

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**February 2016**

CONSIDERATION OF NOTIFICATION OF INTENT TO PURSUE GRANT OPPORTUNITY

STATUTORY AUTHORITY:

Section 161.092, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 3:

Missouri will prepare, develop, and support effective educators.

SUMMARY:

The Interstate School Leaders Licensure Consortium (ISLLC) standards were revised and released in 2015 as the Professional Standards for Educational Leaders (PSEL). The new standards have a more direct and clear emphasis on students and student learning and through their use the potential to add greater clarity to topics such as educational equity, ethics, curriculum, and instruction.

The National Association of State Boards of Education (NASBE) is encouraging states to use the new standards to strengthen principal leadership. In this grant opportunity offered by NASBE, they note that “school leadership is second only to teachers as the most important in-school factor that impacts student learning. Additionally, studies have shown that there are greater effects of strong leadership in schools that are in difficult circumstances. School leaders influence student achievement, through their impact on other people in the school, mainly teachers, their establishing of school-wide mission and values, organizational structures, and relationships with parents and communities.”

The funds provided through this grant opportunity would assist Missouri to better align its leadership training and support to the PSEL.

PRESENTERS:

Paul Katnik, Assistant Commissioner, Office of Educator Quality, and Stephen Barr, Assistant Commissioner, Office of Special Education, will assist with the presentation and discussion of this agenda item.

RECOMMENDATION:

The Department recommends that the State Board of Education approve the submission of this grant request under the National Association of State Boards of Education school leadership project, Integrating Effective Principal Policy Development into State Strategic Plans.

NASBE

National Association of
State Boards of Education

Improving the Principal Pipeline

Introduction

The National Association of State Boards of Education (NASBE) is seeking applicants for stipends under NASBE's school leadership project, "Integrating Effective Principal Policy Development into State Strategic Plans." This project furthers NASBE's mission to strengthen the policy making role of state boards of education in creating a world class public education system that prepares every student for college, career, and citizenship through the development and implementation of policies that support effective principalships. The project is funded by the Wallace Foundation.

Eligibility

Applicants are limited to state boards of education. Preference will be given to members of NASBE; however, all state boards are encouraged to apply.

Deadline

COB, Wednesday, **February 3, 2016**, 2015 to francis.eberle@nasbe.org

Contact Information

For technical assistance with submitting this application, please contact Francis Eberle (francis.eberle@nasbe.org / 703-740-4820).

Background

School leadership is second only to teachers as the most important in-school factor that impacts student learning. Additionally, studies have shown that there are greater effects of strong leadership in schools that are in difficult circumstances. School leaders influence student achievement, through their impact on other people in the school, mainly teachers, their establishing of school-wide mission and values, organizational structures, and relationships with parents and communities.

2015 has brought a revision of the Interstate School Leaders Licensure Consortium (ISLLC) standards called the 2015 Professional Standards for Educational Leaders. Even though many states use the ISLLC standards, they remain voluntary. This refreshed version of standards for school leaders have a stronger, clear emphasis on students and student learning. The 2015 Professional Standards for Education Leaders contain 10 standards cover the similar areas in the ISSLC standards school leaders and added more clarity for topics such as educational equity, ethics, curriculum, and instruction.

The needs for strengthening principal leadership is greater now because the job has become increasingly complex. Also there are concerns in many state about their recruitment, development, and retention of school leaders. There has been substantial research about these issues and more detail can be found in the following links:

[Successful Leaders for Successful Schools: Building and Maintaining a Quality Workforce](#) : NASBE Study
Group Report
[Building Principal Pipelines: A Strategy to Strengthen Education Leadership](#)
[Wallace Foundation School Leadership Webpage](#)
[How Leadership Influences Student Learning](#)
[Building a Stronger Principalship](#)

Timeline

Optional Bidder's Webinar: TBA during Week of January 11
Application Deadline: COB, February 3, 2016
Phone Interviews for Final Candidates: the Week of February 8th, 2016
Award Date: February 15, 2016
Stipend Duration: 10.5 months
Stipend Start and Ending Dates: February 22st, 2016-December 31st, 2016

Stipend Parameters

Funding per Stipend: \$7,500
Number of Stipends: 2-3

Application Components

The application will guide you through the completion of four components:

