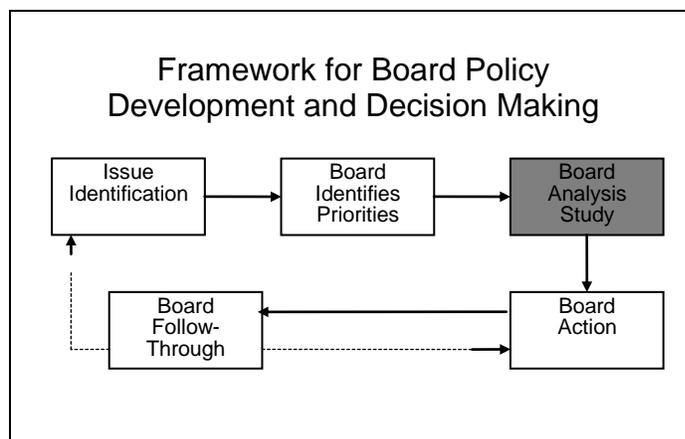


Iowa State Board of Education

Executive Summary

November 18, 2009



Agenda Item: Progress Report on the Status of a Cohesive Leadership System for Iowa's Schools

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: School districts have the responsibility to ensure that all students have access to high quality learning opportunities.

Presenter: Valerie Kruse
State Board of Education

Matt Ludwig, Consultant
Bureau of Accreditation & Improvement Services

Dr. Troyce Fisher, Director
Wallace Leadership Grant for Iowa
School Administrators of Iowa

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: This year will mark a decade of funding from the Wallace Foundation to support creation of a cohesive leadership system in Iowa. A recent Rand Corporation study commissioned by the foundation has found that Iowa is one of only three states that has made "exemplary" progress towards that goal.

**Report to the Iowa State Board of Education
November 18, 2009
Leadership Initiatives**

Through the Support of the Wallace Foundation's Cohesive Leadership System Grant to Iowa

“Wallace” By the Numbers:

1 Major Goal: To develop, test and share useful approaches for improving the training of education leaders and the conditions that support their ability to significantly lift student achievement across entire states and districts, especially in high-needs schools by creating a cohesive leadership system.

1 Overriding Vision: That every child in every building in every district in every AEA in Iowa will be served by quality leaders who will ensure that all children gain success as 21st century learners, earners and citizens

3 Categories of activities within the Wallace Theory of Action: Leadership Standards, Training, and Conditions

\$1.5 Million grant award for 2009-10 to the Iowa Department of Education and sub-contracted to the School Administrators of Iowa (with an additional \$185,000 in carryover dollars from 2008-09)

5 states, other than Iowa, that currently receive CLS grant awards, down from 21 states that Wallace originally funded

3 states named as the best in progress towards a cohesive leadership system: Iowa, Delaware and Kentucky by a RAND Corporation study released in October 2009

6 national consortium partners including CCSSO, NASBE, NCSL, NGA, AED, and EDC

10th Year of funding to Iowa

10 months until the end of the grant award (August, 2010)

14 leadership partners that collaborate on the accomplishment of grant goals:

- Iowa Department of Education
- Iowa State Board of Education
- Board of Educational Examiners
- Iowa's Area Education Agencies
- Local school superintendents, principals and central office administrators
- Iowa Council of Professors of Educational Administration
- The Iowa Business Council
- The Iowa Association of School Boards
- The Iowa State Education Association
- The Iowa Association of Supervision and Curriculum Development
- The Urban Education Network
- The School Administrators of Iowa
- Representatives from the Iowa Legislature and legislative staffers
- Parent Information Resource Center

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Fred Brown, program officer for Iowa (until December 2009)
Wallace Foundation
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Wallace National Consortium Partners:

- Council of Chief State School Officers
- National Association of States Boards of Education
- National Council of State Legislators
- National Governor's Association
- Academy of Educational Development
- Education Development Corporation

Wallace Networks to which Iowa has been invited to contribute or present:

- Leading Change Learning Community
- Leadership Interest Groups
- Quality Measures forum for Higher Education Preparation Programs
- Wallace annual grantees' conference
- National SAMs conference
- LPPW ("show stopper" behaviors for beginning administrators)
- REL Conference: "Quality School Leadership: Advancing Policy, Supports, and Research in the Midwest Region"
- SREB conference on administrator evaluation
- Missouri state task force on leadership standards

