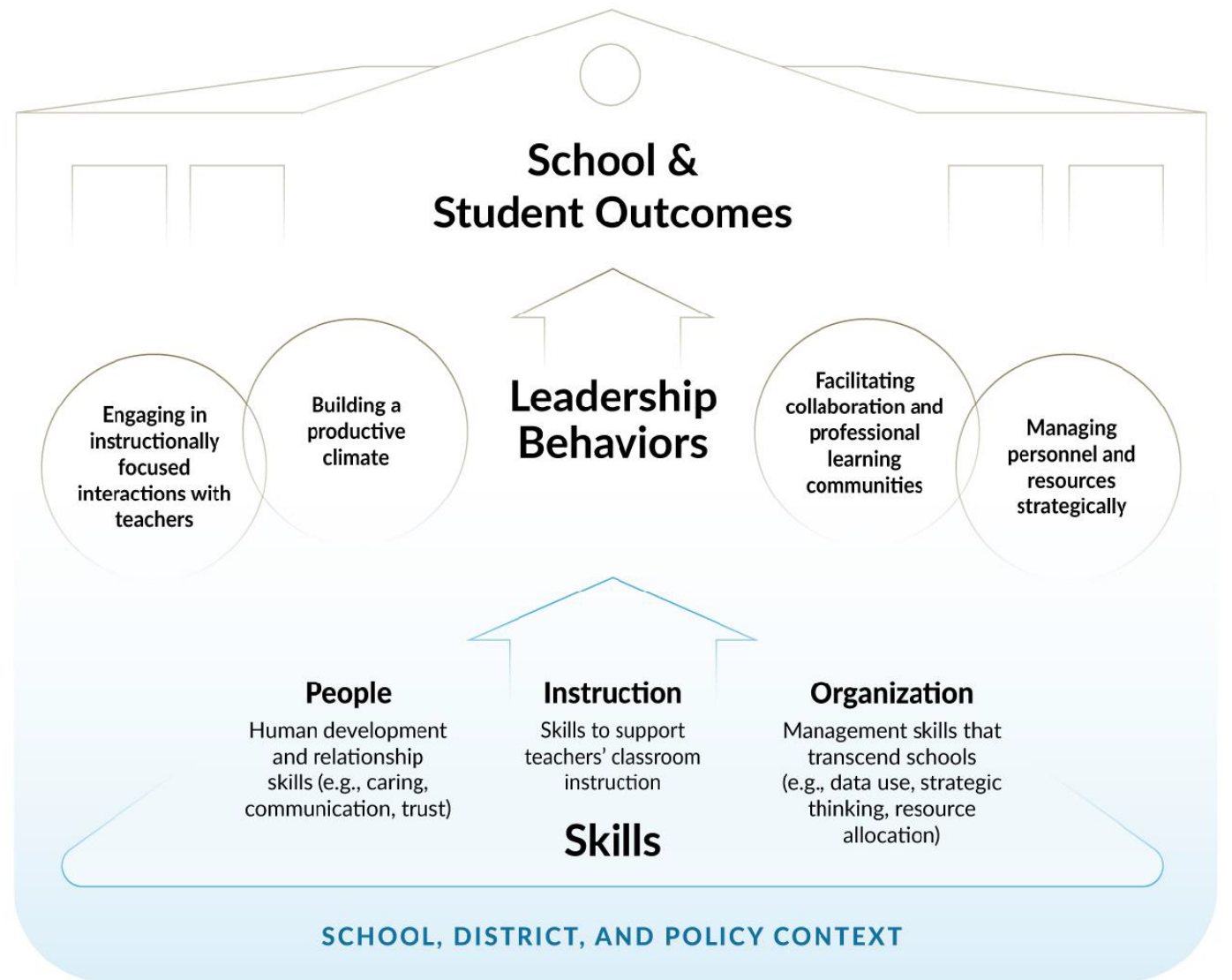


Growing Our Own

LFC Subcommittee
September 21, 2021





Why Focus on Principal Development

- The effectiveness of the principal is more important than the effectiveness of a single teacher.
- For example, principals affect all 483 students in the typical elementary school, whereas teachers affect 21 students in the average elementary school classroom.
- Given the scope of principal effects, school leadership is among the most important school-related factors that contribute to student learning Leithwood, et. al(2004)