- 1) General Information
- 2) Readiness
- 3) Project Description
- 4) Purposes and Activities
- 5) Budget and Narrative

Strategies

Each stipend award will differ in its particular focus and attention. NASBE awards stipends in an effort to foster the use of these strategies:

1. **Gap Analysis with the Current School Leaders Standards and the Professional Standards for Education Leaders 2015:** Identifying and analyzing the state's current strengths and weaknesses in their current standards for school leaders and determining whether the 2015 standards build on those strengths or address those weaknesses.
2. **Work Sessions on the current School Leaders Standards or Professional Standards for Education Leaders 2015:** Facilitating meetings either among the state board of education or between state board of education and other key stakeholders to identify actions necessary in preparation for policy development, adoption, and/or implementation that supports improving the principal pipeline.
3. **Evaluating and Revising Policy:** Creating a feedback loop to help state boards of education evaluate and revise their policies by gathering data from the first two components above, the most recent policy research, and local and district level implementation.
4. **Communicating Effectively:** Promoting effective communication to inform the public and key stakeholders, ensure transparency, provide an avenue for feedback, and help build support and buy-in for polices that lead to highly effective school leaders.
5. **Strengthening Partnerships:** Strengthens partnerships to provide a wide variety of support, including expertise, consensus building, joint communications and outreach to key stakeholders.

NASBE Support

NASBE staff members will provide substantial support for states' project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Providing technical support for the development of stipend applications and overall implementation.
- Facilitating webinars and connections with experts to support state policy workshops to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration, and serve as a conduit for information exchange, including fostering collaboration between awardees that would not normally interact with each other or collaborate on education policy efforts
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period

Selection Considerations

1. *Readiness and Commitment:* Demonstration of board and state readiness and commitment for policy work in the area as documented in the application:
 - a. Application approved by a state board vote prior to (or scheduled no later than two weeks after) the finalist phone interviews.
 - b. Willingness to engage in professional learning related to the goals identified in application.
 - c. The designation of a state board member liaison
2. *Equity:* The extent to which the board's consideration of policies that address and strengthen the role of school principals to support traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.
3. *Alignment:* The extent to which alignment is achieved between:
 - a. purposes and work plan components
 - b. previous related work and proposed stipend activities
 - c. state capacity and reasonable and realistic stipend activities
4. *Impact:* The extent to which activities measurably impact the board's policy making actions.

Note: As stated previously, preference will be given to members of NASBE. Additionally, NASBE strives to serve all of its members and in so doing, reserves the right to consider equitable distribution of stipends among its regions.

Application Procedures

1. Fill out and submit the application by the deadline to francis.eberle@nasbe.org.
2. Demonstrate the commitment of the state board with the signature of the chair or vice chair
3. If selected as a finalist, participate in a phone interview with NASBE staff during the specified window.

STATE STIPEND APPLICATION

Improving the Principal Pipeline

GENERAL INFORMATION

1. State

Missouri

2. Name, Title, Phone and Email of State Liaison:

Paul Katnik, Assistant Commissioner for the Department of Elementary and Secondary Education, 573-751-2990, paul.katnik@dese.mo.gov

3. Name, Phone and Email of the lead State Board of Education member (if different from above):

Victor Lenz, 573-751-3563, vicshar@swbell.net

4. Is your state board a member of NASBE?

Yes

No

5. Date of State Board Vote on Application

February 16, 2016

READINESS

1. *Needs*: Describe the top three specific needs of your state related to this issue.

- The state of Missouri is in need of a systematic, progressive structure of training, support and development for school leaders.
- The state of Missouri is in need of high quality mentoring support for early career school leaders based on the new Professional Standards for Educational Leaders (PSEL).
- The state of Missouri is in need of a unified approach to supporting school leaders built on a collaborative partnership between all key stakeholders including higher education, K-12 practitioners, professional associations and organizations, the state education agency, and regional service providers of professional learning.

2. *Previous Activities:* Briefly describe the significant activities of your state related to this issue?

An initial gap analysis of the PSEL Standards to essential leadership competencies has been conducted. A more thorough analysis of these competencies to the elements of the PSEL Standards must next be done in order to develop relevant and effective training and support.

Missouri's State Board of Education has discussed on several occasions this past year the critical importance of school leaders for ensuring high quality teacher practices resulting in increased student learning.

