and the economic costs of having an ineffective teacher are substantial.



SOURCE: Authors' calculations

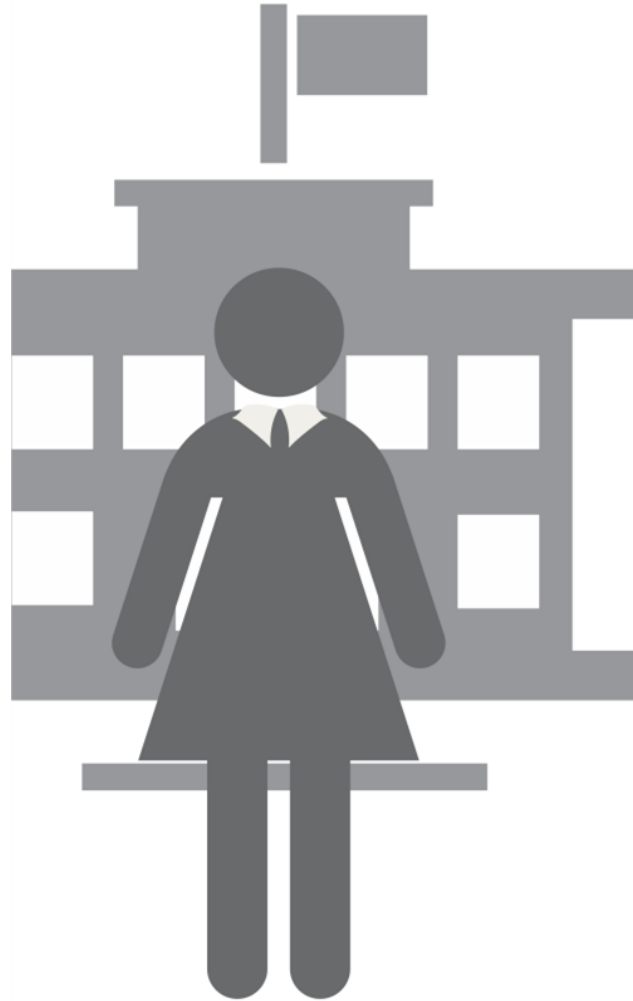
# Economic Impact of Teacher Quality

If the least effective 5 to 7% of teachers were replaced with just **average teachers**, it would increase USA annual growth rate by **1% of GDP.**

Sources: Hanushek, E. A. (2011). *Valuing Teachers*. Ed Next. Hanushek & Rivkin, 2010; Hanushek, E. (2014) *The Economic Value of Education and Cognitive Skills*.

# 96% of teachers

say that the number one factor in whether they stay at their current school is their principal.



**PRINCIPALS  
MATTER**



**Teachers**

## #1 Reason

effective teachers leave their school is that they do not feel supported by the principal.

# Great Principals Retain Great Teachers

## Great Teachers are Irreplaceable: Especially in Low-Performing Schools

### AVERAGE SCHOOL

When a top teacher leaves  
only 1 in 6 potential replacements  
will be of similar quality



### LOW-PERFORMING SCHOOL

When a top teacher leaves  
only 1 in 11 potential replacements  
will be of similar quality



When a great teacher leaves a school,  
the school is almost guaranteed to hire a less effective replacement.

Estimates based on teachers with value-added or growth data; Low performing schools include schools in the lowest quintile of proficiency by school level; Percentage of high-performing potential replacements in all schools—District A: 12%; District B: 17%; District C: 15%; District D: 15%; Low-performing schools—District A: 12%; District B: 10%; District C: 3%; District D: 9%. Source: District data from SY 2008-09 and SY 2009-10.

## What we have known for a while...

“...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader...**leadership is the catalyst.**” -- *How Leadership Influences Student Learning*. Leithwood, et al, 2004





