

SAELP POLICY & PRACTICE COMPENDIUM: PART TWO:
-
FIELD RESEARCH REPORT

Field Research Meetings - Final Report

Introduction

The Issue

Effective superintendents and principals are essential to turn around low-performing schools, sustain improvement in schools that display exemplary performance, and improve results in all schools. Both common sense and research support this fact. Since the early 1980's, research on the issue of “effective schools” has suggested time and again that principals and superintendents are critically important players in promoting and supporting student learning. One of the most consistent findings in such research has been that the United States cannot have excellent schools without excellent leaders. Despite this well

understood relationship between student performance and strong leadership, however, concerns about the quality of leadership in our schools have recently been complicated by an anticipated crippling shortage of qualified school leaders.

SAELP Field Research

As part of its focus on leadership in the twenty-first century, CCSSO was recently awarded a grant by the Wallace-Reader's Digest Funds. Guided by a National Consortium steering committee, CCSSO's *State Action for Education Leadership Project* (SAELP) focuses on development of those policies most likely to attract, prepare, support, and sustain effective leadership at the superintendent and principal levels. In addition to researching *existing* state policies in these areas, SAELP is also designed to develop a clearer understanding of the policies that *ought* to be in place. An essential part of SAELP's research strategy involves including the perspective and opinions of current education leaders. As part of this process, CCSSO's State Leadership Center hosted two full-day Field Research sessions. At each of these meetings, outstanding principals, superintendents, and board members from around the country were gathered to discuss and make recommendations about the kinds of policies that *they think* would attract, support, and sustain effective leadership at the district and school levels.

Initial work under SAELP was specifically designed to identify and frame the following state actions:

- Broadening and deepening the *pool of qualified leadership candidates*;
- Establishing meaningful models for on-going *professional development* and *pre-service*

training opportunities to current and future education leaders;

- Developing a focus on leadership that centers on *teaching and learning* as the central activity of each school;
- Changing the *organizational context*, and *authority for practice* of education leaders in ways that help develop and promote effective leadership;
- Increasing opportunities for women and minority education leaders;
- Developing the leadership capacity to manage the *unique problems of high poverty districts* more effectively.

Purpose of Field Research Meetings

The Field Research meetings were designed to accomplish each of the following:

- Inform current research efforts through practitioner opinion and examples of policies that, if in place, would attract, sustain, and support effective leadership at school and district levels;
- Develop an understanding of the key issues and challenges for education leadership, from the perspective of current principals, superintendents, and board members;
- Provide a forum for education leaders throughout the country to present and discuss leadership issues and concerns.

Field Research Meeting Design & Selection of Participants

Field Research sessions were conducted on August 8 and 9, 2000. These sessions were designed to

maximize both the *quality* and *quantity* of input received from outstanding principals, superintendents, and board members. Each session was framed as a “conversation” among proven education leaders who represent diverse backgrounds in American public education. Conversations during both sessions focused on the key issues in education leadership - as perceived and understood from the perspective of practicing principals, superintendents, and board members.

The State Leadership Center realizes the importance of collaborating with other organizations, and appreciates the fact that it was able to take this opportunity to work with other key organizations to invite participants to both Field Research sessions. Field research candidates were selected from a diverse pool of talented individuals recommended by: the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the Education Commission of the States (ECS), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the National School Boards Association (NSBA), and the Wallace-Reader’s Digest Funds. Approximately 15 individuals participated in each Field Research session. Both the National Consortium partners and CCSSO’s State Leadership Center look forward to working with other organizations again as its initial work under SAELP progresses.

Diversity of background and experience were central considerations in selecting candidates to participate in both Field Research sessions. The project’s National Consortium steering committee (consisting of the

five national organizations with primary responsibility for education policy - the Council of Chief State School Officers (CCSSO), the Education Commission of the States (ECS), the National Association of State Boards of Education (NASBE), the National Conference of State Legislatures (NCSL), and the National Governors' Association (NGA)) advised that each of following factors should be considered in determining candidate selections: geography, district size, gender, ethnicity, and experience.

A professional facilitator was also recruited to guide and direct the conversation during each session, to ensure that participants stayed focused on the issues while offering them an opportunity to express their opinions free of interruption.

Both Field Research sessions were organized around the following three questions:

- (1) What is the most significant action states take to support development of leadership in school districts?
- (2) What is the most significant action states take to hinder development of leadership in school districts?
- (3) What state policies for *the following*** six strategy areas for improving public education leadership need to be in place to increase student learning?

