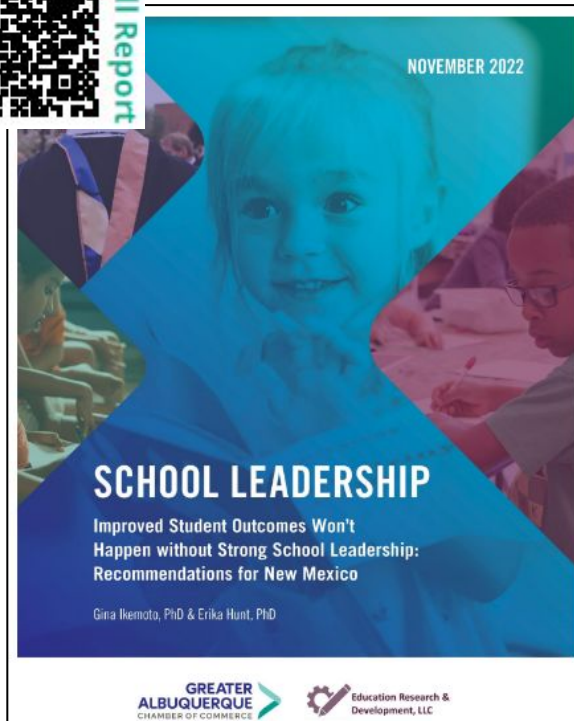


DEVELOPING SCHOOL AND DISTRICT LEADERSHIP: POLICY RECOMMENDATIONS

OCTOBER 2024

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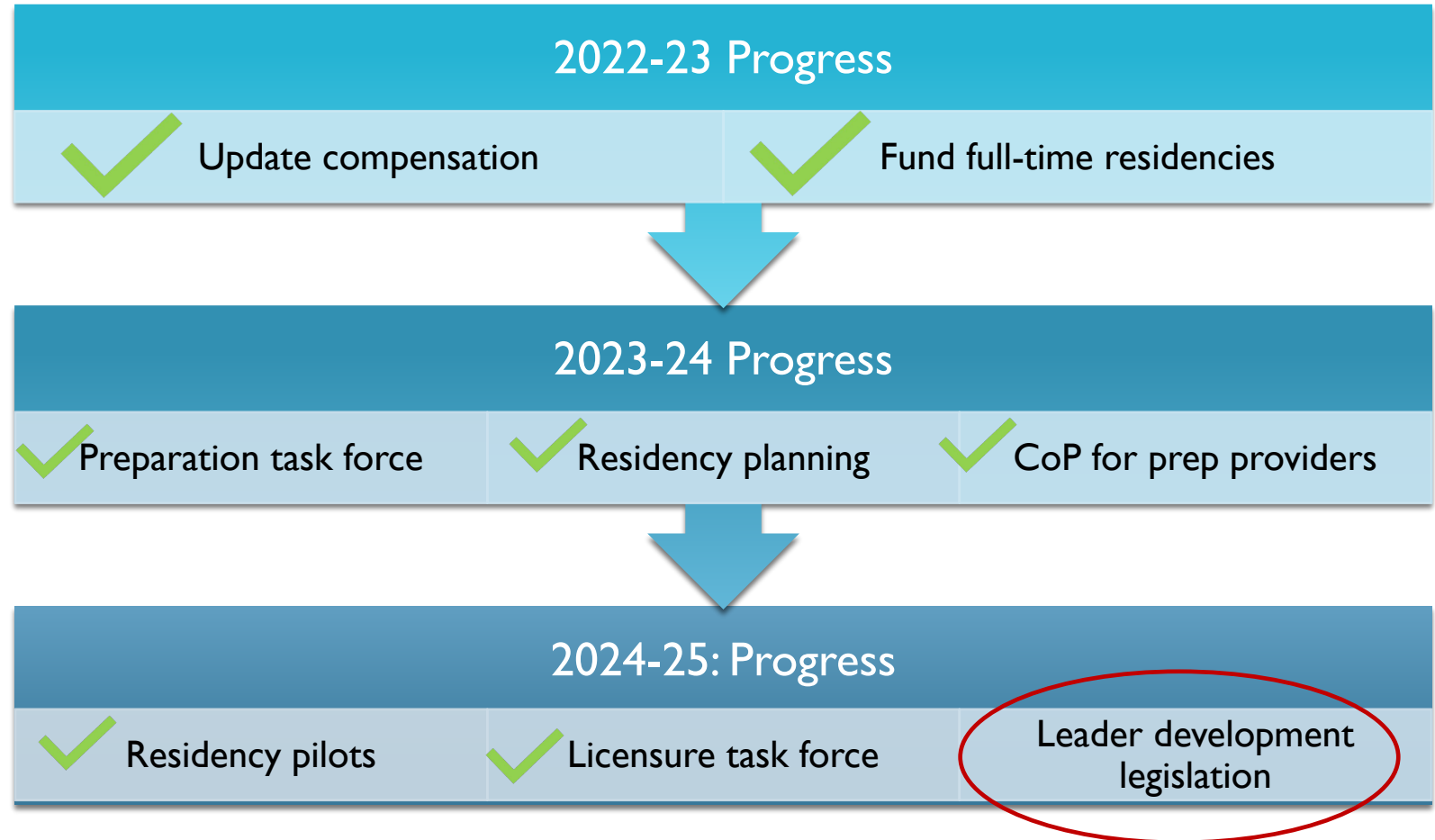
INITIAL LANDSCAPE ANALYSIS