# How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research

Jason A. Grissom, Vanderbilt University

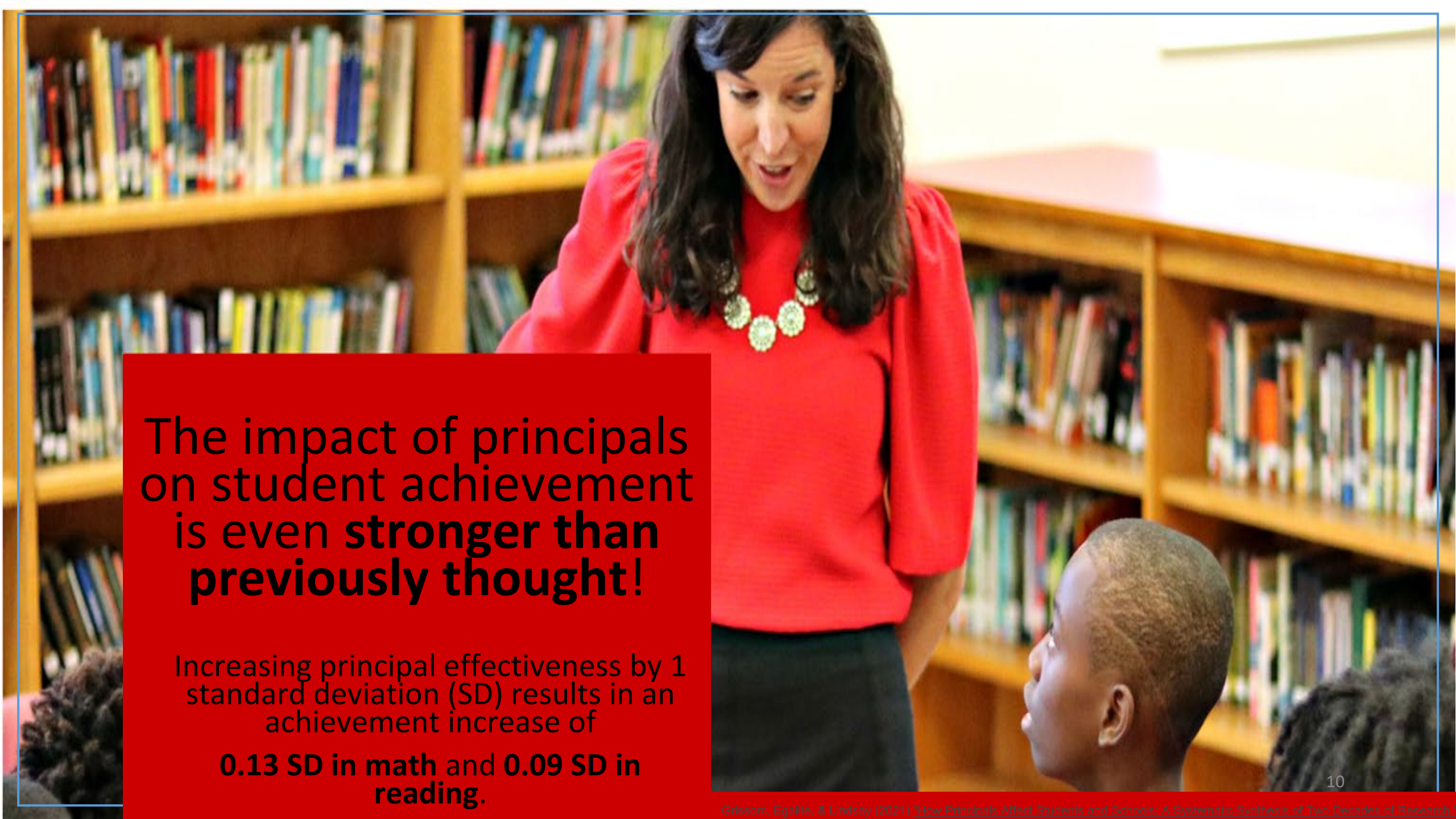
Anna J. Egalite, NC State University

Constance A. Lindsay, UNC Chapel Hill



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL



A woman with long dark hair, wearing a red top and a necklace with large gold-colored circular pendants, is looking down and smiling at a young boy. The boy is looking up at her. They are in a library with wooden bookshelves filled with books in the background.

The impact of principals  
on student achievement  
is even **stronger than  
previously thought!**

Increasing principal effectiveness by 1  
standard deviation (SD) results in an  
achievement increase of

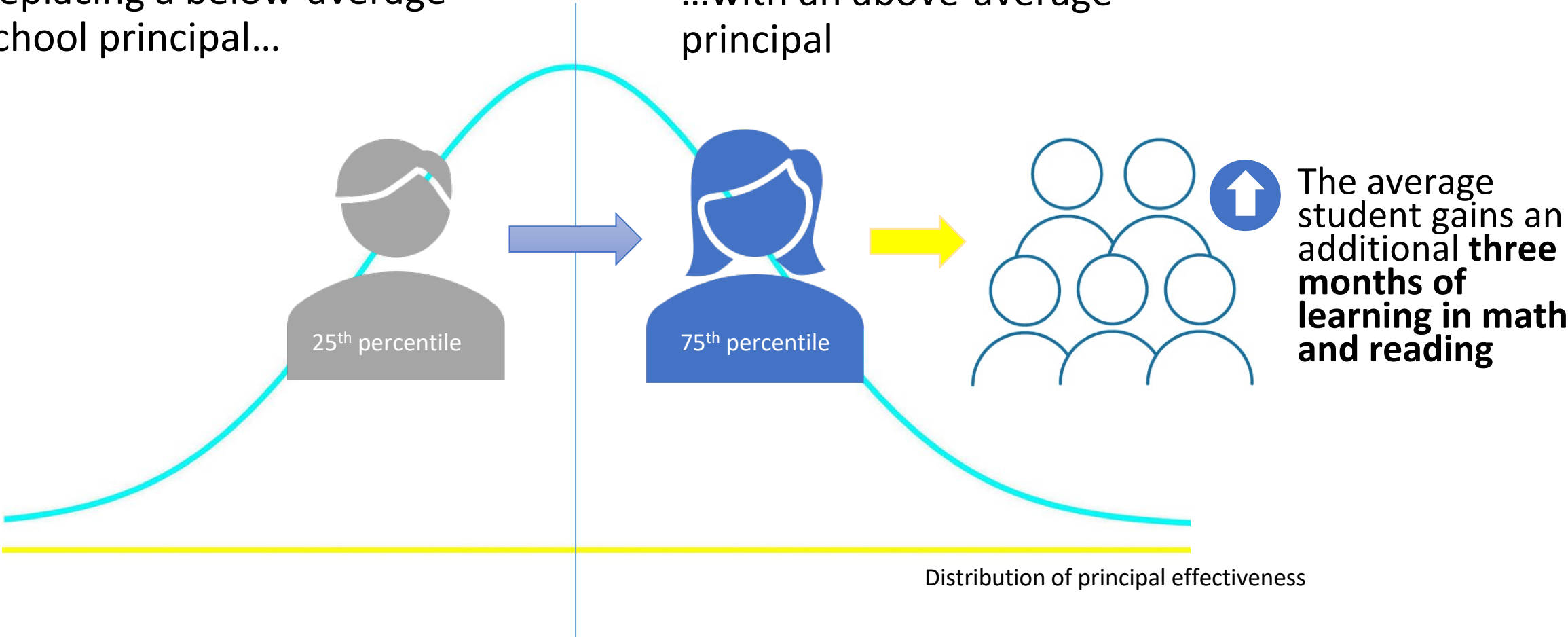
**0.13 SD in math and 0.09 SD in  
reading.**



# Translation...

Replacing a below-average school principal...

...with an above-average principal



Source: Grissom, Egalite, & Lindsay (2021) "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research,"

# Principal Effects are Large

- Principal effects are nearly as large as teacher effects  
(Hanushek & Rivkin, 2010)
- But teacher effects have a smaller scope -
  - Average elementary teacher's effect is felt by **21 students**
  - Average elementary principal's effect is felt by **483 students**

Principals' effects are large in  
magnitude.

Principals' effects are large in  
scope.

*Author's Note: Comparisons between principals and teachers not "either/or"—principals' effects on student achievement come largely through ensuring students have effective teachers*

Source: Grissom, Egalite, & Lindsay (2021) ["How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research,"](#)

# In sum: **Principals *really* matter**

States need renewed attention to supporting a high-quality principal pipeline and workforce



