

SAELP Policy Framework

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| <p>Overall Vision</p> <ul style="list-style-type: none"> Has the state defined high quality leadership for principals, superintendents and school board members? Is the state leadership vision linked to teaching and learning? Are the governor, legislature, state board and department of education working to make education leadership a state priority? Has the state reviewed current policies related to education leadership to assess their validity? Is a broad range of stakeholders involved in thinking about, defining and developing leadership policy? What is the public perception of the principal's job, superintendent's job and school board member's job? How does the media portray education leaders? | <p>Education and Professional Learning</p> <ul style="list-style-type: none"> Does the state have high-quality standards for school leaders? Is there a valid way to assess the standards? Are there professional development standards for leaders? Do leaders participate in high-quality professional development? Are there state policies that ensure this? Do new leaders have pre-service opportunities (principals and superintendents)? Does the state have induction or mentoring policies? Does the state have a mentoring or induction system that has been evaluated for effectiveness? Are leaders evaluated in a way that is aligned with the standards they are expected to meet? | <p>Conditions of Practice</p> <ul style="list-style-type: none"> Are salaries competitive for the job required? Does the state allow for or encourage distributed leadership models? Do leaders have the authority for composing their staff? Do leaders have the right amount of authority over their school and district budgets? Are there other incentives and rewards that make the job worthwhile? Does the state offer pension portability? Do leaders have ongoing support such as professional development, mentoring and induction? Are the school and district building conditions clean and safe? Has the state helped to develop community and political support for leadership roles in schools? Have the roles and responsibilities of principals, school boards and superintendents been clearly delineated and communicated? Have issues of retention been investigated in the state? Do district offices serve as service providers to schools? |
| <p>Candidate Pool</p> <ul style="list-style-type: none"> Are data systems in place where shortages can be identified? Does the state have an effective recruitment strategy for education leaders? Are there aspiring leader policies? Does the state have a representative balance in leadership positions? Is there a strategy to recruit diverse people to leadership positions? Are there state data on leader retention and tenure? Is there a mechanism for ensuring that high-quality candidates are being recruited to leadership positions? Are leaders expected to succession plan? Is there a statewide strategy for recruitment of the best leaders to hard-to-staff schools? Are there alternative ways for high-quality candidates to enter the system? Are the proper incentives in place to attract and keep high-quality candidates? | <p>Licensure, Certification, Program Accreditation</p> <ul style="list-style-type: none"> Are principal and superintendent preparation programs linked to standards? Are programs evaluated on how well the candidates meet the standards? Are programs successful at preparing 21st century leaders (principals and superintendents)? Are program accreditation standards aligned with leader standards? Is the program accreditation process comprehensive and does it ensure program quality? Does licensure ensure high-quality candidates (for principals and superintendents)? Are licensure requirements easy to navigate? Are there certification opportunities for leaders to get advanced stature and compensation? Are there alternative routes to certification? | <p>Governance Structures</p> <ul style="list-style-type: none"> Is there a clear balance of power between the state, district and schools? Are there clearly defined roles for state, district and school? Are policies clear and able to be implemented? Is there an appropriate range of stakeholders involved in the policy development process? Are the roles and responsibilities of boards and superintendents clearly defined? Is there enough legal authority for principals to do their jobs? Do they participate in collective bargaining agreements? Is there a balance of accountability and authority? Do school governance structures allow for distributed leadership or other models of leadership? Is accountability clear for each leadership role in the system? Are fair and valid evaluation systems in place to assess superintendents, boards, principals and other leaders? |

DRAFT Leadership Rubric. * Unless otherwise noted, leaders are defined as principals, superintendents and school board members. The responses to the questions will be very different depending on which role is considered, however, it is good to think through the requirements, supports and structures for each of these roles in the system. SAELP National Consortium members include CCSO, ECS, NASBE, NCSL and NGA. Thanks to Katy Anthes at the ECS for compiling this rubric.