- **Commissioned in 2022 by Greater Albuquerque Chamber of Commerce**
- **Examined**
 - What is the New Mexico context? What strengths can we build on?
 - What are best practices for supporting leaders?
 - What are pros and cons of policy options?
- **Recommended**
 - Update compensation
 - Redesign and relaunch preparation programs
 - Provide equitable access to in-role development
 - Increase PED capacity

FOLLOW-UP WORK

There has been forward progress on several recommendations outlined by the report.



AGENDA

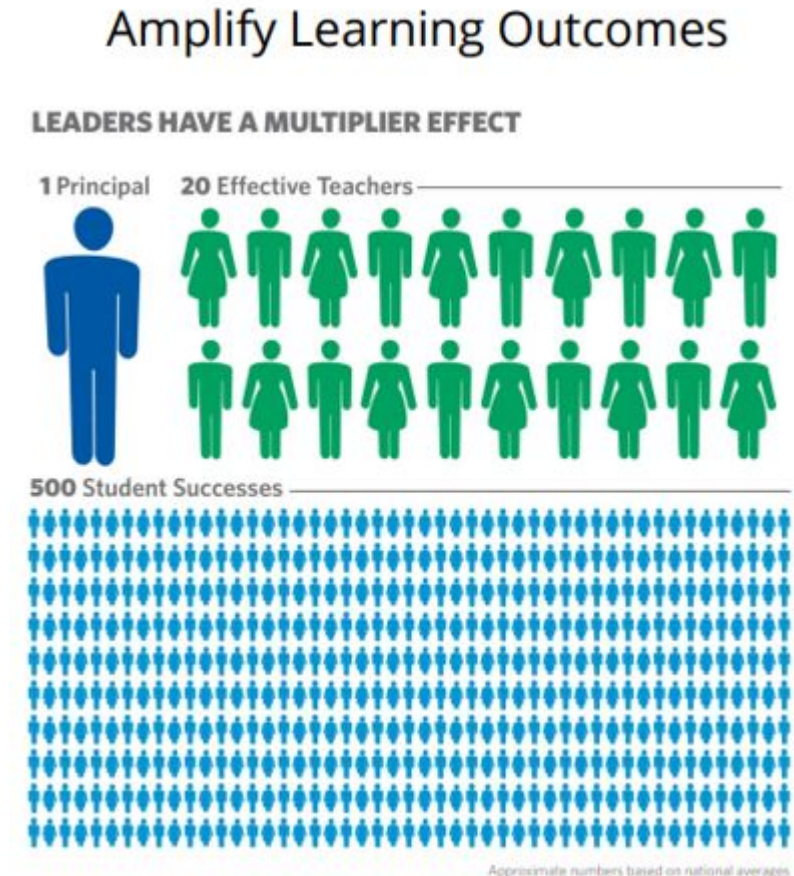
1. Quick review of why leadership matters
2. Proposal
3. Perspectives from the field
4. Moving from recommendations to implementation



