

# THE OFFICE OF EDUCATOR QUALITY



## Missouri's Leadership Development System (MLDS)

*Building Leadership Capacity – On Purpose*

October 2018

Missouri Department of Elementary and Secondary Education

# Leadership Support

## *By the numbers*

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- **3,500** active school leaders
  - 2,200 principals
  - 1,300 assistant principals
  - Approximately 300 enter and exit each year
- Only **400-450** received training and support each year
  - 150 Administrator Mentor Program
  - 100-120 Leadership Academy
  - 150 per cadre MoLEAD



# Prerequisites for Success

“Meaningful leadership effects require tenacious efforts by the same leader, over multiple years. **It is not enough for leaders to stay in the role, or persist passively at the same school.** Rather, it takes tenacious **instructional leaders, who build trust** with new faculty, **set the vision** for improvement and **engage whole staffs in change efforts** that are **held over time.**” (Branch, Hanushek and Rivkin, 2008)



# Principal Realities

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- One-fourth of the country's principals leave their schools each year
- 50% of new principals quit during their third year in the role
- Less than 30% stay beyond year five

(Churn: The High Cost of Principal Turnover, 2014)



# Reasons for Leaving

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- Extensive managerial obligations
- Significant physical, psychological, and personal demands
- Profound isolation on the job
- Local and state policy obstacles

*(Johnson, L. (2005). Why Principals Quit, National Association of Elementary School Principals)*

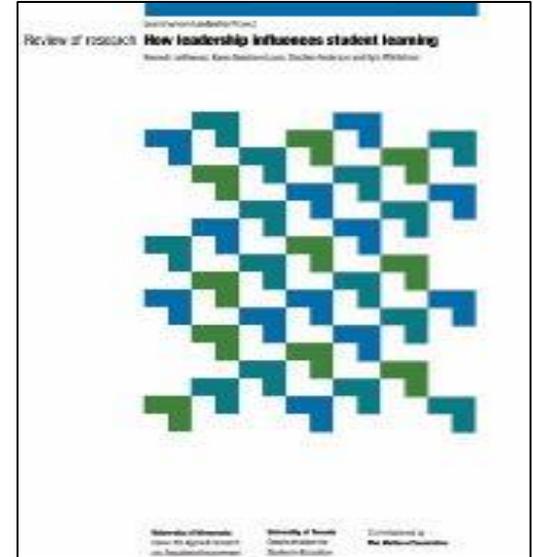


# Principals are critical to improving struggling schools

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- “...there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader.** Many other factors may contribute to such turnarounds, but **leadership is the catalyst.**”

-- *How Leadership Influences Student Learning*,  
Kenneth Leithwood, et al,  
University of Minnesota,  
University of Toronto, 2004



# How important is an effective principal ?

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Pick the right school leader and great teachers will come and stay. Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually, or not so gradually, declines.

**Reversing the impact of a poor principal can take years.** (Mitgang, 2008)



# Retaining Effective Principals

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- Ongoing Professional Development
- Meaningful Network Opportunities
- One-to-one Support (Beyond first two years)
- Restructure Roles and Policies

*(CHURN: The High Cost of Principal Turnover, School Leaders Network, 2014)*



Missouri Leadership  
Development System  
(MLDS)

# MLDS – Built on the Adult Learning Theory

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- Guiding Principal 1: Knowledge, Skills and Attitudes
  - Particular characteristics necessary to do a job effectively
- Guiding Principal 2: WHY before the WHAT and HOW
  - Sequence from one level of difficulty or complexity to the next
- Guiding Principal 3: Designing for Sustainability
  - Balancing support and expectations
- Guiding Principal 4: Peers, Relative Experts, Established Experts
  - The Zone of Proximal Development



# Capacity Building Requires Collaboration

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- Professional Associations
  - MAESP, MOASSP, MASA, and MPEA
- National Organizations
  - CCSSO
  - The Wallace Foundation
- Administrative Preparation Programs
- Missouri Professional Development Practitioners
- Nationally Recognized Consultants



## ...and a team of experienced and trained specialists

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- ❑ Alan Bancroft – Central
- ❑ Annette Cozort – Southwest
- ❑ John Edgar and Charlie Malam – South Central
- ❑ Jennee Gregory – Northwest
- ❑ Gena McCluskey – Heart of Missouri
- ❑ Tom Okruch – Southeast
- ❑ Lynn Proctor – Northeast
- ❑ Jen Tiller and Julie Sperry – St. Louis
- ❑ Teresa Tulipana – Kansas City
- ❑ Leadership Academy facilitators