Why Focus on Principal Development

- The National Association of Secondary School Principals (NASSP) and [Learning Policy Institute](#) (LPI) partnered on an intensive research project in 2019-2020 to identify the causes and impact of principal turnover nationwide.
- More principals are thinking about leaving the profession now, according to national survey data. The survey found 42 percent of secondary school principals were considering leaving.
- The percentage of principals planning to move to a different school was higher for those in high-poverty schools and rural communities.



What We Know:

- Effective principals orient their practice toward:
 - instructionally focused interactions with teachers
 - building a productive school climate
 - facilitating collaboration and professional learning communities, and
 - strategic personnel and resource management processes.
- Principals must develop an equity lens, particularly as they are called on to meet the needs of growing numbers of marginalized students.



What We Do Together

Competencies

- Commitment to Student Learning
- Engages the Team
- Focus on Sustainable Results
- Holding People Accountable for Student Performance
- Impact & Influence
- Analytical Thinking
- Conceptual Thinking

Levers

1. Data Driven Instruction
2. Instructional Planning
3. Observation and Feedback
4. Professional Development
5. Student Culture
6. Staff Culture
7. Managing School Leadership Teams

What We Do: A Differentiated Approach



- Designed to build the competencies of school leaders to assess school needs and establish Annual and 90-Day Plans to drive effective transformation strategies (e.g., data-driven instruction, school culture of achievement, observation, and feedback).
- A 2-year program
- 88 School Leaders from 26 districts (2020-22)
- 36 Performance Coaches (2020-22)
- 26 District Support Partners

337 School Leaders have participated RISE. Graduates include:

- **9** Superintendents/Executive Director
- **5** Assistant Superintendents
- **38** District Level Staff
- **61** Performance Coaches

What We Do: A Differentiated Approach



- Newly designed program, to support school leaders and instructional leaders in coaching teachers to develop the essential instructional skills and competencies necessary to address the needs of New Mexico's diverse student population, through Observation and Feedback.
- 1-year
- District participation encouraged
- Each principal is paired with a Performance Coach
- 152 School Leaders participated in the first cohort from 25 districts
- 35 Performance Coaches

