

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:		March 2017	
<p>CONSIDERATION OF APPROVING KANSAS CITY PATHWAYS TO LEADERSHIP IN URBAN SCHOOLS TO OFFER LEADERSHIP PREPARATION PROGRAMS</p>			
STATUTORY AUTHORITY:		<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sections 161.092, 161.097, and 161.099 RSMo		Consent Item	Report Item
<p>DEPARTMENT GOAL NO. 3:</p> <p>Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY:</p> <p>Kansas City Pathways to Leadership in Urban Schools (KC PLUS) in Kansas City, Missouri, submitted a proposal to the Office of Educator Quality to offer two programs in Elementary School Administration and Secondary School Administration. Department staff reviewed their proposal and interviewed the KC PLUS administration to determine whether the proposed programs met the requirements for state approval.</p> <p>The conceptual framework, curriculum matrices, and instructional resources that the professional education unit and the proposed program are in compliance with the Missouri Standards for the Preparation of Educators (MoSPE). The proposal for initial approval included</p> <ul style="list-style-type: none"> • plans to meet and/or exceed the six MoSPE standards; • alignment of assessments to the Annual Performance Report for Educator Preparation Programs (APR-EPP); • identification of the area of certification in which they are seeking approval; • alignment of coursework and/or experiences to prepare educators in the certification area; • on-site review including opportunities to visit with students, faculty, and partners; and • timeline for the approval by the board, steps to recruit students, and the anticipated date of their first program completers. <p>Initial approval would allow school leadership candidates from KC PLUS to be recommended for certification following their successful completion of the program and passing appropriate assessments as required by State Board of Education rule. Continuing approval for this program is contingent on the findings of the APR-EPP.</p> <p>PRESENTERS:</p> <p>Paul Katnik, Assistant Commissioner; and Gale "Hap" Hairston, Director, Educator Preparation, Office of Educator Quality, will assist with the presentation and discussion of this agenda item.</p>			

RECOMMENDATION:

The Department recommends that the State Board of Education grant initial approval to KC PLUS to offer two professional education programs effective March 14, 2017, as presented herein.

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KANSAS CITY, MISSOURI

The information for this report was provided by Kansas City Pathways to Leadership in Urban Schools.

Throughout this proposal, The New Teacher Project (TNTP) provides evidence of how the Kansas City Pathways to Leadership in Urban Schools (KC PLUS) leader preparation program will align with Missouri Standards for the Preparation of Educators (MoSPE) and meet or exceed the Annual Performance Review of Educator Preparation Programs (APR-EPP). The crosswalk shows the alignment of KC PLUS programs to the MoSPE Program Standards. For each standard, assessment or required documentation, this crosswalk provides direct evidence of alignment and indicates where details can be found throughout the proposal. The program operations and resources section explains how KC PLUS and Park University will work in partnership to collect, record and secure the resident and school-level data that the Department of Elementary and Secondary Education (DESE) requires through the APR-EPP.

KC PLUS Mission Statement and Program Overview

Kansas City Public Schools (KCPS) and the nearly 30 charter schools in the city are racing to produce consistently strong academic outcomes for all students. According to the Missouri DESE, 27 percent of third grade students currently reach the proficiency bar in English Language Arts (ELA) and 27 percent in mathematics. Unfortunately, these proficiency rates remain flat in ELA and decline in math by eighth grade, though outcomes in the city's charter schools improve, with 33 percent of students reaching proficiency in ELA and 22 percent in mathematics across all grade-levels.

Preparing *all* of Kansas City's students for college and career success requires new solutions that will lead to sustained student growth. Transformational principals play a critical role in ensuring the success of every student in their school building. For this reason, TNTP proposes KC PLUS, with support from the Ewing Marion Kauffman Foundation, identify, recruit, train and develop the next generation of great principals. KC PLUS will fill a critical talent need in the city by ensuring excellent leadership in all Kansas City schools, especially our most underserved.

Each year, KC PLUS will select a cohort of candidates from Kansas City and beyond who have been highly effective as teachers and show great promise as leaders, but don't yet have a Master's degree in educational leadership. Once selected for this two-year program, residents will leave their current jobs, complete coursework aligned to the Missouri Leader Standards and Quality Indicators and the National Educational Leadership Preparation Standards (NELP). These future school leaders will be hired to work in full-time school roles that allow them to practice leadership responsibilities under the actual conditions they are likely to face as leaders, all while receiving coaching and feedback. Through this combination of graduate coursework and job-embedded training, KC PLUS will hone in on foundational instructional leadership skills that will prepare residents to become dynamic principals who can lead vibrant schools where teachers and students thrive.

Because of the pivotal role of school leaders in accelerating achievement, residents must demonstrate growth among both teachers they manage and students in their classes to complete the program. Researchers concur that leadership actions account for as much as a quarter of a school's impact on student achievement, largely because of a leader's ability to build a school-wide instructional culture that supports student learning and ensures all students have access to effective teaching. TNTP's own research confirms this. In *Greenhouse Schools* (2012), we reported that of the 5,000 schools completing our Insight Instructional Culture Survey, schools whose instructional cultures were rated in the top quartile had proficiency rates that were 21 percentage points higher in math and 14 percentage points higher in reading than schools rated in the bottom quartile. Top-quartile schools also retained twice as many of their effective teachers over a two-year period than bottom-quartile schools, ultimately strengthening the concentration of high-quality teaching in schools and increasing students' access to effective instruction.