# Principal experience has fallen, especially in high-need schools

0-25th percentile

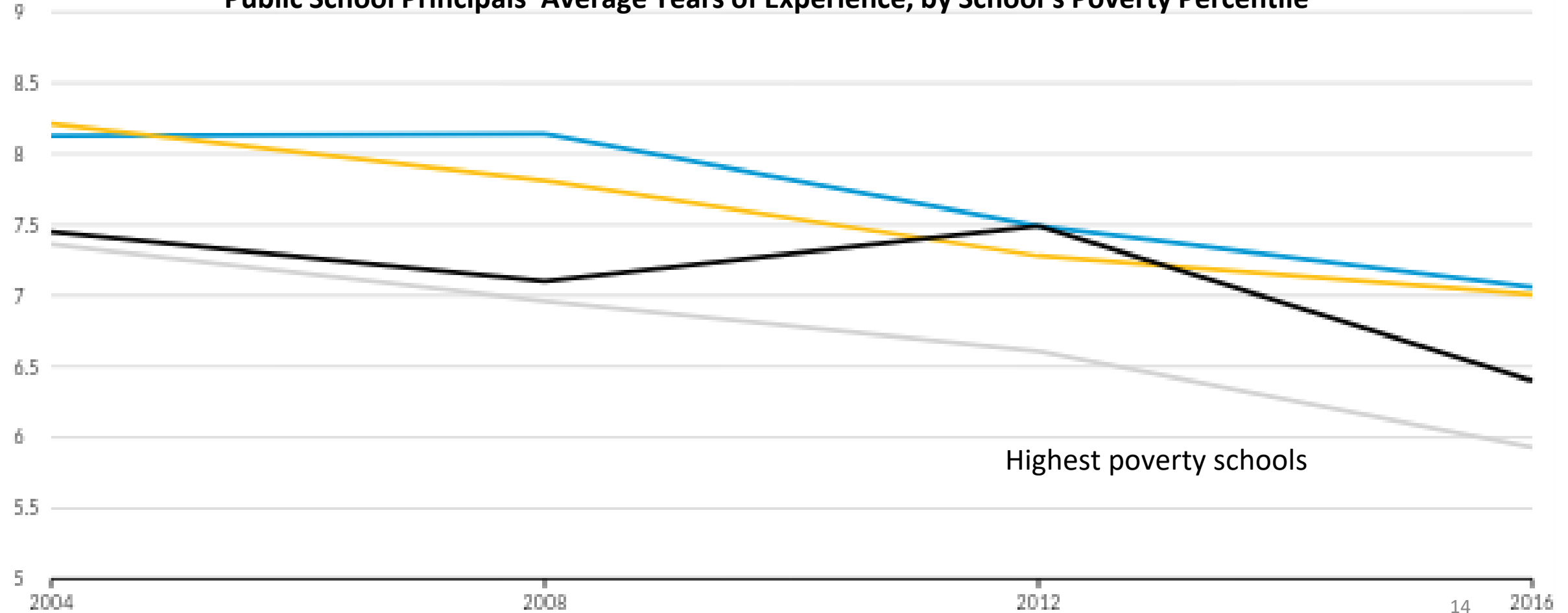
26-50th percentile

51-75th percentile

76-100th percentile

Years

**Public School Principals' Average Years of Experience, by School's Poverty Percentile**



# Contemporary Challenges Principals Must Navigate

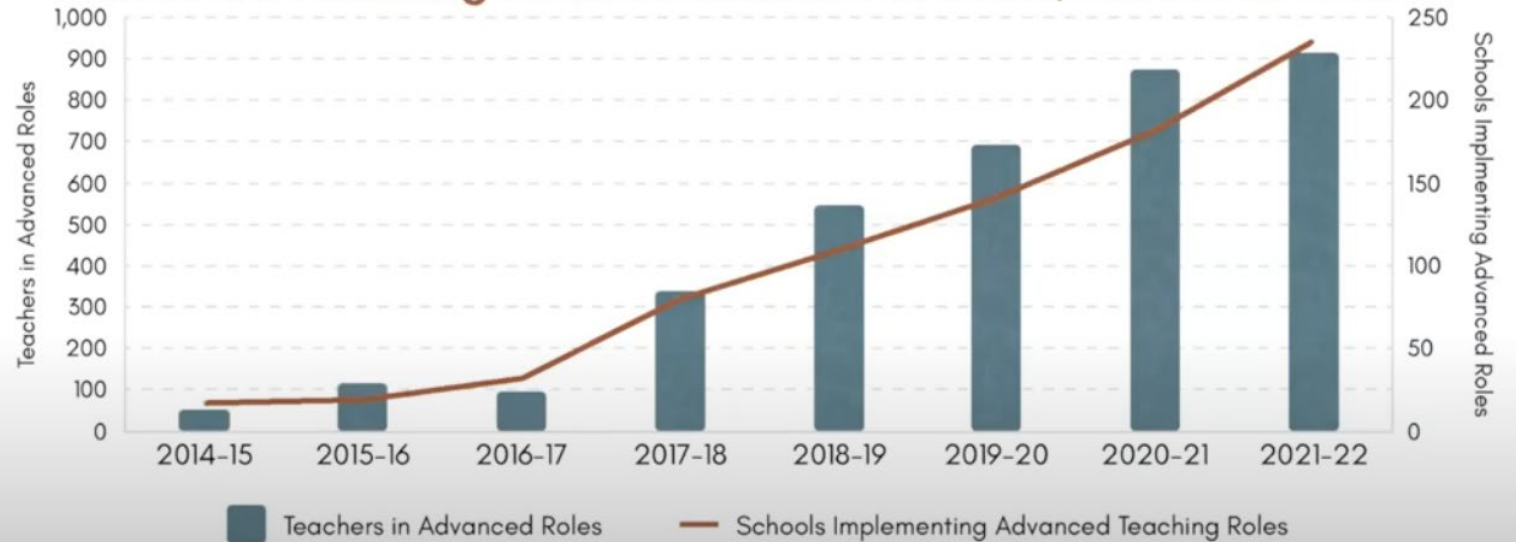
- Artificial Intelligence
- Advanced Teacher Roles
- Blended Learning
- Restart/School Reform
  - Science of Reading
- Safety/Physical Violence
- Highly Politicized Climate
  - LGBTQIA+
  - CRT
  - DEI



## 15 AI tools to use in the classroom

ChatGPT	Perplexity	Curipod	Education Copilot	Yippity
Quillbot	PowerPoint Spkr. Coach	Grammarly	Canva Bkgnd. Remover	YouTube Summary
SlidesAI.io	Adobe Bkgnd. Remove	Speechify	DALL-E	Canva Magic Write

Advanced Teaching Roles Schools & Teachers, 2014-15 to 2021-22



Source: Human Resources Coordinators from ATR Districts

# State Policy Windows, & Policy Levers

ESSA clarified that states can use federal funds to support principals and states are responding.

