



# School Leadership and Quality Preparation

## Research has shown that:

- School leaders improve schools and student success.
- School leaders are an effective strategy for addressing teacher shortages and retention.
- Failing schools do not turn around without strong school leaders.
- State policies and practices can play an important role in improving school leadership.

**Graduates of quality preparation programs are more likely to** feel prepared, obtain a school leader position, stay in a school leader position, oversee improvements in teacher retention, and lead schools with improvements in student attendance and achievement.

# Components of Effective Preparation

Research has shown school leader preparation programs are more effective when they have the following components of effective preparation:

Robust Clinical Experience

Close University District Partnerships

Cohort Structure with Mentoring

Coherent Curriculum Aligned to Standards

Deliberate Recruitment & Selection

Data Tracking of Graduates

# Robust Clinical Experience

## Typical Practice

- Part-time (fewer than 10 hours per week)
- Observation of leadership tasks
- Internship occurs within school of employment
- Assessment of compliance and reflection essays
- Group seminars
- Student sets up internship experience
- No mentor selection and training

## Strong Practice

- Full-time, full-year (at least 500-700 hours)
- Opportunities to practice leadership tasks
- Opportunities to experience different settings and grade bands, including early childhood
- Assessments of performance on tasks
- One-on-one coaching from faculty or program staff at least monthly
- Programs set up residency experience
- Rigorous principal mentor selection and training

# Timeline

<b>Fiscal Year 2024</b> <i>Plan for Implementation</i>	<b>Fiscal Year 2025</b> <i>Pilot Implementation</i>	<b>Fiscal Year 2026</b> <i>Expand Implementation</i>
<ul style="list-style-type: none"><li>• Focus on planning and capacity building</li><li>• RFA released</li><li>• EPPs notified of awards</li></ul>	<ul style="list-style-type: none"><li>• Notify EPPs of RFA awards</li><li>• Recruit and select site match</li><li>• Role expectations and learning plan</li><li>• Residency practice and feedback</li></ul>	<ul style="list-style-type: none"><li>• EPPs notified of funding award</li><li>• Recruit and select residents</li><li>• Site matching and backfilling of roles based on selections</li><li>• Setting role expectations and learning plan</li><li>• Residency practice and feedback</li></ul>

Goal: Support educator preparation programs in their transformation from typical practice to strong practice.

# High Quality Principal Residency Criteria

***To support preparation programs in designing a full-year residency program that meets criteria established by NM Deans and Directors Task Force.***

