

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Results of EPAC Survey on School Leader Principles  
July 26, 2013

19 respondents who completed 100% of the survey, 4 who partially completed

**1. Program Entry Standards**

Yes: 56% No: 44%

In addition there should be stated that their ability to work collaboratively with all stakeholders and a belief in shared leadership

I think it should include something about professionalism/ethics etc. as well as ability to manage and inspire those who work for them.

In the first sentence can we include the words "develop" and "retain" per the teacher principle? Also in the first sentence, I suggest replacing the word "teachers" with "certified educators", as a school leader candidate may have served in a certified position other than teacher. In the second sentence, insert the word "and" after "skills" and remove "that are".

It doesn't allow for a developmental process or (ironically) for learning to occur. For example, our own data indicates that there is little correlation between entrance and exit GPA and similarly little correlation between GPA and the success in student teaching. Given current cases in CT, there should be language that clarifies that this applies to ALL candidates with no exceptions,

I really like the statement "demonstrated competency" which does not limit this to a certain number of years of experience

preparation programs should partner with districts to provide teachers with experiences that socialize them to think of themselves and develop experiences as leaders; these programs should engage in active recruitment of teachers whose practice evidences leadership dispositions, skills and knowledge and who have, demonstrated an interest and commitment as well as the competencies of emergent educational leaders. Candidates should evidence dispositions and skills needed to mentor and coach others as precursors to supervisory and evaluation competencies watch language...teachers aren't exemplary their practices are...subtle but important if think about Dweck's work on mindset.

I agree with eliminating "develop" from the teacher standard. Would it be beneficial to keep the word "retain"?

Need to define the term "only exemplary teachers"

only exemplary "educators" who have demonstrated..... for monitoring and "supporting" the continuous improvement of teaching and learning....

There would be value to identifying some of the knowledge, skills and dispositions that are expected of school leaders. Is there an expectation that prospective school leaders will have had any experience or is it only knowledge, skill, and disposition that matters?

Provide detail and required experiences.

It needs to be strong in statement that enrollees be committed to being school leaders or district leaders. How do we screen out enrollees only interested in a salary scale boost?

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## 2. Staffing & Support of Clinical Experiences

Yes: 72% No: 28%

The third sentence could be cleaned up...perhaps "...the quality of their supervisors (clinical faculty or school based mentors) to ensure..."

It is the candidate and not the program who will evaluate the quality of clinical faculty?

School leader candidates must evaluate the quality of clinical faculty or school based mentors who supervise to ensure that candidates are provided with the highest quality training and support. I think there is a mistake in the above sentence- to you mean preparation program faculty

First bullet ok second bullet: must be effective educational leaders who understand and ... third bullet: muddy is it calling for candidates to evaluate university and district staff who serve as program instructors u? or are you calling for programs to maintain and make available to candidates quality and effectiveness data so that they can engage in informed decision making about selection and participation in program

Suggestion: 1) Replace "educators" with "educational leaders." in 2nd sentence: "Clinical faculty... must be effective educational leaders..."

Need to define "effective educators" in terms of potential as leaders

who supervise "candidates to ensure they are provided the highest..... not sure what evaluation data means?

There would be value to providing more detail on the type of evaluation data that school leader candidates would use to evaluate teacher candidates and to clarifying the connection between the school leader evaluation and the programs that are to be improved.

Is there someone else who might evaluate the clinical faculty/mentors in addition to the school leader candidates? I am thinking that one poor experience may deem the supervisor/mentor weak when it may not be the case.

Not even close. Every program will say "we already do this." False reform.

## 3. Clinical Experience Requirements

Yes: 72% No: 28%

Would you want to include that there be a variety of clinical experiences to include urban districts or experience with diverse populations.

The second sentence is awkward...how about "Experiences must be coordinated and aligned with the goals of leadership development program, and support..."

Must be clarified that this applies equally to ALL candidates with no exceptions

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I am confused by the sentence : School leader candidates must evaluate the quality of the clinical experiences that are an integral part of the preparation program.

second bullet should be clearer...the quality and effectiveness of programs should be evaluated by candidates periodically throughout their participation and at the one and 4 year anniversary of completion in order to provide meaningful program evaluation data

Suggestion: In 1st sentence, replace "qualified educator" with "qualified educational leader."

Need to define "qualified educators"

again not sure of evaluation data. Data from what source?

No detail. Please be specific.

#### **4. District-Program Partnerships; Structures & Shared Responsibility**

Yes: 89% No: 11%

Should collaborative partnerships be more defined as well strategic partnerships

Do we need both sentences?:)

Develop strategic partnerships with multiple districts across the State of Connecticut

Should there be mention of the supportive role of teacher unions in this shared responsibility?