Why is leadership important?

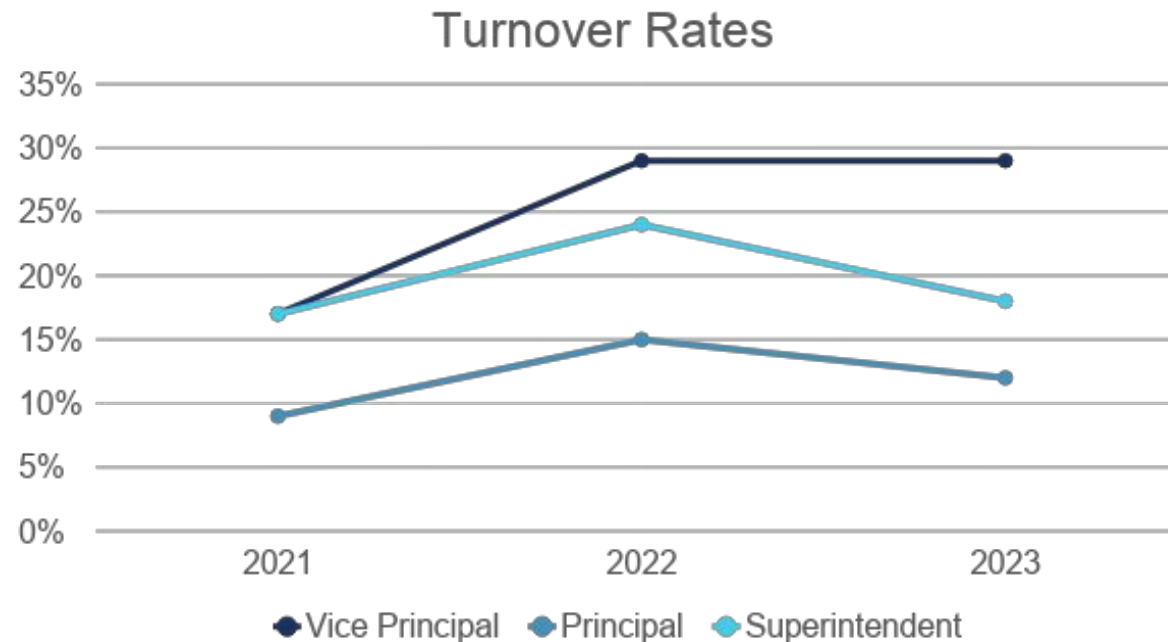
RESEARCH SHOWS

- Effective principals are critical for:
 - Improving student learning
 - Retaining good teachers
 - Improving struggling schools
 - Creating conditions that enable implementation of teacher- and school-focused initiatives
- Investing in leaders is cost-effective
- School leadership has a multiplying effect



WE NEED TO INVEST MORE IN LEADERSHIP

Churn is costly, undermines other district initiatives, and is associated with negative impacts on students



- 72 of 89 superintendents turned over in the last 3 years, according to NMCEL

STATE ROLE

Alignment of system components improves impact

The strongest levers available to states are:

- School leader standards
- Preparation program approval
- Licensure policies
- Funding mentoring / ongoing development
- Leader tracking systems



Source: *The Wallace Foundation (2019)*



What is the proposal?