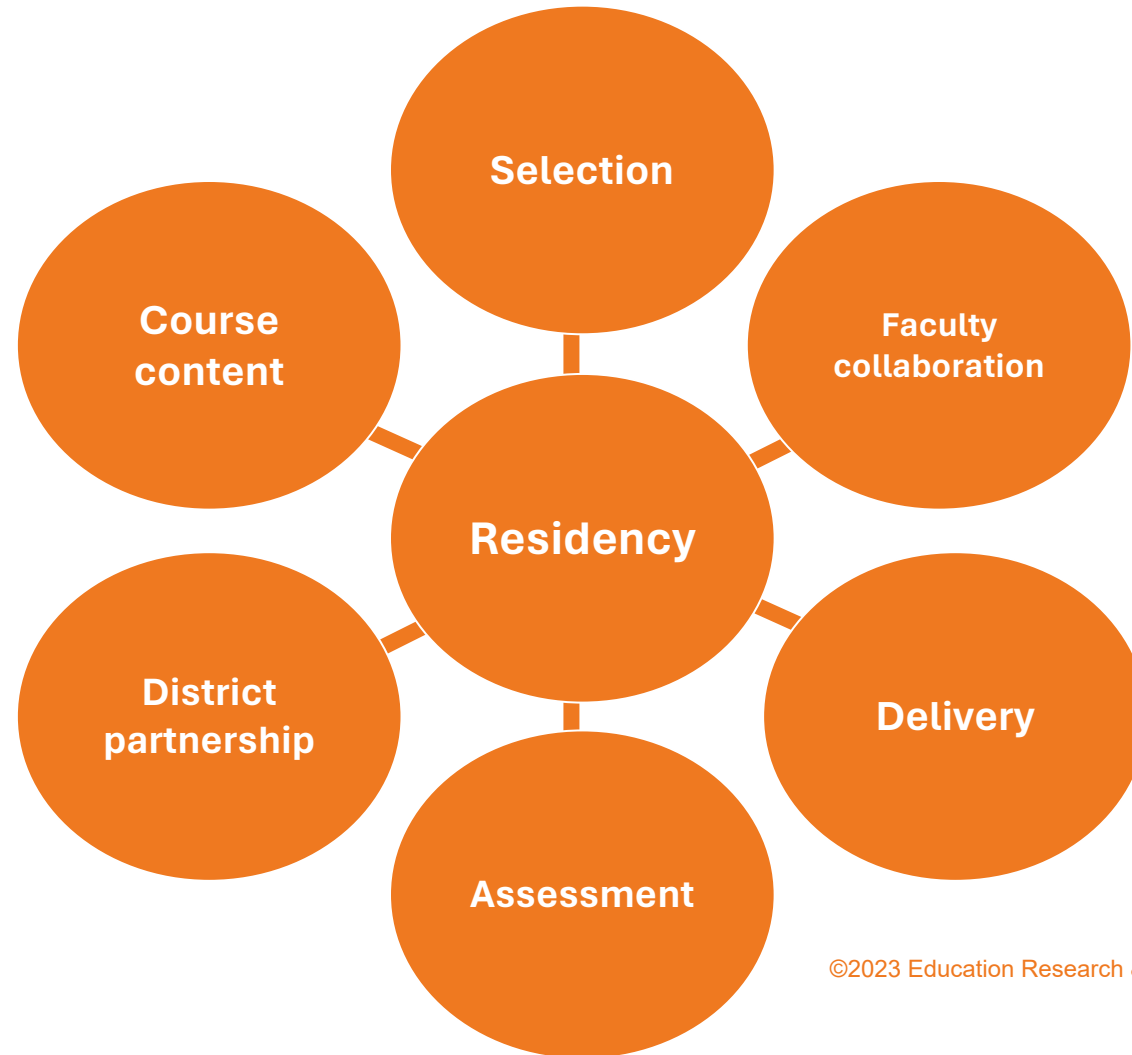
## **Criteria of high-quality principal residency**

1. Full-year release time paid residency experience
2. Authentic field-based opportunities to practice leadership competencies aligned to the national standards
3. Assessments of performance on task: opportunities to demonstrate leadership competencies via at least one culminating project
4. Experiences in multiple school environments (early childhood, elementary, middle, and high-school)
5. One-on-one coaching from faculty/ program staff at least monthly
6. Program selected residency sites with mentor(s) who have at least three years of experience and demonstrated effectiveness as a school principal
7. Training program for mentors and faculty supervisors
8. Strong partnerships with districts
9. Ongoing self-evaluation and improvement of the residency program

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# Residency as a Central Idea

The shift to a full-time residency, done well, will necessarily require an examination of other practices, structures, norms, and ways of doing things in your preparation program.



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# Year One Goals

- Build understanding based on research and best practices around the qualities and criteria for effective school leadership preparation
- Support all seven NM Approved Administrator Preparation programs in planning and building capacity for successful principal residency implementation in the 2024-2025 academic year
- Develop a high-quality statewide mentorship and coaching training option
- Collect data to inform policy decisions, evaluate the pilot and plan a long-term program evaluation that can inform program improvement and assess impact



# Year One Awards and Investments

Award	Investment
<p><b>\$1.7 million</b></p>	<p>Development, recruitment, and planning to support full year principal, counselor, and social worker residency in FY25. Awards made to all 7 NM Approved Administration Programs: UNM, ENMU, NMHU, NMSU, *CES/LEAP, *USW, *WNMU.  <small>*Programs that did not apply for pilot funds but that were awarded a smaller stipend for participation in the CoP and programmatic planning</small></p>
<p><b>\$60,000</b>  <i>Supplemented with private funding from Thornburg, LANL, and Maddox</i></p>	<p>Community of Practice Facilitation with Education Research and Development Consultancy</p>
<p><b>\$116,000</b></p>	<p>Capacity Projects: Evaluation, Coaching, and Mentorship Training</p>

# Year One Accomplishments

- Teams from **all 7 EPPs have participated** in Community of Practice, including 2-day in-person session and 5 virtual sessions.
- EPPs collected input from school district partners and program participants.
- EPPs have built capacity to implement the features of effective administrator preparation programs:
  - Identified residency assignments to authentically practice leadership skills
  - Collaborated with district partners to identify residents and residency sites
  - Identified strategies to recruit and train residency-site mentors and coaches.
- EPPs identified options for training mentors and coaches.
- Four Educator Preparation Programs applied to pilot the full-year residency model in 2024-2025.