- 25+ states feature school leadership strategies in ESSA plans
- Using **3% set-aside** Title II, Part A, and Title I to strengthen principals  
Including:
  - Principal training academies that include full-time, year-long principal residencies/internships
  - Mentoring
  - Principal supervisors
  - Principal pipelines
  - Retaining principals in high needs schools
  - Differentiated pay

# Agenda Setting & State Policy Levers

- **Elevate** the importance of principals to school improvement. Make principal quality prominent place on state education policy agendas
- Revise or set state principal **standards** (aligned with national standards) The National Educational Leadership Preparation (NELP) Standards - which were spearheaded by CCSSO and aligned with Professional Standards for Educational Leaders (PSEL),
- Creating clear **career pathways** for teachers to become principals
- Strengthen training by creating **criteria** programs must meet - oversee principal preparation using both carrots (like grant programs) and sticks
- Regulate **licensing** of principals
- Support high-quality, on-going principal **continuous professional learning**
- Create **leadership dashboards** to track on the job performance of principals and provide feedback to preparation programs on areas of needed improvement

A Venn diagram consisting of three overlapping circles. The top-left circle is labeled 'State', the top-right circle is labeled 'Higher Education', and the bottom circle is labeled 'School Districts'. The circles overlap in various combinations, with a central area where all three overlap. The background is a blue-tinted image of a person's hands typing on a laptop keyboard.

**State**

**Higher  
Education**

**School  
Districts**



# Implications for State Policy and Practice

- 1. Invest in improved principal prep.** In strategies for cultivating, selecting, preparing, and supporting a high-quality principal pipeline and workforce. Prep Programs can utilize the **free** [EDC Quality Measures Self-Study Toolkit](#) and utilize resources available at [NC State](#) and through [NC Principal Fellows Program](#)
- 2. Focus on high-leverage skills and behaviors**  
Preservice preparation programs, pipeline initiatives, and in-service learning should focus on high-leverage skill and behavior areas. See for example: [NC Article 5C](#)
- 3. Orientation toward meeting individual student needs**  
Prepare all principals utilize an “each child” lens to make sure all students are well served. Special Education, Gifted Education, Students with health needs/medically fragile...

Example of Legislative Action:

## NC Article 5C

NC Legislation for Grant Competition

Better but definitely not perfect!

Article 5C in practice:  
RFP for state-funded  
grant competition to  
fund research-aligned  
prep programs.



Example of state policy review:

## NC Policy Recommendations

Example of Program Alignment with State Policies

## NC State's Principal Prep Policy Review

# Questions or Thoughts?



# Thank you!

**bonnie\_fusarelli@ncsu.edu**

**NC STATE EDUCATIONAL LEADERSHIP ACADEMY**



**NC STATE UNIVERSITY**  
[go.ncsu.edu/principalprep](http://go.ncsu.edu/principalprep)



**@NELA\_NCSU**

# BONUS SLIDES





# NC State Principal Preparation

**Home**

Past Cohorts (2012-2020)

Past Cohorts (2021-2023)

Current Cohorts

Project Team

Application Inform



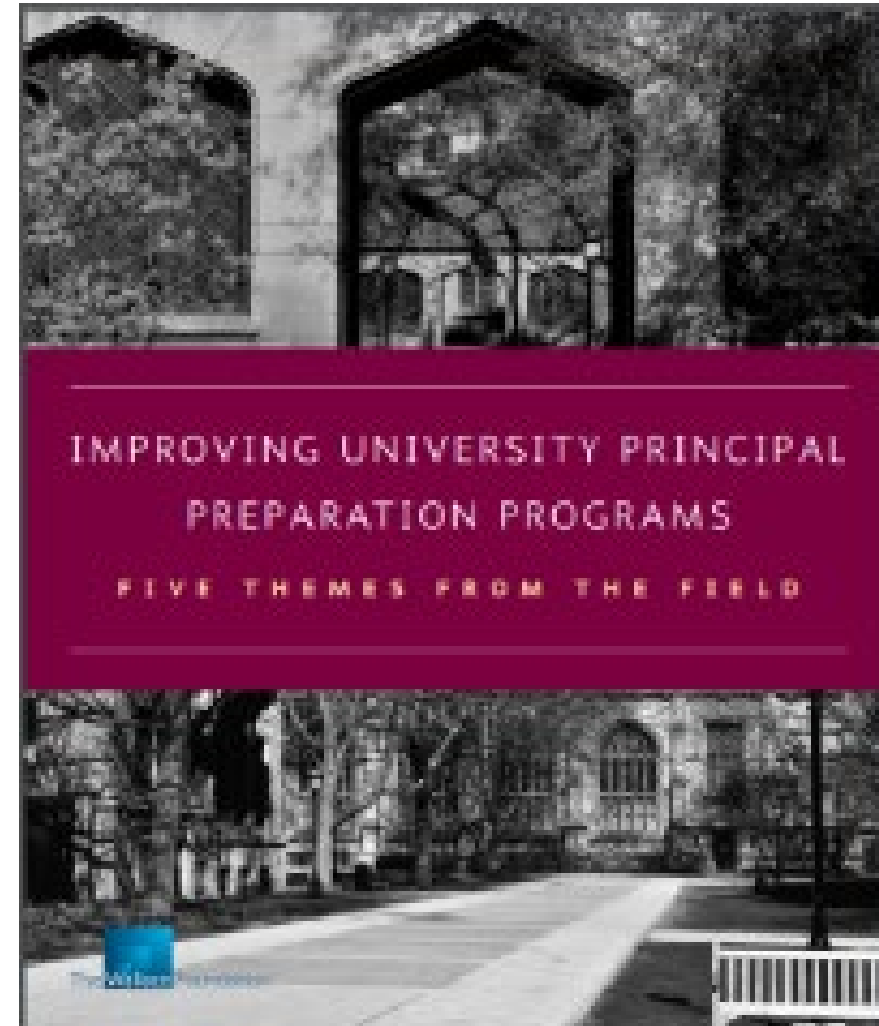
**A Top Education  
Leadership  
Preparation  
Program in U.S.**

**NC State**

For all of our **Effective Schools** Fellows, NC State is committed to

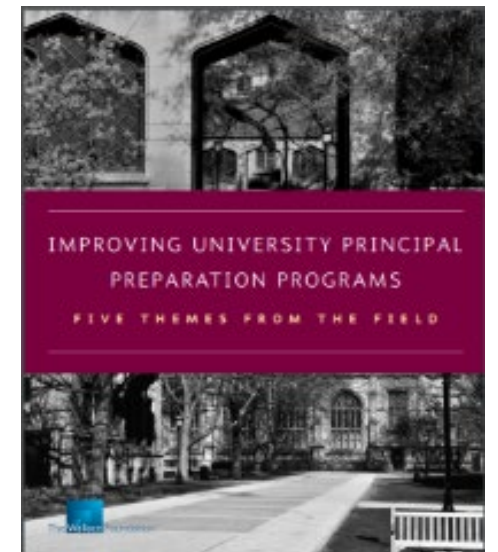
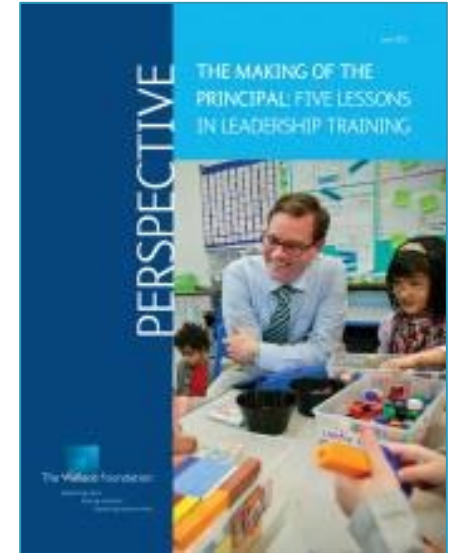
# Landscape Survey

- Districts dissatisfied; universities want to improve
- Strong university-district partnerships are important, but rare
- Course of study does not match on-the-job realities
- States have authority to improve principal preparation, but are not using it as effectively as they could.