HB22

- I. Set criteria for principal preparation program approval, requiring:
 - Coherent curriculum aligned to national and state standards
 - Deliberate candidate recruitment and selection
 - Robust clinical experience through a full-academic-year, paid residency
 - Cohort structure with trained coaches; and
 - Formal partnerships between the program and school districts and charter schools.

- I. No later than July 1, 2026, programs shall be approved by the department before enrolling new students seeking school administrator licensure.

- I. Create new Bureau of School and District Leadership at PED that assumes the responsibilities outlined for the School Leadership Institute. The bureau shall oversee the following programs:
 - Licensure preparation for aspiring school principals
 - Mentoring for new school principals and other public school leaders
 - Intensive support for school principals at schools in need of improvement
 - PD for aspiring local superintendents
 - Mentoring for new local superintendents.

NEW LICENSURE SYSTEM

A new licensure system for education administration with 3 tiers replacing the current teacher level 3b license:

Tier 1: Initial Site Administrator

Tier 2: Professional Site Administrator

Tier 3: Superintendent

The system includes multiple pathways:

- **Standard** - through approved in-state programs
- **Alternative** - through regionally accredited programs and approved in-state residency program
- **Reciprocity** - for out-of-state candidates who have prior experience as an administrator
- **Provisional** - for candidates who are enrolled but have not finished preparation programs.
- **Waivers** - can be used if districts do not have licensed applicants (e.g., particularly in rural areas)

PROGRAMMING & ADMINISTRATION

PED: Administration

Establish guidance

Vet & approve programs

Monitoring & reporting

Aligning with existing programs

External Providers: Programming

Site administrator preparation

Aspiring superintendent academies

1st year mentoring and induction

Continuous learning opportunities

Programming would likely be provided by other entities in the state (e.g., IHEs, CES, etc.) approved by PED.

TIMELINE

	FY25				FY26				FY27				FY28				FY29			
Workstream	Jul- Sept	Oct- Dec	Jan- Mar	Apr- Jun	Jul- Sept	Oct- Dec	Jan- Mar	Apr- Jun	Jul- Sept	Oct- Dec	Jan- Mar	Apr- Jun	Jul- Sept	Oct- Dec	Jan- Mar	Apr- Jun	Jul- Sept	Oct- Dec	Jan- Mar	Apr- Jun
Site administrator prep programs	Design programs		Approve programs & recruit		Scale programs				Require programs				Require programs							
Aspiring superintendent academies			Create guidance		Design programs		Approve programs & recruit		Scale programs				Require programs							
1st year mentoring & induction programs					Create guidance	Design programs	Approve programs & recruit		Pilot programs				Scale programs							
Continuous learning opportunities							Design programs		Approve programs & recruit		Pilot programs		Scale programs							

The timeline is designed to:

- Provide sufficient time and support to plan new and redesigned programs
- Encourage piloting and ongoing improvements of programs prior to requiring them for licensure
- Stage roll out of different pieces of the system over time to avoid overtaxing the capacity of PED or the field

Legend	
■	Create guidance
■	Design programs
■	Approve programs & recruit
■	Pilot programs
■	Scale programs
■	Require programs

COST

	FY26	FY27	FY29
PED administrative costs	200K	350K	350K
Outsourced programs and projects	2M	4.85M	6.05M
TOTAL	\$2.200M	\$5.2M	\$6.4M

- Includes \$250-500K per year to support data collection for reporting and improvement
- Does not include funding for school leader preparation programs, which will be funded by federal and other state funds.