# Year One Mindset Shifts

Through the Community of Practice, program staff and their school district partners have been able to collaboratively identify challenges and innovative solutions, in part by shifting mindsets

<b>From:</b>	<b>To:</b>
Participants self-select into the program	Paid residency experience for small number of candidates selectively identified and who seek to become school leaders. This creates demand and the ability to be selective.
Internships that emphasize observations and support related tasks	Residencies that provide opportunities to practice leadership skills aligned to authentic field-based experiences with guided mentorship and coaching for optimal learning.
EPPs can't choose mentor principals or ensure they provide quality opportunities to practice leadership	School leaders require and deserve strong mentorship and coaching. Mentors and coaches should be trained, equipped, and incentivized to provide meaningful feedback that supports necessary leadership competencies.

# High Quality Preparation

## House Bill 2: \$20 Million Allocation

*Recruit, Retain, Develop Excellent Teachers and School Leaders*

Principals, Counselors and Social Workers  
Residency

**FY25: Residency Pilot for Semester**  
\$2 million pilot

Student Teaching Stipends  
*16-week student teaching experience*

**FY25: 446 Student Teachers**  
approximately \$5.5 million

Teacher Residency Programs  
*Full-year, full-time co-teaching alongside a mentor teacher*

**FY25: 280 Teacher Residents**  
approximately \$12.5 million

# Designing for Year Two Success

- **Aligning funding timeline**

<b>Fiscal Year 2024</b> <i>Plan for Implementation</i>	<b>Fiscal Year 2025</b> <i>Pilot Implementation</i>	<b>Fiscal Year 2026</b> <i>Expand Implementation</i>
<ul style="list-style-type: none"> <li>• Focus on planning and capacity building for implementation in 2024-2025</li> <li>• August 2023: RFA released</li> <li>• October 2023: EPPs notified of awards</li> </ul>	<ul style="list-style-type: none"> <li>• April 2024: RFA release</li> <li>• May 2024: Notify EPPs of awards</li> <li>• May - June 2024: Recruit and select</li> <li>• July 2024: Site match and backfill of roles</li> <li>• August 2024: Set role expectations and learning plan</li> <li>• August 2024 - May 2025: Residency practice and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Jan. 2024: EPPs notified of funding award</li> <li>• Jan - Feb 2024: Recruiting</li> <li>• Mar - Apr 2024: Selection</li> <li>• May - June 2024: Site matching and backfilling of roles</li> <li>• July 2024: Setting role expectations and learning plan</li> <li>• Aug 2024 - May 2025: Residency practice and feedback</li> </ul>