# Characteristics of effective leader training programs

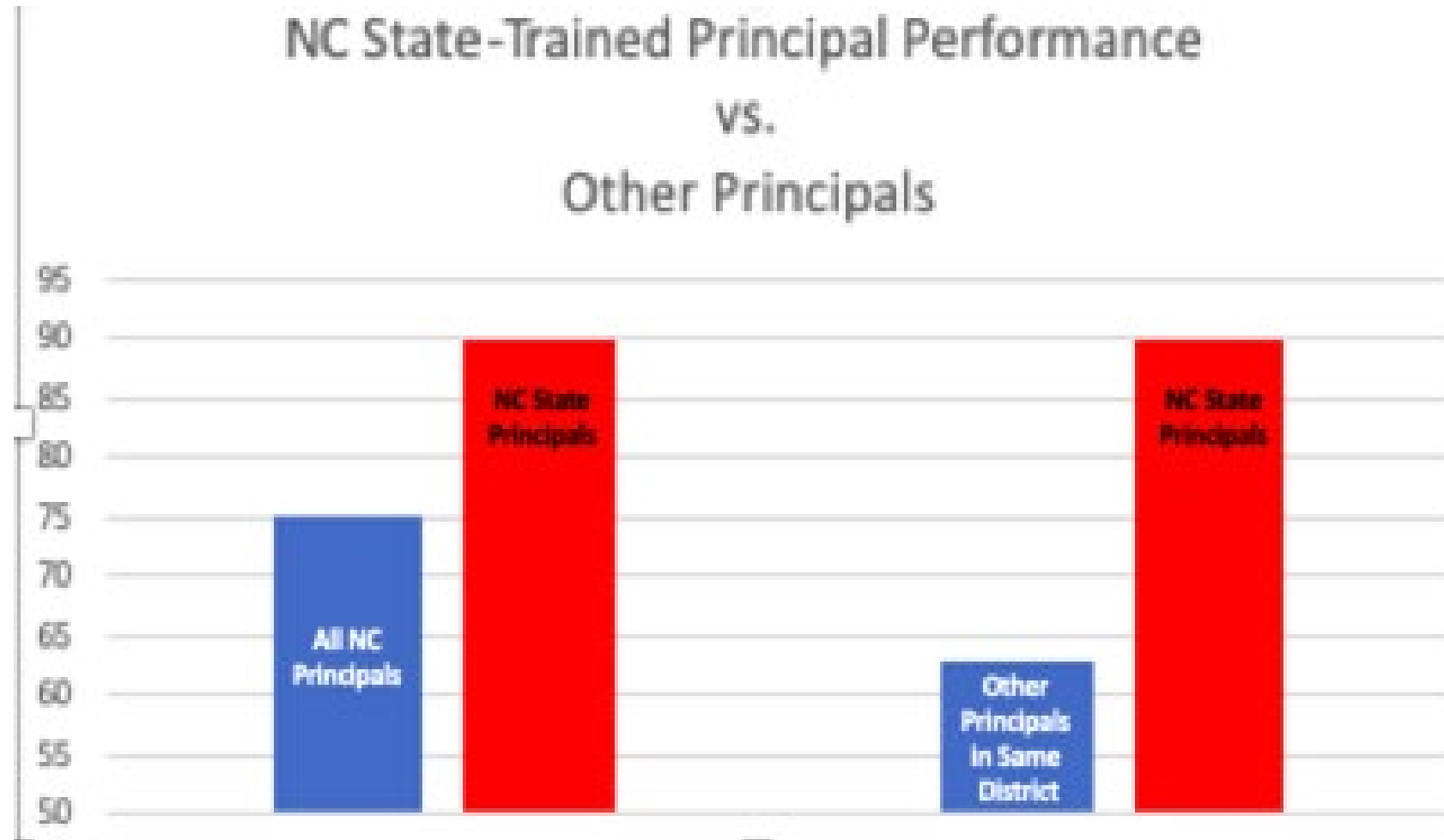
- Selective admissions
- Focus on change leadership and instruction
- Partnership with districts that hire graduates
- “Pre-service” extends to the early years on the job (mentoring is especially important)
- States have authority to improve principal preparation, but are not using it as effectively as they could. Align with licensure