THEORY OF CHANGE

Investments in Leader Development

- School leader preparation programs
- Aspiring superintendent academies
- 1st year mentoring and induction
- Continuous learning opportunities

Decrease in leader turnover

- Leaders obtain critical skills during preparation
- Leaders feel supported
- More graduates pursue leadership roles
- Leaders stay in role longer

Improved school practices

Improved student outcomes



Perspectives from the Field

EXPERIENCES THAT INFORM PERSPECTIVES

- CES LEAP Program Director
- Deans and Directors Co-Chair
- Prior experience in higher education
- Preparation Task Force
- Licensure Task Force

PREPARATION TASK FORCE

The Deans & Directors appointed one representative from each organization that prepares leaders to:

- **Objective #1: Residencies** - Develop guidance for PED on the budget allocation for residencies
- **Objective #2: Program redesign legislation** - To draft recommendations for principal preparation program redesign legislation

Work Group Members:

- **WNMU:** Robert Neu
- **ENMU:** Kathie Good
- **NMHU** Sheree Jederberg (Co-chair)
- **UNM:** Russ Romans (Co-chair)
- **USW:** Sandra Johnson
- **NMSU:** Kristin Kew
- **CES:** LeAnne Gandy (Co-chair)

Observers:

- Phoebe Walendziak, PED
- Emily Hoxie, LESC
- John Sena, LESC
- Michael Weinberg, Thornburg Foundation
- Sunny Liu, LFC

Consultants:

- Gina Ikemoto & Erika Hunt, EdRD

LICENSURE TASK FORCE

Members

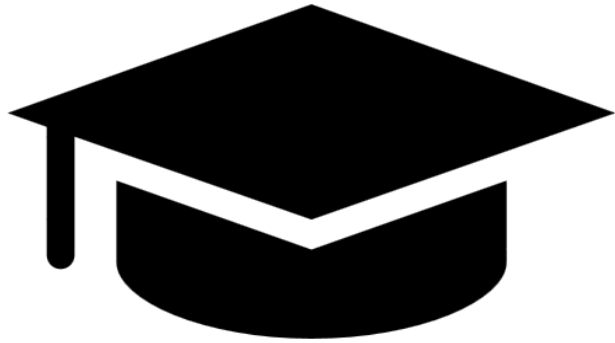
- Lee Hurren, Co-Chair
- Gloria Rendon, Co-Chair
- Kris Goodrich, Public University Dean
- Rick Marlatt, Public University Director
- Alexis Esslinger, CES
- Cindy Sims, Superintendent
- Bernadette Fietze, Principal
- Brittany Rhoades, Principal
- Ellen Bernstein, Teacher
- Porter Swentzell, Tribal Schools
- Jade Rivera, Charter Schools
- Karen Sanchez, former Superintendent
- Jenna Jaquez, PED
- Sandra Johnson, Private University Director

Objective/ Charge: To recommend changes to statute and department rules regarding education administration licensure.

Invited Observers

- Mariana Padilla, Governor's Office
- PED: Amanda Bell, David Vincent, Phoebe Waledziak
- HED: Stephanie Rodriguez, Secretary
- LESC: John Sena and Annie Armatage
- LFC: Sunny Liu
- Maddox Foundation: TJ Parks
- LANL Foundation: Michael Dabrieo
- Thornburg Foundation: Michael Weinberg
- ABQ Chamber of Commerce: D'Val Westphal
- Excellent Schools New Mexico: Scott Hindman