# MLDS – Intentional Capacity Building

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Progressive system of support and training for school principals



# Aspiring Level Learning

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- Coursework aligned to the 5 Domains of MLDS
  - Visionary Leader
  - Instructional Leader
  - Managerial Leader
  - Relational Leader
  - Innovative Leader
- Internship Activities based on MLDS Competencies
- Performance Assessment focused on MLDS Competencies
- Administrator Certification based on MLDS Domains



# Emerging and Developing Level Learning

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- ❑ Critical Firsts
- ❑ Recognizing and Developing Excellent Instruction
- ❑ Understanding Self and Others
- ❑ A Primer on Decision Making
- ❑ Reading and Shaping School Culture
- ❑ Making Time for Instructional Leadership
- ❑ Designing and Leading Change
- ❑ Communications and Influencing Skills
- ❑ Human Resource Leadership



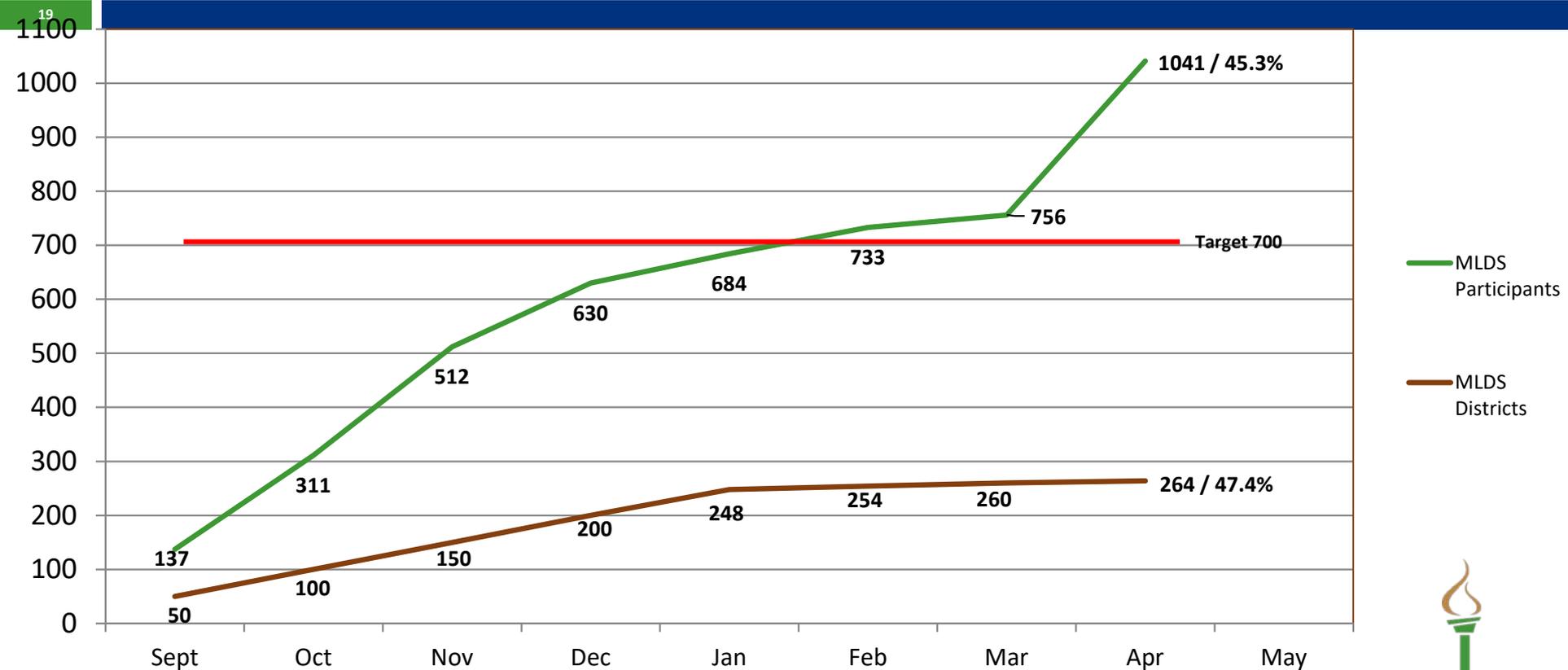
# Transformational Level Learning

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- Three additional Learning Experiences
  - Principles of Servant Leadership
    - Sustainable growth, meaningful work, healthy workplace attributes
  - Principles of Systems Leadership
    - Understanding how the school exists and develops as part of a larger system
  - Principles of Personal and Professional Sustainability
    - Your contributions to the profession, maintaining personal and professional viability