Recent Awards and Honors

- RAND Corporation names Iowa one of three best states for progress towards CLS in October 2009
- NSDC September 2009 issue of *The Learning System* newsletter features Iowa's work with professional growth plans for superintendents
- Institute for Tomorrow's Workforce makes financial donation to public sense of urgency efforts in Nov. 09
- April 2010 issue of *JSD* (Journal of Staff Development) to feature Iowa work
- Statewide superintendent network featured in *Instructional Rounds* book by Elmore, et.al
- Iowa SAMs point person named national data coaches trainer

Standards

What has been accomplished:

- Establishment of 6 Iowa Standards and 35 Criteria (approved by State Board in '07)
- Licensure of all beginning administrators linked to demonstrated proficiency in ISSL
- Requirement that all leadership preparation programs be aligned to ISSL to receive approval
- Review process for all leadership preparation programs aligned to ISSL
- Mentoring and Induction programming guidelines aligned to ISSL
- Evaluation of all administrators tied to ISSL with requirement for professional growth plans linked to increasing student achievement and ISSL
- Development of model evaluation resource guides for principals, superintendents, and central office personnel contain standards, criteria, descriptors, possible artifacts to demonstrate proficiency and SMART goal samples

What remains to be accomplished:

- Crosswalk the new ISLLC standards, the Val Ed. Performance Standards and the LPPW show stopper leadership standards to the Iowa Standards for School Leaders to determine degree of alignment
- Convene the central office personnel and AEA personnel to roll out the descriptors work linked to the Iowa Leadership standards and criteria to ensure application of the descriptors to evaluation
- A more robust application of leadership standards to evaluation processes for principals and superintendents
- Greater understanding and application of leadership standards by board members as they evaluate superintendents
- Efforts to move from a self-selected process for entry into administrator preparation programs to a more robust application and selection process

Training

What has been accomplished:

- Increased numbers of hours required for clinical experience (400 hours) for aspiring administrators
- Increased focus in preparation programs on application of the theory to the work of increasing student achievement
- Regular professional development opportunities provided to Iowa Council of Professors of Educational Administration (ICPEA) to learn together which has resulted in a professional learning community that transcends the reality that they still are all in competition for students
- Inclusion of ICPEA members in leadership academy work, task forces and committees, as SAMs data collectors, etc. has increased collaboration between higher education and the field resulting in more “real world” connections between higher ed and LEAs.
- Mentoring and Induction Program for principals and superintendents supported by state funds
- Mentoring and Induction Program for Assistant Principals underwritten this year by Wallace Funds
- Iowa Leadership Academy programming of the Superintendents Network (using an instructional rounds model based on the work of Dr. Richard Elmore and colleagues from Harvard) and co-delivered by all of Iowa’s AEAs has 1/3 of all Iowa superintendents participating
- Iowa Leadership Academy Principal Center in existence for three years with over 500 different principals participating; plans underway to redesign the center to focus on high school leadership teams to coincide with ICC implementation
- UEN/DINA Central Office Redesign initiative has supported training at the local level and collectively in assisting central office staff to be leaders for school improvement, cultural competencies, data analysis, implementation of the Iowa Core and fierce conversations
- Most recent round of Evaluator Training more positively received from participants; survey data indicates “moderate” level of implementation of skills
- Three years of 2 day summer trainings for all AEA leaders to gain coherence about leadership standards, the Iowa Core Curriculum and 21st century skills

What still remains to be accomplished:

- Redesign of the Principal Center programming that will result in more robust and rigorous professional development plans written by participants
- A more cohesive approach to training mentors between and among higher education preparation programs and SAI's state-wide mentoring program
- Redesigning Evaluator Training from a once every 5-year "event" in order to renew ones license to an on-going opportunity to improve coaching and evaluation skills
- Finding ways to increase and measure the impact of the training on actual leadership behaviors
- Applying professional development to implementation of the Iowa Core Curriculum

Conditions

What has been accomplished:

- Dissemination and application of best practices rubrics for governance, data analysis, human resource allocation and financial resource allocation
- Creation of 45 SAM/Principal teams in Iowa through a combination of Wallace support and ARRA funds
- Policies enacted that have established leadership standards, higher education preparation program review process, mentoring and induction programs, and evaluation of administrators
- Awareness by school boards of the important role they play in creating the conditions in which leaders work (thanks in large measure to the work of IASB and the Lighthouse Project)
- Recognition that second only to the quality of the teacher in the classroom, leadership is the most important factor that influences the level of learning for each student

What remains to accomplished:

- A public sense of urgency in Iowa that schools really do need to change and that leaders' roles need to change from primarily management to instructional leadership and system redesign
- Increased application of SAMs (School Administration Manager)-like supports for building principals that frees them from managerial duties to be able to focus on instructional leadership
- A cohesive AEA system that delivers consistent, high quality services to all constituents
- Incentives for creative redesign of the current system and political cover for those working to make the changes that need to be made
- Increased application of best practices in data analysis, governance, and human and financial resource allocation
- Increased attention to cultural competencies in order to attract more diversity to the school administrator work force
- Singular focus on implementation of the Iowa Core and protection from additional initiatives and reporting requirements
- Secured funding stream(s) that can provide sustainability of the leadership work accomplished to date to coincide with implementation timelines of the Iowa Core Curriculum

Wallace Initiatives Point Person Chart

Draft 7-07-09

Wallace Funded Initiative	Point Person(s)	Collaborative Partners	Timeline	Purpose
Leadership Partnership Steering Comm.	T. Fisher	State Board, Governor's Office, Legislators, DE, BoEE, AEAs, LEAs, ICPEA, SAI, IASB, IASCD, UEN, ISEA	Meets quarterly	Guides the work of the Wallace grant in Iowa
Iowa Leadership Academy— Mentoring and Induction Program	K. Reyner	DE, AEAs, LEAs, SAI	Year-long program, beginning July 2009	Supports beginning superintendents as leaders of learning
Iowa Leadership Academy-Principal Center	B. Boothroy	LEAs, DE, AEAs, SAI, IASB, ICPEA	Launch of new academy scheduled for June 2010	Support for developing skills to increase student achievement
Iowa Leadership Academy-Superintendent - Board Center	B. Boothroy and G. Pelecky	LEAs, DE, AEAs, SAI, IASB, ICPEA	All AEA networks operational beginning August 2009	Creates cohorts of superintendents who meet regularly in a medical rounds model to address problems of practice around student achievement
SAMs (School Administration Managers)	C. Lensing and K. Sersland	LEAs, SAI	Training for new SAMS begins in August 2009	Protects building principal's time for instructional leadership
Evaluator Training	D. Smith, L. Howell and C. Lensing	LEAs, AEAs, SAI, DE	Redesign begins Fall '09	Provides professional development supports based on the ISSL for those who evaluate principals and on the Iowa Teaching Standards for those who evaluate teachers
Support for School Boards Evaluating Superintendents	L. Cockman and D. Smith	LEAs, IASB, SAI, DE	On-going	Supports boards as they gain skills in evaluating superintendents against the ISSL