- **Explored training options for mentors and coaches**

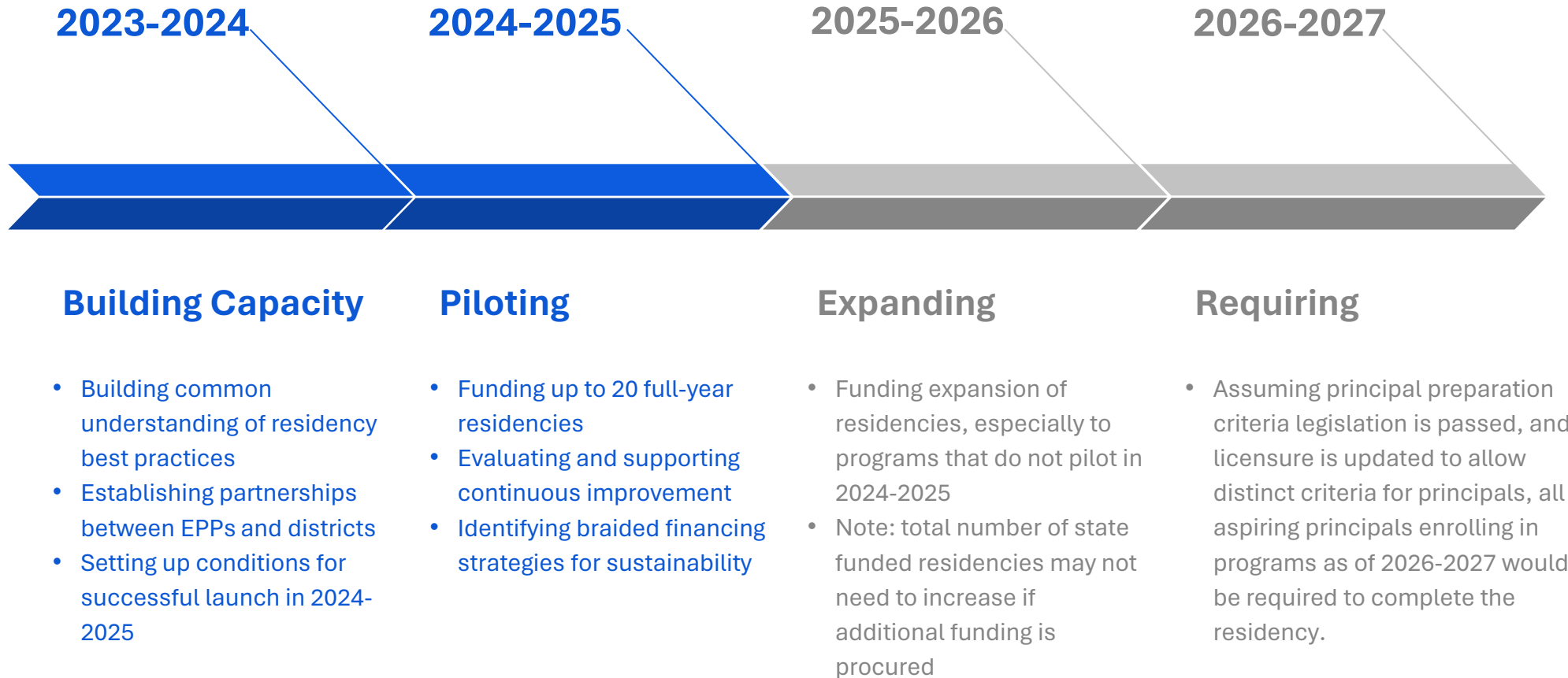
- **Establishing evaluation model**

- Year 1 funding awarded to APEX to identify third party evaluation of initiative, including collecting baseline data and information to inform budget estimates

# Year Two Goals

- Pilot approximately 20 Principal Residencies with candidates that plan to become principals or vice principals
- Continue to learn, refine, and develop program capacity around all six features of effective leadership preparation (community of practice with ErD)
- Evaluation of implementation pilot to inform program criteria and licensure requirements
- Set up for expanded Principal Residency Pilot in 2025-2026

# Long Term Vision



# Legislative Considerations

- Support legislation that includes aligning school leadership standards and high-quality program requirements for the preparation of all vice principals and principals
- Move school leadership institute from the Higher Education Department to the Public Education Department
- Consider licensure revision that sets specific criteria for principals and vice principals
- Consider adding additional licenses or endorsements for superintendents and school district leaders in the future



# Resources and Research Base

## **In programs with research-based features, graduates are more likely to:**

- Feel prepared.
- Obtain an SL position.
- Stay in an SL position.
- Oversee improvements in teacher retention.
- Lead schools with improvements in student attendance and achievement.

## **Key Sources:**

- Learning Policy Institute (2022)  
[Developing Effective Principals: What Kind of Learning Matters?](#)
- RAND Corporation (2022)  
[Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability](#)
- Anderson et al. (2019)  
[Examining University Leadership Preparation: An Analysis of Program Attributes and Practices](#)
- Crow & Whiteman (2016)  
[Effective Preparation Program Features: A Literature Review](#)
- [ABQ Chamber of Commerce School Leadership Report](#)

# Thank You!

## For Questions

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