

Missouri's Leadership Development System (MLDS)

It's ALL about the learning



Office of Educator Quality

June 2019

How important is an effective principal?

2

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)



Principal Learning Effects

3

- Principals are multipliers of effective teaching.

(Paul Manna, The Wallace Foundation, 2015)

- 25% of student learning outcomes are attributable to principal activities. (Marzano, 2005)

- Highly effective principals can raise the achievement of typical students in their school by between two and seven months in a single school year. (Branch, Hanushek, and Rivkin, 2008)



Principal Realities

4

- 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

5

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

Retaining Effective Principals

6

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



Capacity Building Requires Collaboration

7

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



MLDS – Career Continuum

8

- Aspiring
- Emerging
- Developing
- Transformational

Aspiring Level Experiences

Approximately 15 hours of training

9

- Recognizing and Developing Excellent Instruction
- Understanding Self and Others
- A Primer on Decision Making
- Reading and Shaping School Culture



Emerging Level Experiences

Approximately 35 additional hours of training

10

- 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



Developing Level Experiences

Approximately 32 additional hours of training

11

- 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 Experiences

Approximately 30 additional hours of training

12

- 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
- Principles of Servant Leadership
- Principles of Systems Leadership
- Principles of Personal and Professional Sustainability



Proposed K-12 School Leader Certificate

13

- Common leadership competencies
 - ▣ Principal, special education director, career education director
- Initial Certificate
 - ▣ Recommendation from approved program; Three years teaching experience
 - ▣ Content Assessment; Performance Assessment
- Transition Certificate
 - ▣ Two years adm. experience; two years mentoring; 30 hrs. annual PD; annual evaluation
 - ▣ Three semester hours or 50 hours MLDS training
- Career Certificate
 - ▣ Four years adm. experience; 30 hrs. annual PD; annual evaluation
 - ▣ Specialist degree or 15 MLDS micro-credentials



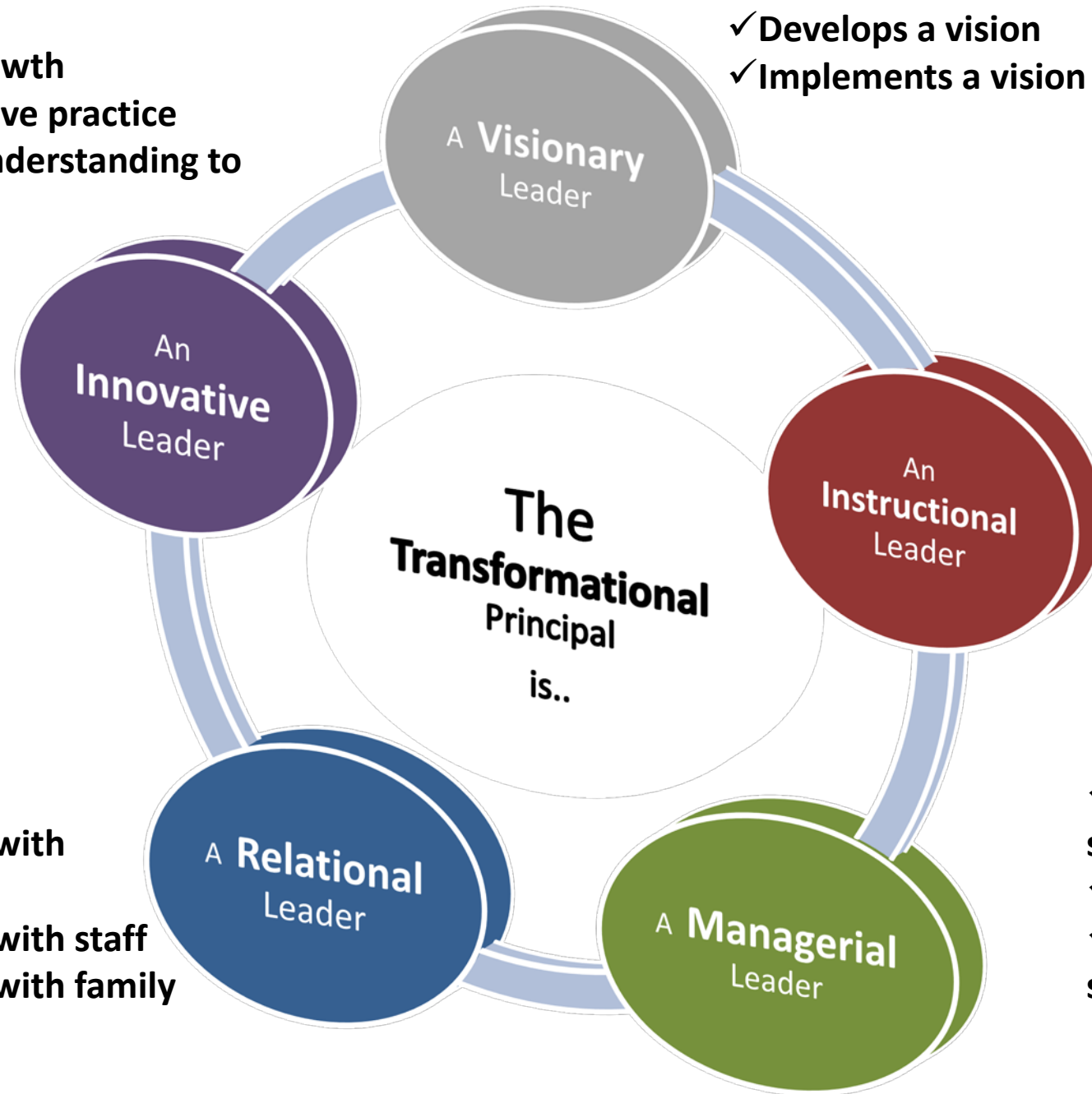
- ✓ Continues professional growth
- ✓ Actively engages in reflective practice
- ✓ Applies new knowledge understanding to drive appropriate change