PERSPECTIVES FROM THE FIELD



Preparation
Programs

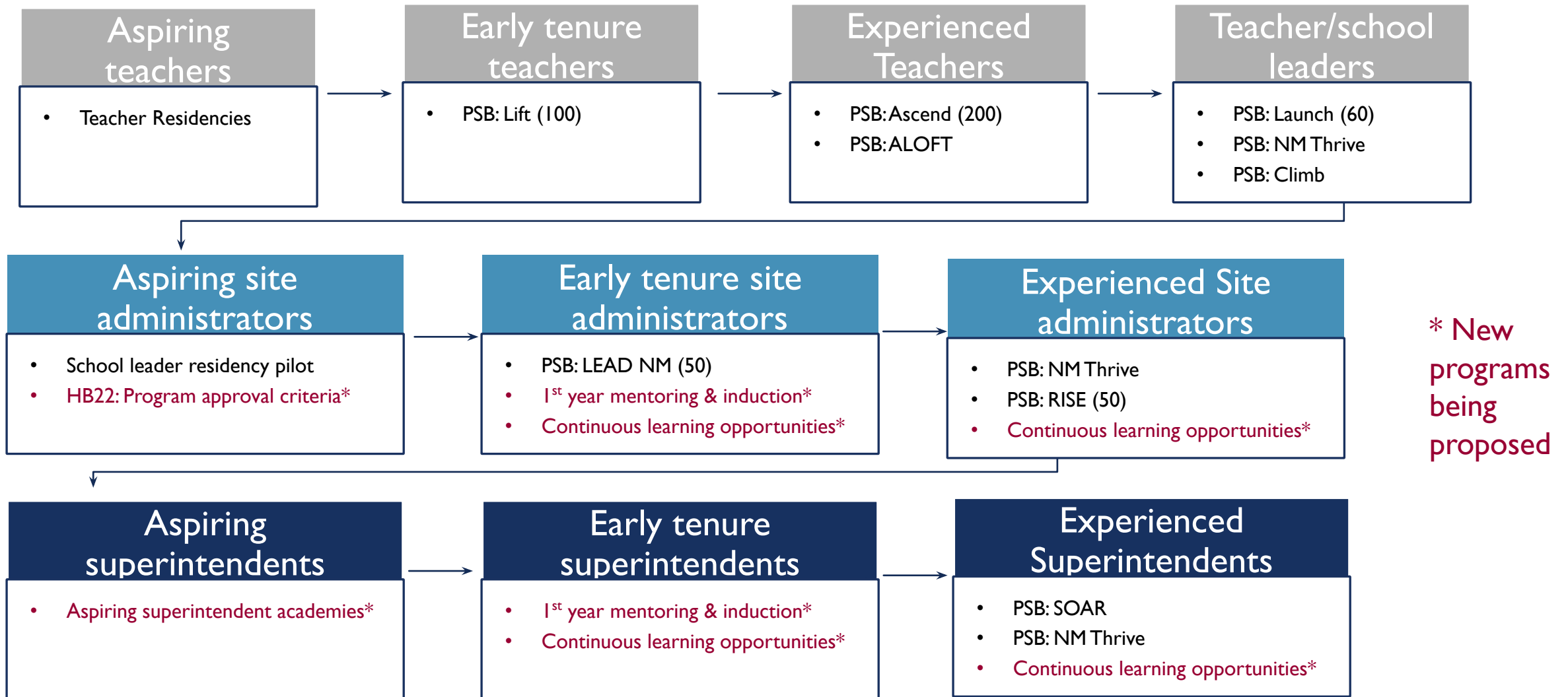


Practitioners



Moving from Recommendations to Implementation

NEW PROGRAMS NEEDED TO FILL GAPS IN SUPPORT



IMPLEMENTATION STRATEGY

- Create a Bureau of School and District Leadership
- Invest in data systems to be able to monitor and report on leadership development programs

RECAP RECOMMENDATIONS

1. HB22 that establishes program approval criteria to improve quality of site administrator preparation
2. Expand HB22 to:
 1. Establish mentoring and induction support for all principals and superintendents new to their role
 2. Increase intensity and access to aspiring superintendent academies
 3. Create licensure system for school leaders
3. Use strategies to support successful implementation:
 1. Create Bureau of School and District Leadership at PED
 2. PED sets criteria for program approval, but contracts to entities across the state to create and implement new programs
 3. Invest in capacity building of programs (planning grants, communities of practice) to help them align to best practice and implement high quality programming
 4. Implement programs strategically over time so PED has bandwidth to oversee implementation
 5. Create data systems for monitoring and improvement