If a leader can account for as much as a quarter of a school's impact on student learning, then a transformational leader who builds a school community where high standards are expected of everyone in the building, with an effective team of teachers and a supportive learning environment for all students, is essential to fulfilling that potential. Transformational principals believe that all children can achieve no matter their life circumstances, that effective teachers are the key lever to ensuring students' achieve, and that they have the power to implement the change necessary to ensure teachers and students are successful and families and the broader community become partners in the children's success.

KC PLUS will train a new generation of transformational leaders by establishing high standards predictive of leadership success for all graduates who are recommended for certification. To receive certification, every KC PLUS resident must successfully pass all coursework and state assessments. Additional program requirements include demonstrating sustained impact on their schools, including concrete growth among the teachers and students they support. Through active practice managing teachers and students, residents will develop the leadership skills to

- rally people around a vision;
- manage rigorous instruction;
- build a strong school culture; and
- use data as a living tool.

The KC PLUS program is designed to provide a comprehensive set of courses and supports to set leaders up for success as school-based administrators. Program components include:

- demanding and competitive recruitment and selection process;
- engaging in graduate coursework;
- completing a two-year long residency;
- receiving field-based coaching; and
- participating in high-stakes evaluation.

Research Support for KC PLUS

The KC PLUS leader preparation model aligns with a growing body of evidence that supports induction models for principal training. Several induction and residency programs across the

country have undergone robust evaluations that employ quasi-experimental designs, have high levels of internal and external validity, and meet *What Works Clearinghouse* standards for evidence with reservations. These programs have demonstrated that their training models produce statistically significant program impacts that are independent of and larger than the effect of principal experience alone. The common elements among these programs and KC PLUS include close collaboration with school and LEA partners, rigorous selection, intensive summer coursework and field experience, a two-year-long induction, regular one-on-one Leadership Coaching, and support to help successful candidates locate a permanent position in partner schools, pending certification.

Research Support for the KC PLUS Model

Leadership actions account for up to 25 percent of a school's impact on student achievement, largely due to leaders' actions to establish school culture and to manage teacher talent. Studies of two similar principal residency programs, New Leaders and the New York City Leadership Academy, have demonstrated significant positive effects on student outcomes. Like KC PLUS, NYC Leadership Academy uses a school-based residency model under the tutelage of a mentor principal, and New Leaders delivers targeted, job-connected training to principals and assistant principals by embedding New Leaders training in local professional development structures.

The KC PLUS model

- shares similar core elements to validated program models;
- uses a coaching model based on best practices for adult learners;
- aligns with research on factors that affect school leader retention; and
- participates in a network of PLUS programs that benefit from multi-year program evaluations that inform improvements to our approach.

KC PLUS Impact on Schools and Student Learning

PLUS launched its first cohort of aspiring principals in 2013 in Philadelphia, and has since launched additional cohorts in Camden (2014), San Francisco (2015), Memphis (2016), and New York City Charter Schools (2016). State education departments in New Jersey, Pennsylvania and California have approved PLUS to provide principal preparation programming and recommend successful candidates for certification.

Since its beginning, PLUS has recruited 13 resident cohorts across the five cities. 132 residents are currently in training, and 38 have graduated. Of those, 24 residents and alums (15 percent) are currently principals in partner schools. Across all PLUS programs, nearly 100 percent of surveyed leaders (residents and alumni) voice satisfaction with PLUS, believe that it has supported their growth as leaders, and would recommend PLUS to a colleague.

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Missouri Standards for the Preparation of Educators	Findings	
	Initial	Advanced
Standard 1: Academics – Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.	Met	Not Applicable
Standard 2: Design & Assessment – The data from fair, valid, and reliable assessments will be used to measure the performance of candidates and educator preparation programs by program and certification areas.	Met	Not Applicable
Standard 3: Field & Clinical Experiences – Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.	Met	Not Applicable
Standard 4: Candidates – A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.	Met	Not Applicable
Standard 5: Faculty – Educator preparation faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, learning, scholarship, and service.	Met	Not Applicable
Standard 6: Operations and Resources – Operations and resources are necessary to govern, develop, support, and maintain the educator preparation program.	Met	Not Applicable

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Certification Programs	Rating	Recommendation
Elementary Principal, Grades K-8	Met	Approved
Secondary Principal, Grades 7-12	Met	Approved

RECOMMENDATION TO THE STATE BOARD OF EDUCATION

The Department recommends that Kansas City PLUS to be granted approval to offer two professional leadership programs with an effective date of March 14, 2017.

Professional Education Programs Recommended for Approval:

Elementary Principal, Grades K-8
Secondary Principal, Grades 7-12