- ✓ Develops a vision
- ✓ Implements a vision

- ✓ Ensures a guaranteed and viable curriculum
- ✓ Guarantees effective instructional practice
- ✓ Coordinates the use of effective assessments
- ✓ Promotes professional learning

- ✓ Interacts professionally with students
- ✓ Interacts professionally with staff
- ✓ Interacts professionally with family and community

- ✓ Implements operational systems
- ✓ Oversees personnel
- ✓ Ensures the equitable and strategic use of resources



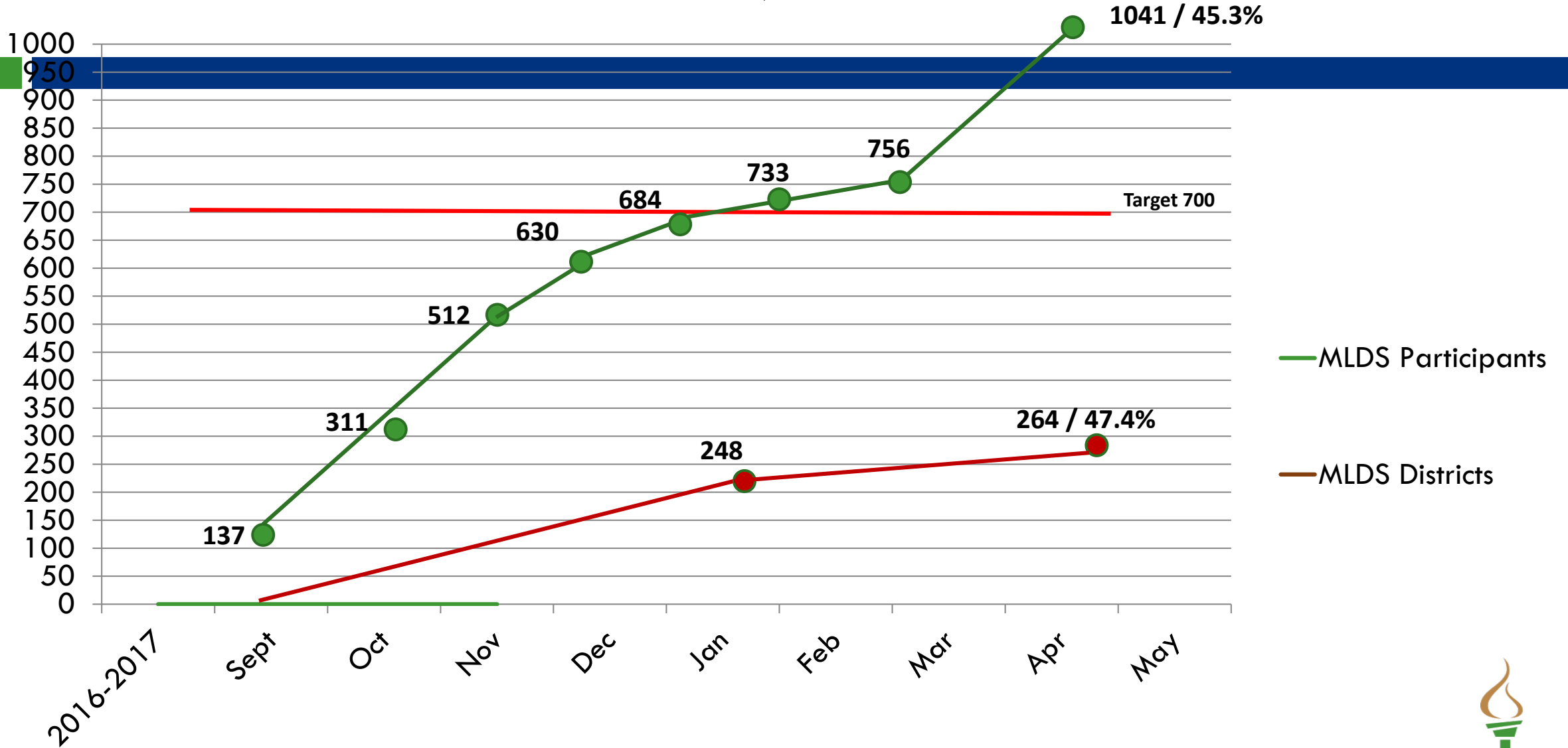
MLDS Specialists

15

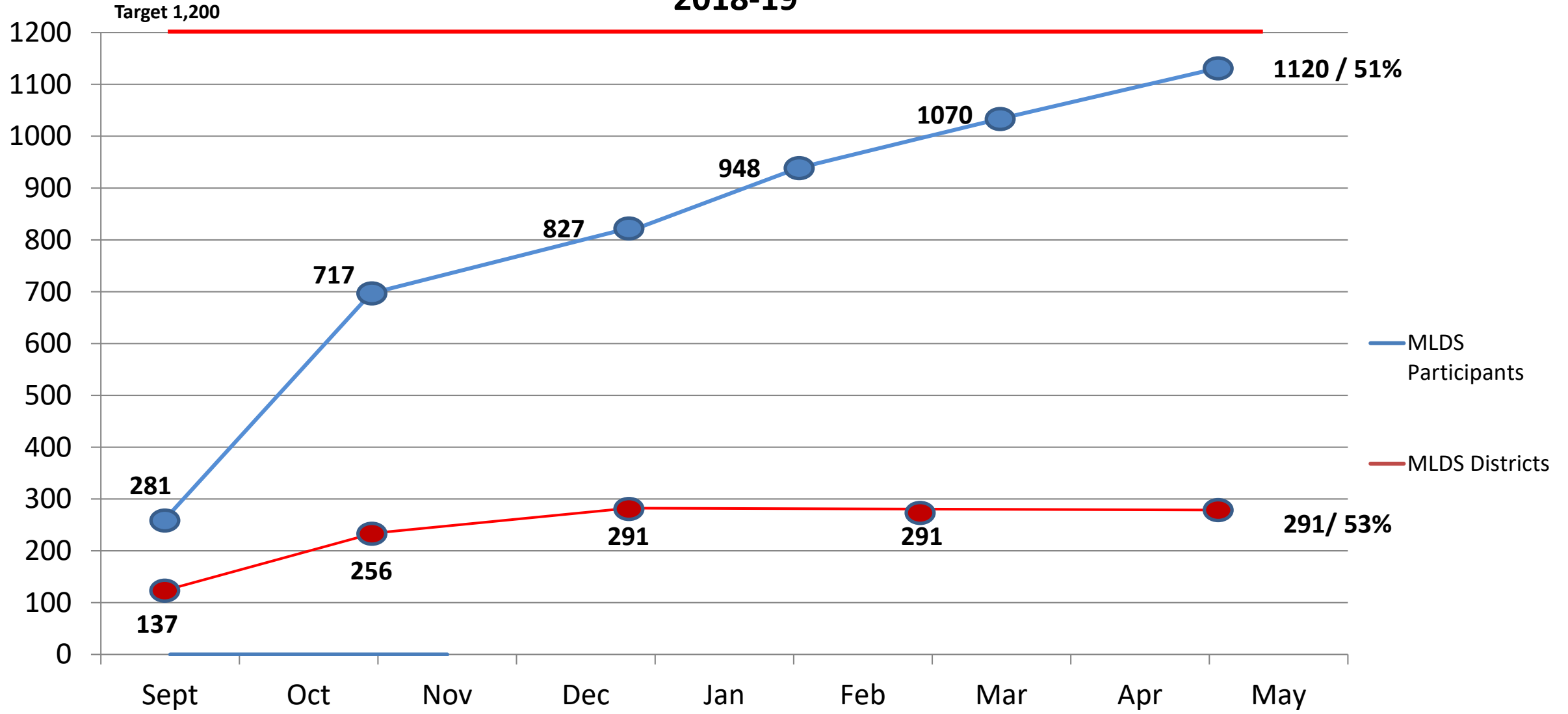
Missouri Leadership Development Specialist Contact Information