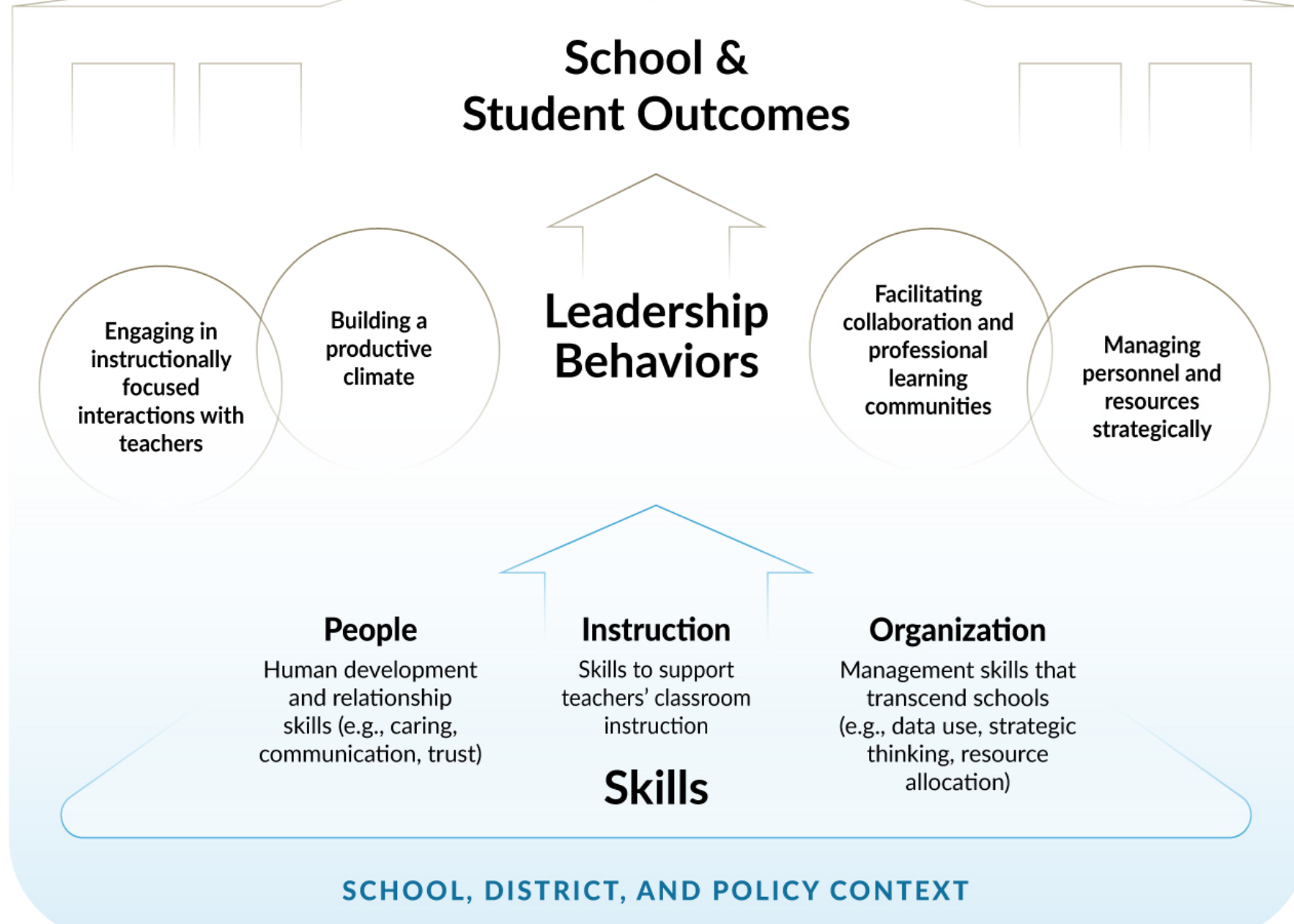
How do we know it works?

## NC STATE Graduates Out-Perform Other Principals

90% of NC State grads meet or exceed expectations vs. only 75% of all principals statewide and only 63% of principals in their own districts.

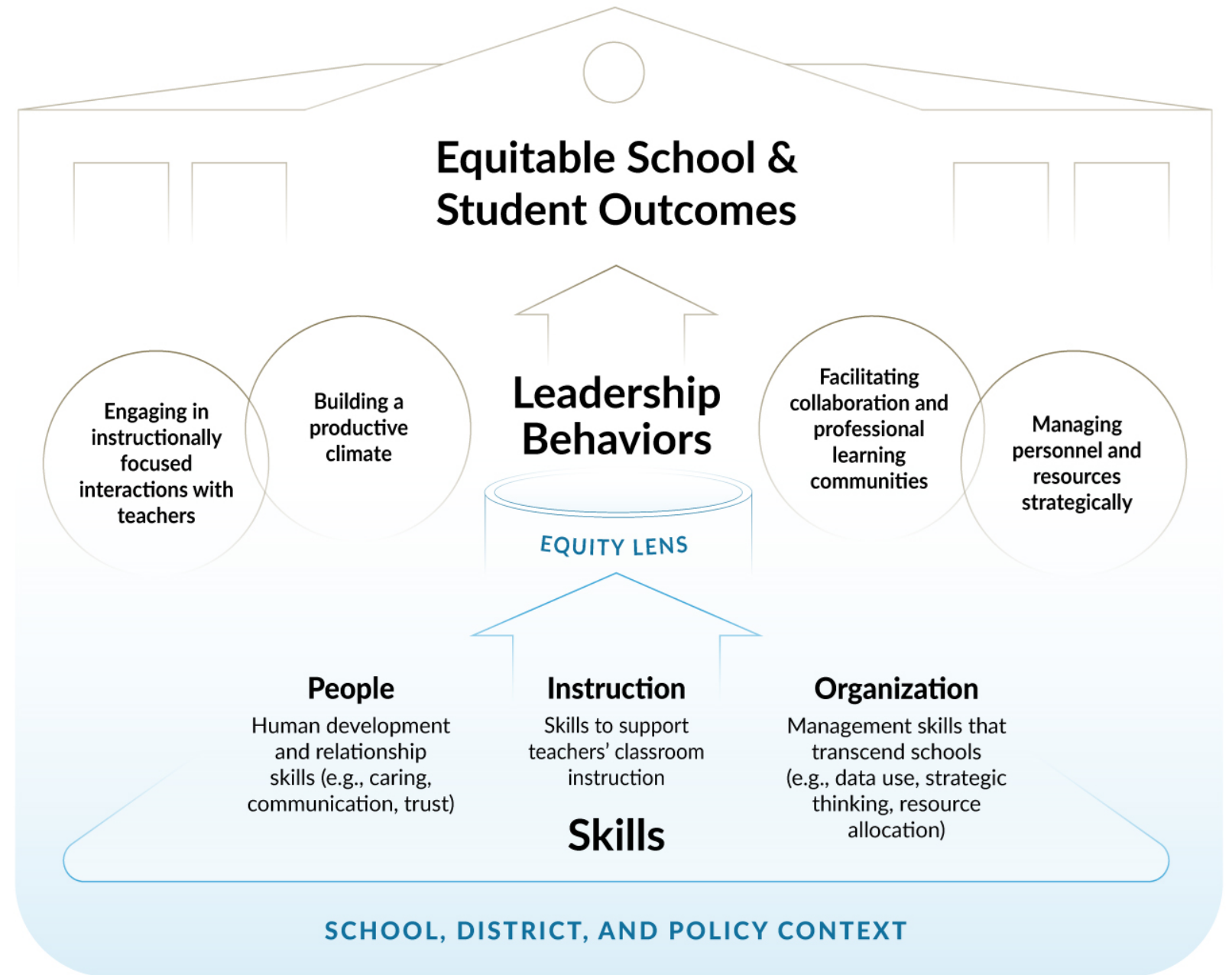


Principals who consistently engage in specific leadership skills & behaviors have better outcomes.