A convening of essential key stakeholders, including higher education, K-12 practitioners, professional associations and organizations, the state education agency, and regional service providers of professional learning, has taken place to begin the work of developing a progressive structure of training, support and development for school leaders.

3. *Relationships:* Describe the current and potential state board relationships with key stakeholders related to this issue

A Commission for a Leadership Development System (LDS), including higher education, K-12 practitioners, professional associations and organizations, the state education agency, and regional service providers of professional learning, has collaboratively met and worked over the last 15 months to create a progressive structure of training, support and development for school leaders. Several presentations have been made to members of the State Board of Education to provide an update on the progress of the LDS Commission. Each time, members of the State Board of Education, which include several retired school administrators, have voiced their overwhelming support of the work of the LDS Commission.

The LDS work has been included in Missouri's Equity Plan, which was approved by the State Board of Education and submitted to the US Department of Education in summer 2015. That plan emphasized the essential role of school leadership in providing equitable access to excellent education for all students.

The LDS work has also been featured in a Support and Intervention Plan developed by the Department of Elementary and Secondary Education and presented to the State Board of Education at its January 2016 meeting.

In addition to offering overall support for the LDS work, two members of the State Board of Education in particular have provided direct support and input into its ongoing progress and strategies for success. This includes long range planning and fiscal support.

4. *Capacity*: Describe the state board’s capacity to accomplish the activities in this proposal. (In addition to financial and human resources, consider state experience in related areas, knowledge and passion of state board members, public will and interest, and other stakeholder expertise and capacity.)

Members of the State Board of Education have experience as effective school leaders, successful business and civic leaders and legislative leaders. The State Board of Education and the Department of Elementary and Secondary Education have designated a fulltime state agency employee to coordinate and lead the LDS work. The LDS Commission includes representation from all key stakeholders who have already been convened and have worked collaboratively on this effort for the past 15 months.

PROJECT DESCRIPTION

1. Briefly describe the proposed project. (250 words or less)

The primary purpose of the Missouri Leadership Development System (LDS) is the development and support of effective school leaders. Effective school leadership is an essential factor to ensure equitable access to excellent education for all Missouri students. In the fall 2014, a group of key stakeholders engaged in principal development and support were convened by the Department of Elementary and Secondary Education (DESE) to identify the essential competencies of a transformational principal. Transformational principals are leaders who collaborate with others to identify needed changes to enhance student learning. These main competencies of transformational leadership, aligned to the Professional Standards for Educational Leaders (PSEL), were clustered into 5 domains: Visionary, Instructional, Managerial, Relational and Innovative. The specific skills necessary in each domain were created and projected across the LDS Continuum to create a progression of growth and development aligned to the standards articulated in PSEL.

The LDS Continuum extends from aspiring, to emerging, to developing and culminates in transformational. Each level occurs throughout a principal’s career beginning with preparation. Professional development and support is necessary to ensure a leader’s movement across the continuum indicating their mastery of the PSEL at each of the four levels. Training and support on these competencies will be necessary in order to achieve the goal of having a transformational principal in every school.

2. Identify one FOCUS AREA you will be addressing by deleting the other.

Standards Exploration and Implementation Supports-This area is focused on facilitating the exploration, consideration, and implementation of school leader standards that are better aligned to promoting effective school leadership. Activities could include, but are not limited to a gap analysis between the state’s school leadership standards and alignment with state goals for school leaders and the successful implementation of standards that effectively support school leaders. The goal of this focus area is to develop, review and align these polices for policy action to support the best educational environment for learning. Resources in this area include: the new school leader standards, [2015 Professional Standards for Educational Leaders](#) and implementation, [The North Carolina Leadership Academy](#) and the [Successful Leaders for Successful Schools: Building and Maintaining a Quality Workforce](#), the NASBE Study Group report.