Missouri Leadership Development System (MLDS) Participants 2017-18



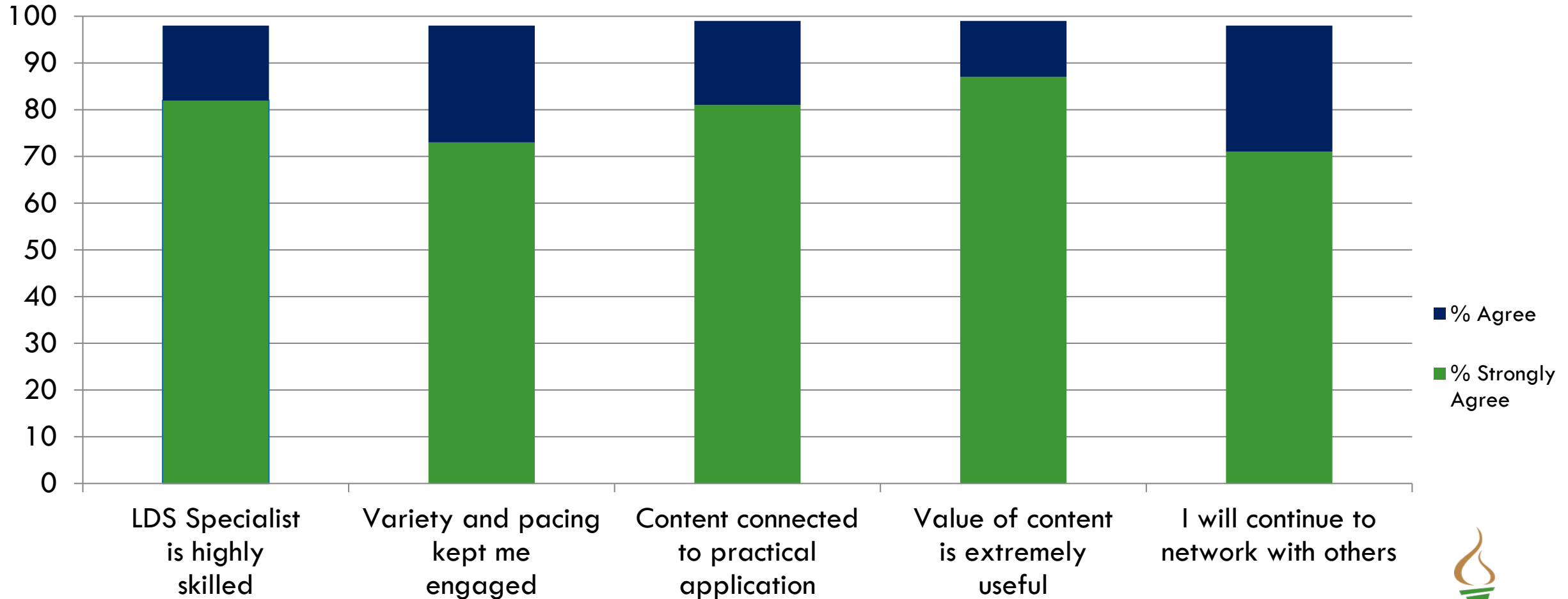
Missouri Leadership Development System (MLDS) Participants 2018-19