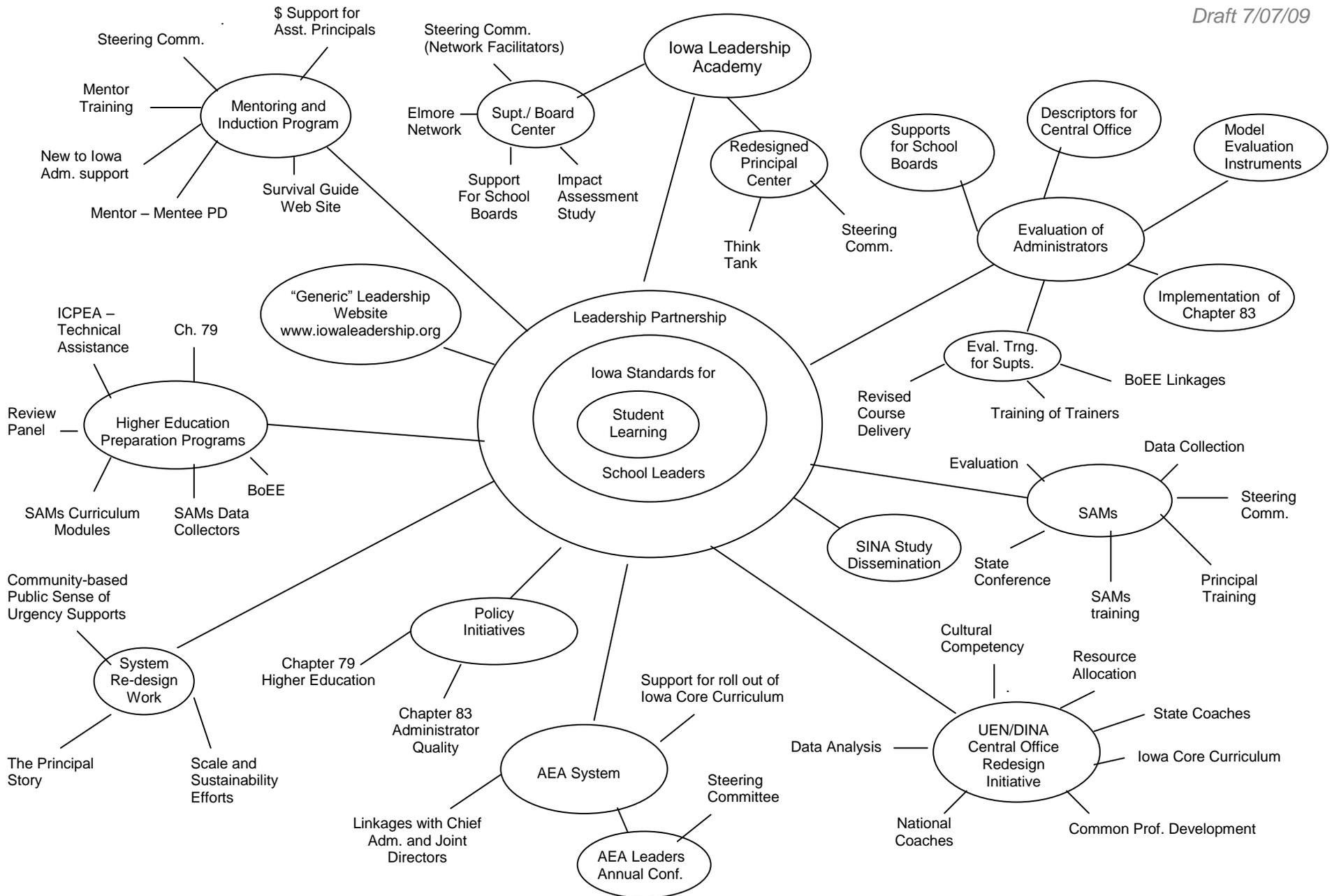
Wallace Initiatives Point Person Chart

Draft 7-07-09

SINA Study dissemination	L. Howell	LEAs, AEAs, DE	On-going	Details what behaviors principals whose buildings are off the watch list did to decrease the achievement gap
UEN and DINA Schools Central Office Support	L. Howell and L. Finch	UEN, Iowa Support Team	On-going	Re-designs the role of the central office to more effectively support building principals in their school improvement efforts
AEA Leaders Conf	AEA Chief and K. Reyner	AEAs, DE, SAIk	Summer experience and year long follow-up	Enhances skills of AEA middle level leaders to consult and coach leaders
Leadership Web Site	D. Sparks	AEAs, DE, SAI, IASB, IASCD, UEN, ICPEA, ICASE and ISFLC	Online at www.schoolleadership.com	Establishes "neutral" web site as a one-stop resource for information regarding quality professional development for leaders
ICPEA Support	T. Fisher and C. Manges	ICPEA members	Year long	Provides technical assistance for professors' professional development needs
Compliance with Chapter 79	M. Ludwig	DE and IHE's	Review panel commences in fall, 2009	Provides guidance to higher education preparation programs
Policy Initiatives	T. Fisher	DE, SAI, IASB, UEN, AEAs, BoEE, IASCD, ICPEA	Ready for 2010 legislative session	Promotes a cohesive leadership system
Public Sense of Urgency efforts	E. Watkins-Miller and B. Gustafson	All Leadership Partnership members	Begins in 2009	To gain community-based commitments to support leaders to make changes to schools that will result in high levels of learning for all

2009-2010 WALLACE FUNDED INITIATIVES FOR IOWA
Creating a cohesive system of leadership development tied to the six Iowa Standards for School Leaders

Draft 7/07/09



Iowa's School Leadership Standards and Criteria

Standard #1	<p>An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Standard #2	<p>An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced.
Standard #3	<p>An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Complies with state and federal mandates and local board policies. b. Recruits, selects, inducts, and retains staff to support quality instruction. c. Addresses current and potential issues in a timely manner. d. Manages fiscal and physical resources responsibly, efficiently, and effectively. e. Protects instructional time by designing and managing operational procedures to maximize learning. f. Communicates effectively with both internal and external audiences about the operations of the school.
Standard #4	<p>An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Engages family and community by promoting shared responsibility for student learning and support of the education system. b. Promotes and supports a structure for family and community involvement in the education system. c. Facilitates the connections of students and families to the health and social services that support a focus on learning. d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #5	<p>An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Demonstrates ethical and professional behavior. b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. c. Fosters and maintains caring professional relationships with staff. d. Demonstrates appreciation for and sensitivity to diversity in the school community. e. Is respectful of divergent opinions.
Standard #6	<p>An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Collaborates with service providers and other decision-makers to improve teaching and learning. b. Advocates for the welfare of all members of the learning community. c. Designs and implements appropriate strategies to reach desired goals.