What We Do: A Differentiated Approach

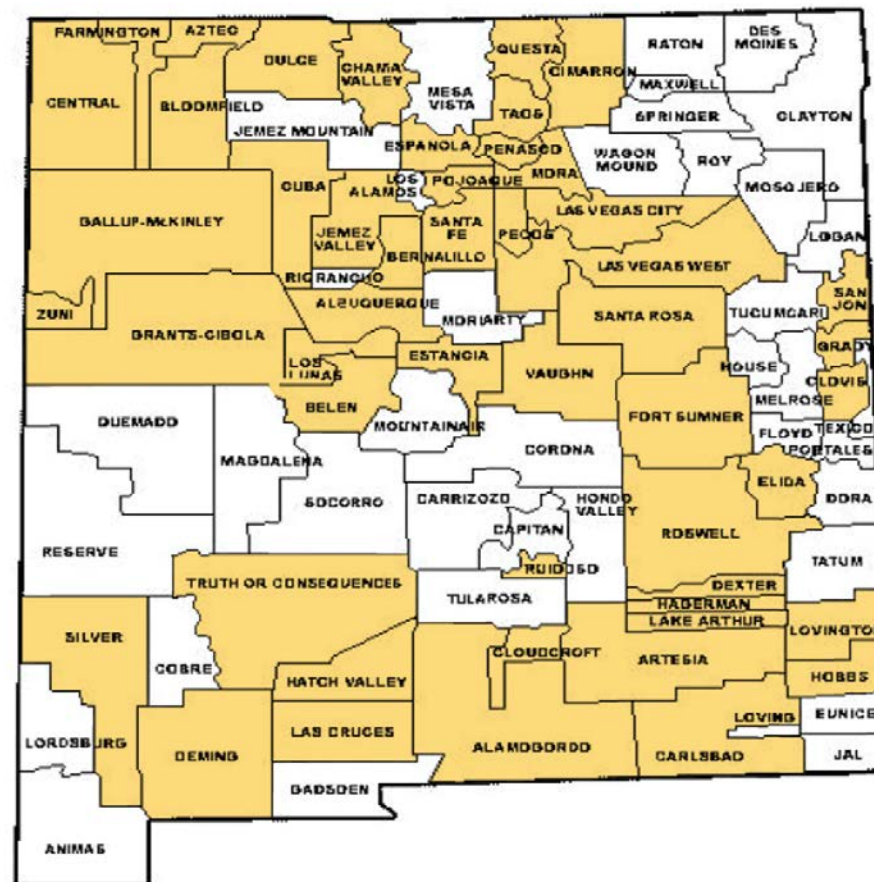


- Newly designed to provide early-career principals with practical information that will support them in their new role as New Mexico School Leaders grounded in best practices identified by New Mexico leaders who have learned from their own experiences working in schools and districts across the state.
- District participation encouraged
- Each principal is paired with a Performance Coach
- 31 School Leaders in the first cohort from 16 Districts
- 17 Performance Coaches

The Power of Partnership

District leaders must ensure they have the requisite systems that allow every principal and teacher to succeed, including the new and inexperienced.

To achieve this daunting objective, district leaders must proactively push through the bureaucratic structures that can interrupt real change and growth within their school communities while simultaneously providing the requisite systems, support, and accountability to grow their school leaders and teachers.





The Road Map

If we strengthen leaders' competencies to transform districts and schools, they will have the capacity to take bold and purposeful action.

If leaders take bold and purposeful action, they will establish the conditions for effective teaching and learning.

If we establish the conditions for effective teaching and learning, teachers will have the opportunity to improve their instructional practice.

If teachers improve instructional practice, then student learning will increase.