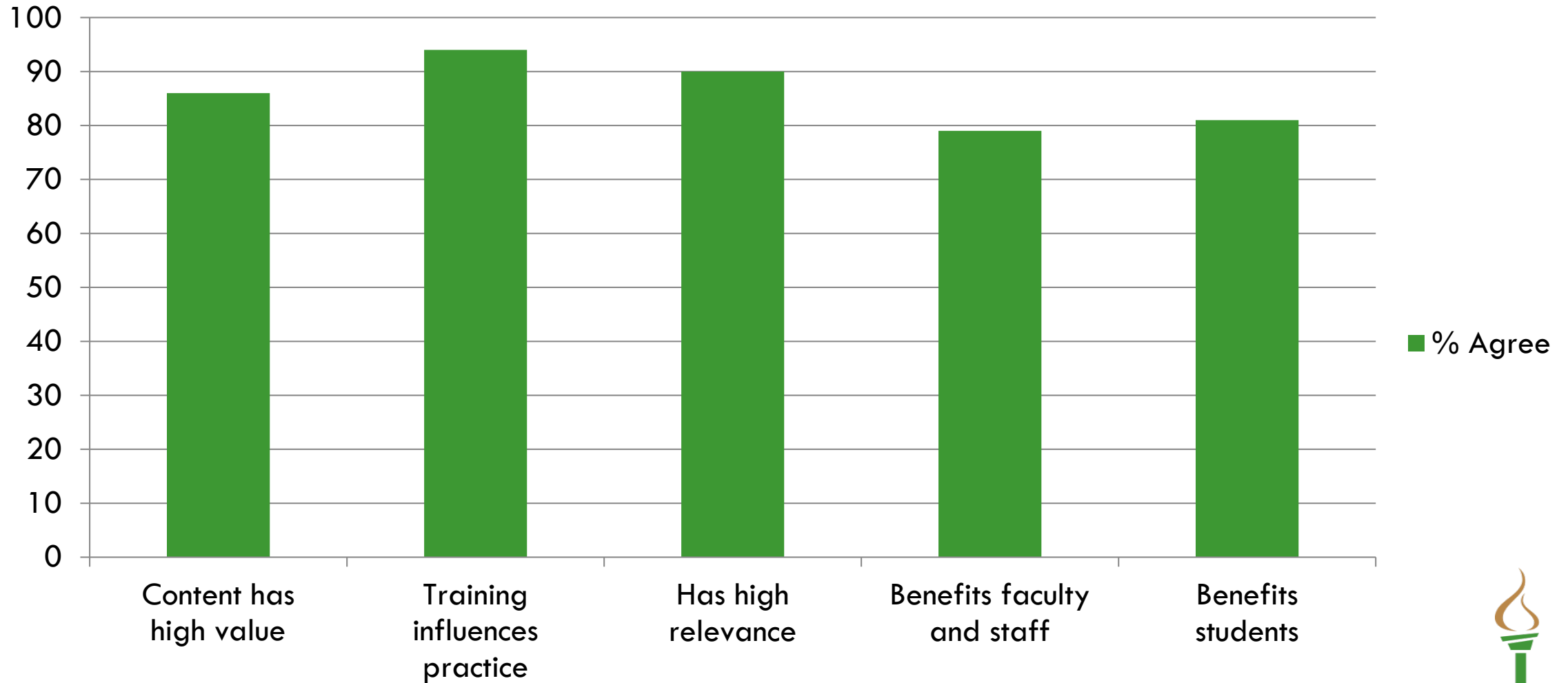
What do participating principals think?