BUDGET

Line Item	Amount	Description
Personnel		
Consulting Services and Professional Fees	\$3,000	Conduct ongoing analysis of the elements of the PSEL, including the National Educational Leadership Preparation (NELP) Standards, to ensure the LDS competencies lead to mastery of the standards throughout a leader’s development and growth.
Conferences, Conventions, and Meetings (facilities, food etc.)	\$3,000	Building awareness and understanding of the PSEL and their impact on a leader’s development and growth. Provide additional ongoing training and support to school leaders.
Publications and Communications Vehicles	\$1,000	Create various modes of communication to build awareness, understanding and practice for all school leaders in the state on the PSEL.
Travel	\$500	Continue to convene the LDS Commission to coordinate ongoing training and support for school leaders.
Other:		
Other:		
TOTAL	\$7,500	

CHARTING THE WORK

Utilize one to three of the following charts and fill in as instructed here:

1. **FOCUS AREA:** Copy the bolded heading of the “Focus Area” identified above. This will be *the same* for every chart.
2. **STRATEGY:** Copy the bolded area from the “Strategies” section above. Please use a new chart for each new strategy (up to three strategies in total), so this line will be different for every chart.
3. **GOAL:** State a goal that summarizes the intended outcome from your activity or activities and incorporates the language of your Focus Area and your Strategy.
4. **ACTIVITIES:** Complete the chart with activities, dates, people, outcomes and measures of success in the appropriate places.

Required Components: Be sure to include these requirements in appropriate places:

- Commit to at least one policy vote among state board members on a directly-related issue.
- Have a NASBE liaison who communicates with the NASBE project director at least every other month.
- Engage other stakeholders, which may include the state’s department of education, businesses, postsecondary institutions, state legislature, and parent and community organizations.
- Organize and host one policy workshop in collaboration with NASBE and obtain professional development on pertinent topics.

CHART ONE

FOCUS AREA: Standards Exploration and Implementation Supports

STRATEGY: Gap Analysis with the Current School Leaders Standards and the Professional Standards for Education Leaders 2015

GOAL: Analyze Missouri’s LDS Competencies and their alignment to the Professional Standards for Education Leaders to provide a continuum of development for a school principal which includes networking opportunities, support, learning, and resources.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
Convene a group of stakeholders to conduct a gap analysis between PSEL and LDS competencies	March 29	March 29	LDS Commission	A detailed gap analysis is created with strengths /weaknesses	○
Vet gap analysis with additional key stakeholder	May	July	LDS Commission	Additional feedback will be incorporated into LDS competencies based on PSEL	
Providing training and support to new school leaders to increase their understanding of the LDS competencies and how they are supported and informed by the PSEL	July	Dec	LDS Commission	There is increased understanding by school leaders of the edited LDS competencies and the PSEL	○

CHART TWO**FOCUS AREA:** Standards Exploration and Implementation Supports**STRATEGY:** Work Sessions on the current School Leaders Standards or Professional Standards for Education Leaders 2015**GOAL:** Provide comprehensive, clear information on the LDS Competencies/PSEL to support policy development, adoption and implementation to ensure effective training and support for all school leaders.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
Previous presentations to the State Board of Education on the conceptual framework for the Leadership Development System (LDS)	Dec 2014	Dec 2014	Assistant Commissioner	Increased understanding of how existing leadership development programs will unify under one vision	
Presentation to the State Board of Education on Missouri's Equity Plan	June 2015	June 2015	Assistant Commissioner	Increased understanding of how effective leadership supports equitable access to excellent education for all students	
Presentation to the State Board of Education on the Support and Intervention Plan	Jan 2016	Jan 2016	Deputy Commissioner	Increased understanding of how effective leadership improves the quality of education in all schools	
Presentation to the state board on the development of modules/ training	August 2016	August 2016	Assistant Commissioner LDS Commission	Increased understanding on the progress being made to implement the LDS	

CHART THREE

FOCUS AREA: Standards Exploration and Implementation Supports

STRATEGY: Strengthening Partnerships

GOAL: Develop and sustain partnerships with key stakeholders to implement the Leadership Development System statewide with fidelity in opportunities, resources, trainer expertise, and trainings to ensure mastery of the PSEL.

Activities	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Other Purposes
Enlist additional support with national leadership expertise to develop training materials and tools on the LDS competencies based on the PSEL	March 2016	April 2016	LDS Commission	National leadership expertise is available to assist	
Create a Design Team to work with national expertise in develop training materials and tools on the LDS competencies based on the PSEL	March 2016	August 2016	LDS Commission	Training materials and tools are created and ready for us	
Utilize existing networking structures through regional service centers and professional associations to deliver training materials and utilize tools on the LDS competencies based on the PSEL	August 2015	June 2016	LDS Commission	Training materials and tools assist school leaders in Missouri in the process of improving their practice	