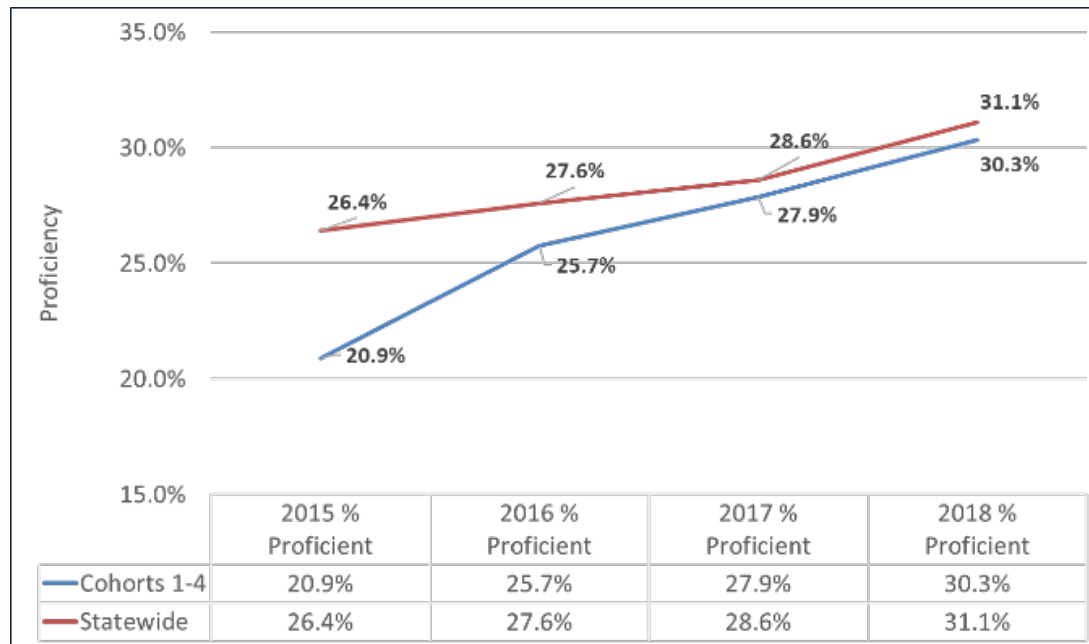


Instructional Leadership and the Power of Performance Coaching

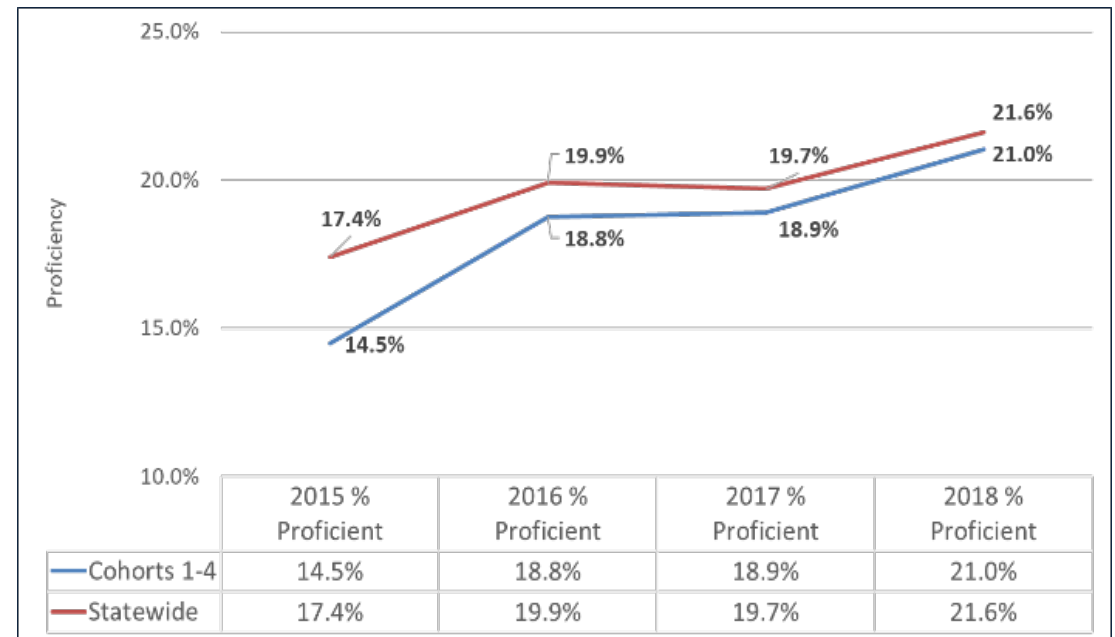
- Coaching has emerged as one of the most effective professional development options for adult learners.
- It is an essential practice for new and veteran leaders because it is an investment in human capital and the systemic improvement of their teachers. Meaningful coaching conversations between school leaders and teachers are the catalyst for action, change, and student success.
- The principal's ability to impact student achievement is directly related to their ability to improve the effectiveness of their teachers.

What We Know is Possible

PPE (now RISE) vs. Statewide Average:
English Language Arts



PPE (now RISE) vs. Statewide Average: Math



Voices from the Field and the Power of a Pipeline

Superintendent Arsenio Romero
Los Lunas Schools

Deborah Elder, Ed.D.
*Chief Academic Officer of Curriculum,
Assessment, and Innovation*

Our Newest Generation of NM Leaders ...

- *Ms. M. Coffin*
- *Ms. S. Chavez,*
- *Ms. M. Rivera,*
- *Ms. S. Jaramillo*

Recommendations for the Future

- Targeted Superintendent Support Opportunities
- Targeted Central Office Support Opportunities
- Bringing the work to scale