# An emerging framework for centering equity in school leadership



# Principal Pipelines

A Feasible, Affordable, and Effective Way to Improve Schools

**NC STATE PRINCIPAL PREPARATION**  
*Developing Excellent Leaders, Effective Schools, and Enriched Communities*



**NC STATE**

Principal Preparation

## EQUITY-FOCUSED LEADERSHIP

### THE HEART OF GREAT LEADERS

CHIEF CARETAKER AND ADVOCATE

LEADS WITH COURAGE

LEAD LEARNER

ENTREPRENEURIAL AND VISIONARY



### LEADS WITH VISION & SETS CULTURE

FOSTERS AND MODELS HIGH EXPECTATIONS

CONTINUALLY EVALUATES AND SHAPES A HEALTHY SCHOOL CULTURE

COMMUNICATES EFFECTIVELY

BUILDS TRUSTING RELATIONSHIPS

ENVISIONS THE FUTURE



### LEADS QUALITY TEACHING & LEARNING

INSTRUCTIONAL LEADERS FOR THE CLASSROOM

TEAM BUILDER FOR INSTRUCTIONAL IMPROVEMENT FOR THE SCHOOL

DATA LITERACY



### LEADS INNOVATIVE SYSTEMS

MODELS SYSTEMS INNOVATION

INTEGRATES SYSTEMS OF CONTINUOUS IMPROVEMENT

MANAGES THE INTERFACE AMONG SYSTEMS



### LEADS BY EMPOWERING OTHERS

EMPOWERS THROUGH CAPACITY BUILDING

EMPOWERS THROUGH DISTRIBUTIVE LEADERSHIP



BUILDING RELATIONSHIPS

NC STATE

# NC State's MSA Program

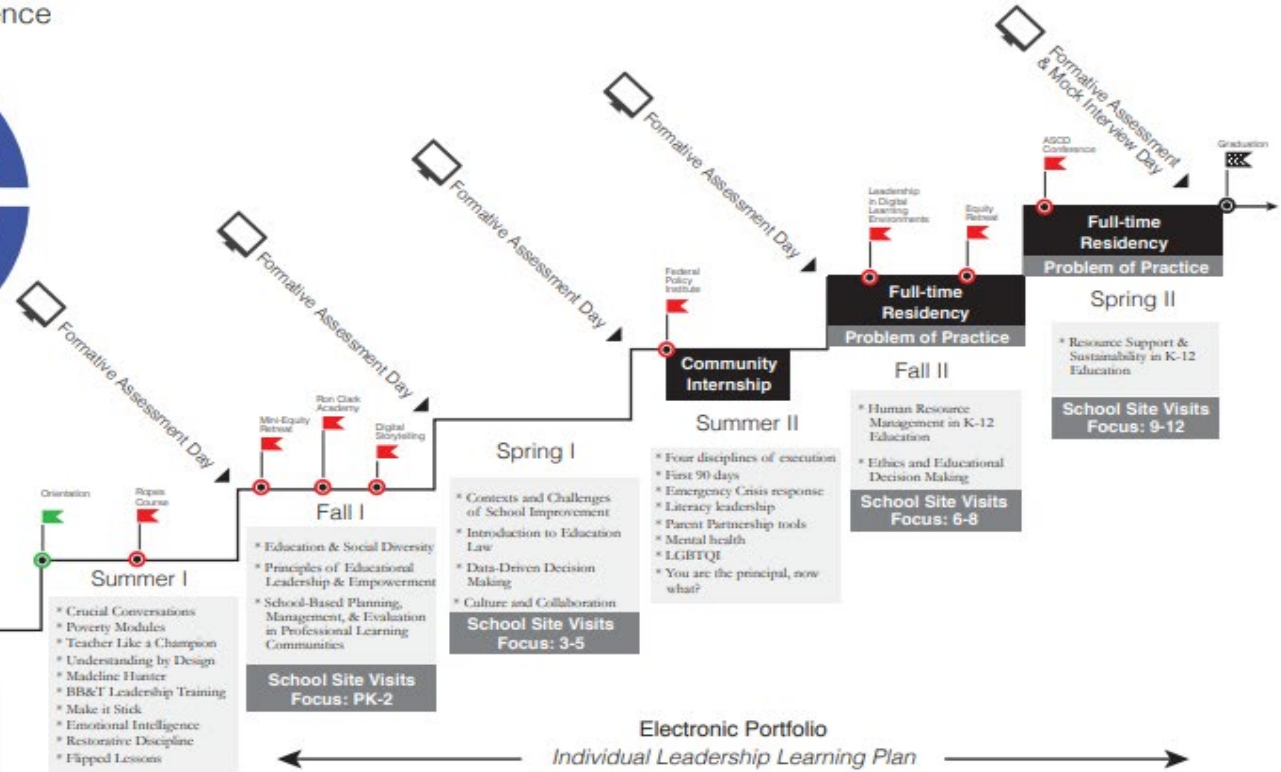
The Student Experience



Recruitment & Selection

### Candidate Assessment Day

- \* Role Play: Conversation with a student
- \* Role Play: Conversation with a teacher
- \* Role Play: PLC Data talk (fishbowl)
- \* Letter home writing prompt
- \* Video Booth
- \* GRIT Scale
- \* Why I want to be a principal
- \* Humility scale (HEXACO-PI-R)
- \* Time management
- \* Rapid Response activities



**Intentional Sequencing of Learning**

**Program Expectations**

Read and discuss Educational Leadership journal articles (e.g., Harvard Business Review, IEL)  
 Write thank you letters as assigned on calendar  
 Day in the Life assignments  
 End of Semester Reflective Video  
 Role Plays during Cohort Directors sessions and in classes  
 Complete the "Communications" assignments as directed by your cohort director  
 Maintain a productive cohort culture by reinforcing the cohort values and norms  
 De-escalation techniques  
 Conflict resolution  
 Carnegie concepts  
 Learn APA writing style  
 Cohort director 1-on-1 day (once per term)

**District Expectations**

Leadership Retreats  
 Other trainings and professional development unique to each district's strategic plan and vision of leadership development

**John Maxwell**  
 MTSS  
 Technology Leadership  
 Technology Systems: NCStar, Powerschool, EVAAS  
 Utilizing Counselors  
 Trauma-informed leadership  
 Leadership for Exceptional Children and AIG  
 Friday Night in the ER  
 Speed reading  
 Utilize universal design principles that assist individuals with learning differences  
 School site visits (and flipping your lesson to prepare for them)  
 Individual SMART goals and progress monitoring on those