2018-19

18

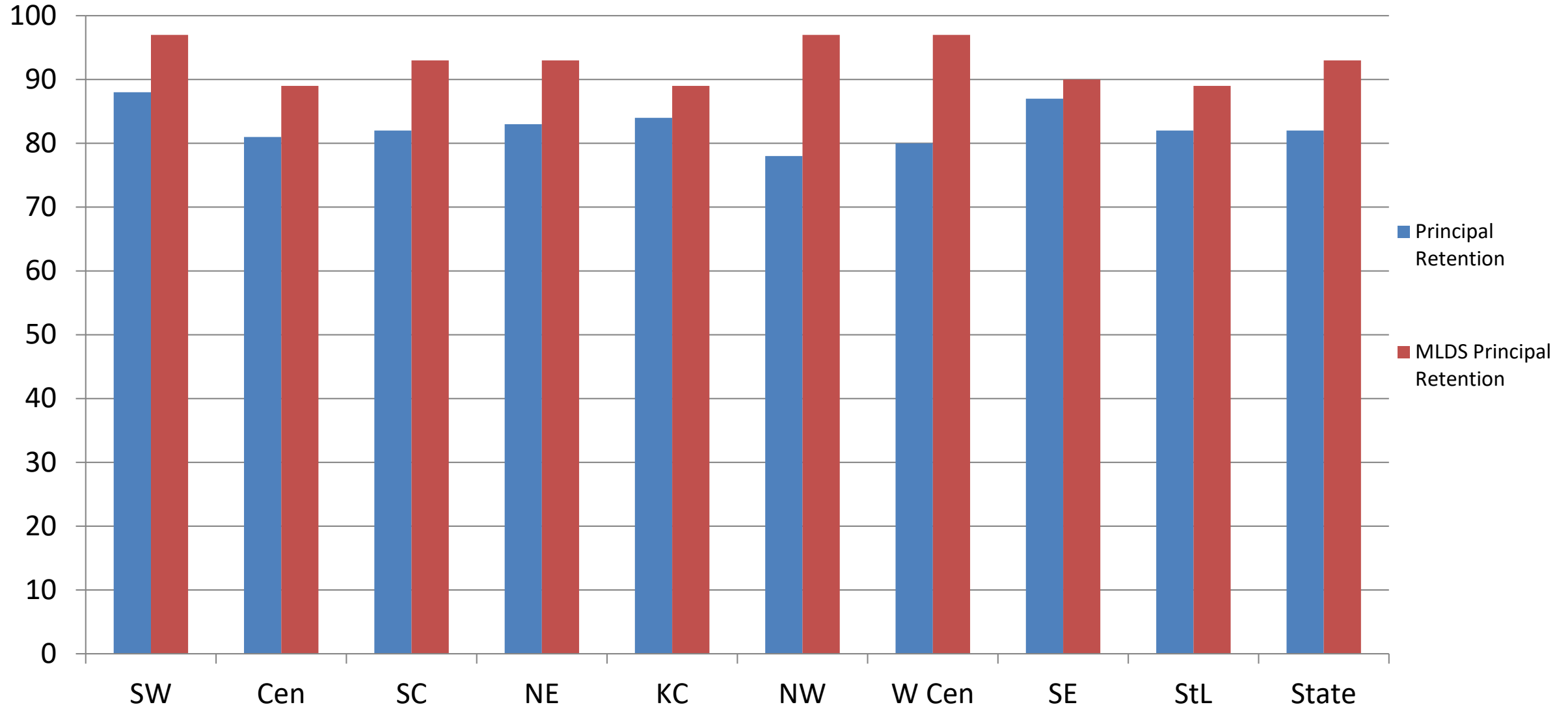


What do superintendents think?