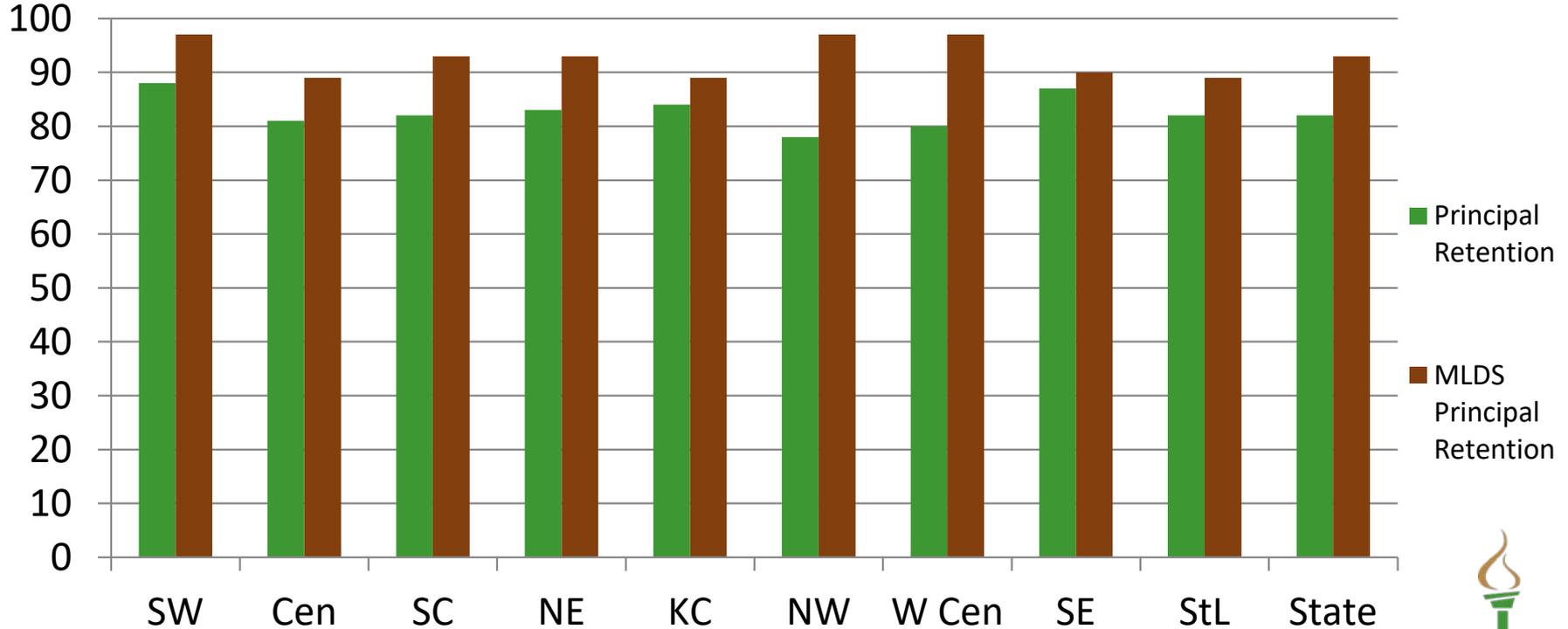
# Missouri Leadership Development System (MLDS) Participants 2017-18



# Retention Rates of Principals

Years 1 and 2

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# Statewide Intention – Locally Available

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- ❑ Regional MLDS Learning Sessions
- ❑ Districts Cohorts
- ❑ Leadership Academy
- ❑ Missouri Model Districts (MMD)
- ❑ MSIP 6 Leadership and Governance Standards
- ❑ Building Administrators for the Missouri Schools for the Severely Disabled
- ❑ Expand regional MLDS Specialists
- ❑ 4 Critical Area MLDS Specialists: STEM, Closing the Gap, Equity, Rapid Improvement



# What did your principal learn today?

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Jim Masters

[jim.masters@dese.mo.gov](mailto:jim.masters@dese.mo.gov)

573-751-8859

Paul Katnik

[paul.katnik@dese.mo.gov](mailto:paul.katnik@dese.mo.gov)

573-751-2931

*Follow MLDS on Twitter @MLDSLeaders #mlds*