**NC STATE**

Principal Preparation





**NC STATE**

Principal Preparation





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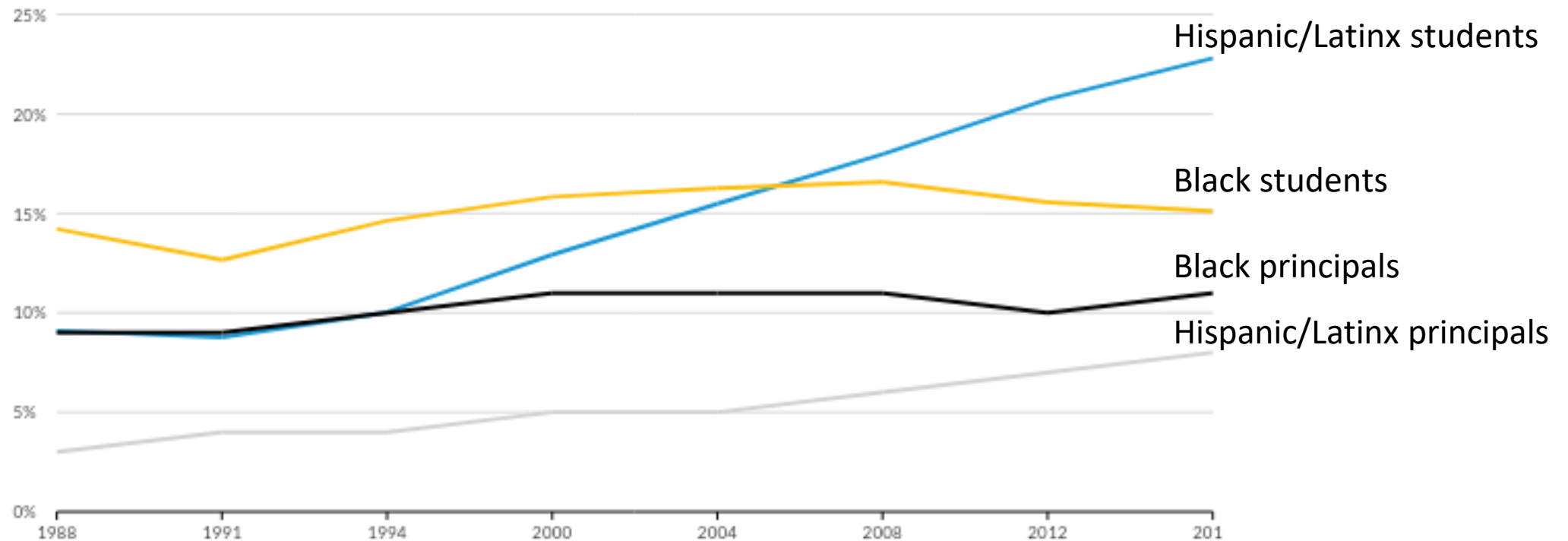
**NC STATE**  
Principal Preparation



# Principal racial/ethnic diversity has changed slowly, despite dramatic changes for students

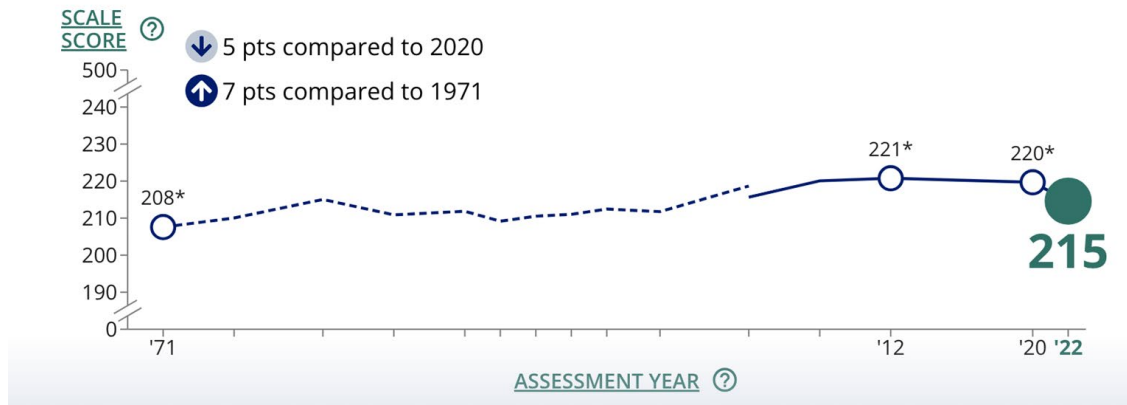
## Gaps in Principal Representation for Black and Hispanic/Latinx Public School Students

Share of principals and students



# NAEP Long-Term Trend Assessment Results: Reading and Mathematics

## READING



## MATHEMATICS

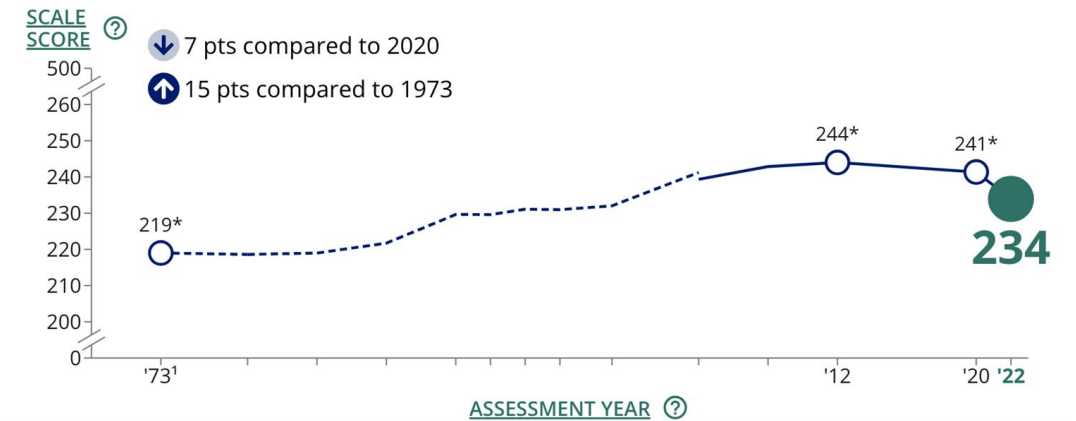


FIGURE: Trend in [NAEP long-term trend reading and mathematics](#) average scores for 9-year-old students

Eric Hanushek, an economist at Stanford, estimated that the...

U.S. economy would grow **4.5%** in 20 years

if our students' math and science skills were as strong as those of the rest of the world.



# Principal racial/ethnic diversity has changed slowly, despite dramatic changes for students

## Gaps in Principal Representation for Black and Hispanic/Latinx Public School Students

Share of principals and students