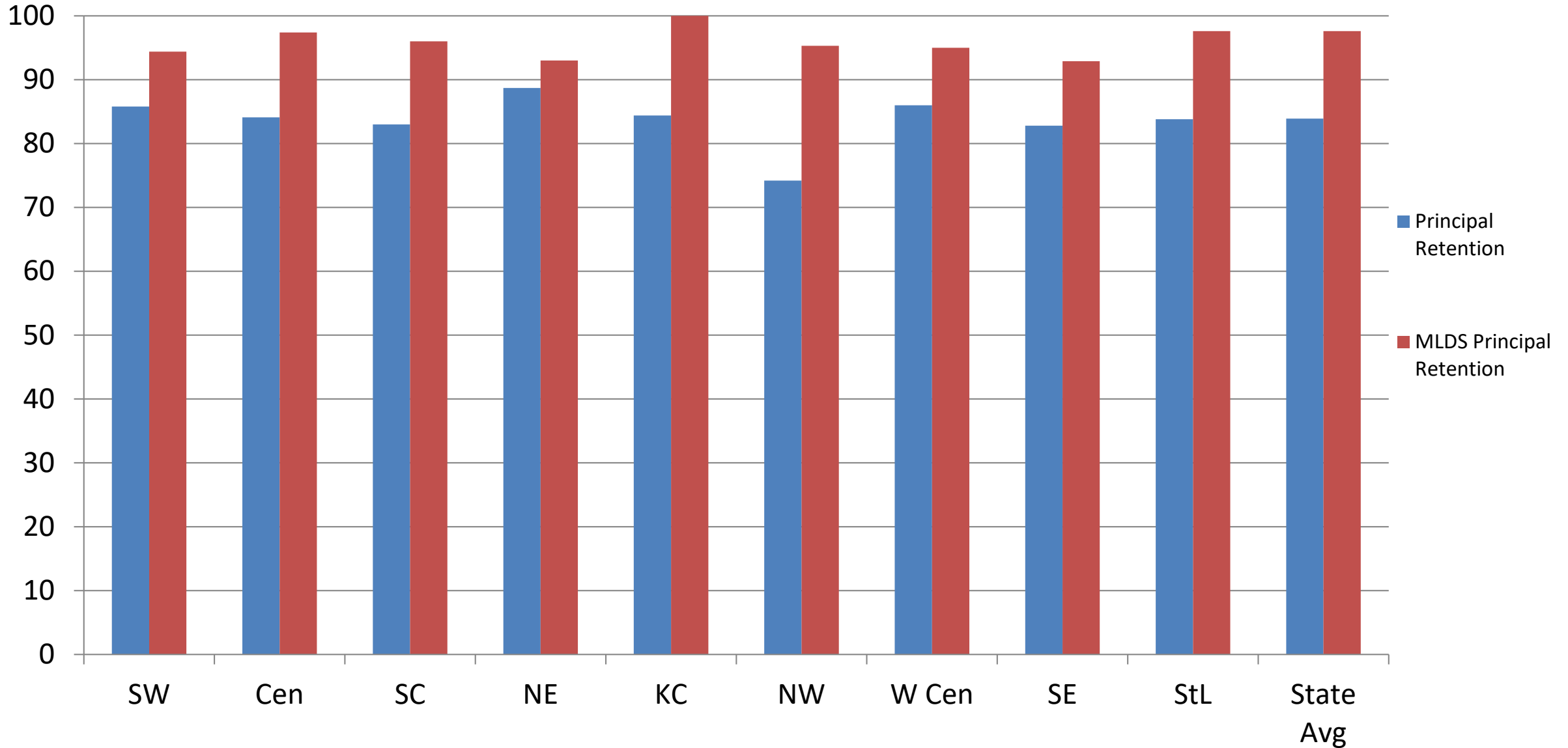
Retention Rates of Principals

2017-18



Retention Rates of Principals

2018-19



Questions

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