These are either not in existence or extremely weak in any current situations. Without specifics you do not have either change or reform.

#### **5. Program Completion & Candidate Assessment Standards**

Yes: 67% No: 33%

Facilitating school vision and mission with all stakeholders Designing school improvement plans in collaboration with all stakeholders Promoting positive school culture with a belief in shared leadership

Should something be included about special education knowledge and practices working with Diverse populations

Need to include competencies in: Effective interpersonal relationships Problem solving skills Skills in working with special populations ( Sp. Ed. ESL, etc)

Add: Must have prior degrees and experience in teaching.

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I would think we might note successfully completing at minimal but think about will demonstrate competence as a beginning educational leader through series of pa ...

Although this principle is applicable, I'd suggest that the examples given be aligned in wording with the State's six administrator evaluation standards, i.e., 1. facilitating a shared school vision and mission 2. providing effective instructional leadership 3. managing an organizational system for a safe, high-performance learning environment 4. Collaborating with families and communities 5. modeling ethical behavior and integrity 6. advocating for all students and staff

ADD "Act with integrity and fairness"

May consider adding something about safety and secure schools.

This is well defined.

Do we want these just to merely mirror the elements in the teacher and administrator evaluation?

Make these bullets far more specific. University programs will take short-cuts to say, "we do this already."

add something that involves technology Is there a 1:1 match with the standards for leaders?

#### **6. Program Effectiveness & Accountability**

Yes: 78% No: 22%

The performance in the classroom for teachers should never be test scores and in the school leader principle what data will be collected?

The term "completers" is awkward...how about "graduates"?

School leaders' performance should be assessed and the preparing institution informed and then held accountable for their programs effectiveness. It is also important to realize that the new teacher, principal, and superintendent value-added accountability system will not guarantee all students' success and neither will a 092 program ensure all principals' effectiveness.

Is there value in mentioning the role of teacher unions and the need for school leaders to understand their role and learning to involve them in promoting effectiveness.

Not even close. Just to say what should happen is not a legitimate principle of preparation. We entered this work trying to ensure both real quality and some consistency. This provides neither.

#### **Additional Comments/Concerns**

If we are serious about being innovative and focus on outcomes, that should be reflected in what is required vs what is offered as guidance. If candidates are going to be evaluated and programs accountable, why tell programs how to prepare? Why not just say their programs must effectively prepare them to meet certain standards and focus our time on what those are?

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Inclusions and diversity aren't specifically addressed and are needed skills. Not enough about partnerships with families and transitioning whether at the preschool special needs or higher grades.

Regarding the variety of clinical experiences, I would like to see a stronger effort to provide some time in an urban setting. Perhaps a footnote attached to that principle that emphasizes placements in both urban and suburban settings whenever possible.

Alternative routes available for talented professionals outside the educational field and for non teachers( eg school psychologists, etc)

Insert language that indicates these principles apply to all candidates.

I'd prefer to see a much bigger shift: Require every program to include diverse continuum of clinical experience, require candidates to demonstrate their ability to improve teacher practice (and student outcomes) and give programs freedom how to get them there.

The clinical sites must be sufficiently robust as to provide quality experience; mediocre mentors, systems with out systems provide insufficiently rigorous clinical experiences...ongoing support and training of field supervisors in contemporary practice and issues and procedural requirements facing school leaders ; dual track general and special education administration clinical should be required (can expand on this in discussion - but for future demands this type of training.)

We need to stay away from being overly prescriptive or prescribing things that can't be measured.

I believe that candidate feedback will address the concern of quality of classroom instruction. One important proficiency that is not addressed is the use of technology in instruction and in performing leadership responsibilities.

Providing enough time and actual leadership experiences for candidates grow. Evaluations and good feedback to candiates is vital in the process for professional growth.

The current #092 prep programs are really just cash cows for the universities. The fill classrooms all across the state every night of the week with only a small fraction of the enrollees genuine leadership candidates. These programs have become the paths of least resistance. True standards and required, documented experiences are required. But the universities will convince you "we already do this!!!"

Internships must be more than shadowing Need participants to actively practice skills

The foundation of a good school leader is one who understands intimately the concerns of teachers and school personnel. Therefore, school leader candidates must have a prior degree in education, a teacher certificate and experience in k-12 teaching.

theoretical basis of systems design; change theories and growth theories as well as other underpinnings critical so don't give up strong foundational base in these aspects for clinical; clinical equally as critical if it provided the day to day; over time practical as well are requires application of theory to swampy, complex and dynamic issues...may be more that one experience needed...

Just try to make the ones selected legitimate instead of just words on paper.