**CCSSO's six (6) strategy areas for improving public education leadership are:

- I. Priorities & Ways of Doing Business
- II. The Candidate Pool

- I.1) Attracting
- I.2) Procedures & Authority for Hiring
- III. Education & Professional Learning
 - II.1.) Pre-Service Education
 - II.2.) Continuous Professional Learning
- IV. Licensure, Certification, & Program Accreditation
 - III.1.) Licensure & Certification for Principals & Superintendents
 - III.2.) Accreditation for School Leader Preparation Programs
- V. Conditions of Professional Practice
 - IV.1.) Incentives - Salary, Pension Portability, Bonuses, etc . . .
 - IV.2.) Performance Review
- VI. Authority for Practice & Governance Structures
 - V.1.) Roles & Responsibilities for Principals & Superintendents
 - V.2.) Governance Structures Established in State Policy

In addition to playing a key role in determining how discussions at the Field Research sessions were organized, these six categories also serve as the framework for SEAL's broader research on state leadership policy.

Field Research Report Design

The current report is divided into five parts: *Introduction*, *Overview*, *Section One*, *Section Two*, and *Section Three*.

- *Introduction* - The *Introduction* to this report is intended to provide a basic overview of the project, and provide background information on how both Field Research sessions were organized;

- *Overview* - Following the brief *Introduction*, there is an *Overview* that presents themes and issues that appeared to be of special importance to Field Research participants;
- *Section One - Statements on the Need for State Attention to Leadership Issues*: Section One presents practitioner views (in the form of quotes drawn from meeting manuscripts) on the existing need for action in the areas of attracting, supporting, and sustaining school leaders.
- *Section Two - Statements on Policies & Issues That Should Be Addressed to Promote Effective Leadership Development*: Section Two presents state policies that were identified as preventing school leaders from becoming more effective leaders (through both intended and unintended consequences).
- *Section Three - Policy Suggestions for SAELP's Six Strategy Areas*: Section Three outlines specific suggestions that were identified in each of the five key strategy areas mentioned above.

This report documents the perspectives of several dozen proven leaders in education. It presents the opinions and perspectives of those principals, superintendents, and board members who participated in both Field Research sessions. The report consists of quotations related to SAELP's six strategy areas. The central purpose of the Field Research meetings was to develop a better understanding of issues related to attracting, supporting, and sustaining education leaders by obtaining input from principals and

superintendents. The findings presented in this report are anecdotal rather than empirical.

OVERVIEW

The *State Action for Education Leadership Project* is about developing quality leaders and ensuring that America's schools have the quality leadership they require. The leadership crisis facing American public schools has at least two key aspects: quality and supply. Not only are there too few schools that have the quality leaders they require, there is also a serious predicted shortage in the overall supply of principals and superintendents. For example, during one of the Field Research sessions a Superintendent commented: "As acute as the leadership crisis is for quality leaders in general, it is even more acute for quality minority candidates. In my district right now, there is not one single qualified minority candidate that could replace me." The State Leadership Center recognizes both facets of this issue. In addition to researching and promoting state policies that lay a foundation for improving the *quality* of existing leaders, SAELP is also working to identify policies that may help states address the predicted *shortage* in the supply of principals and superintendents.

In recent years, a great deal of time and energy has been devoted to determining the extent of this predicted shortage of qualified education leaders. Most observers and policy experts agree that a shortage does exist, and that it is likely to grow worse before it improves. Taking the existence of a

shortage in the supply of qualified candidates for the principalship and superintendency as a given, during both Field Research sessions the State Leadership Center focused on practitioners' perspectives related to *specific ways* to improve existing policies that impact the performance of education leaders. During conversations at both sessions, however, the most common idea expressed was the overwhelming need for action in this area. Therefore, *Section One* of this report is devoted exclusively to recognizing and documenting the general need for attention to the issue of leadership. In other words, while the principals and superintendents gathered from around the country had many subtle and useful *specific* recommendations, the dominant theme expressed was the crisis they regularly face. The dominant theme over the course of these conversations was the need for policies that (1) do a better job of producing more effective leaders, and (2) do a better job of attracting, supporting, and sustaining principals and superintendents.

The following expressions of concern were typical of both sessions.

“In our state we are faced with losing 450 administrators to retirement in two years. I only have several people on my staff who are looking to become administrators . . . and these, quite frankly, I would not hire for these positions. This makes me more than a little nervous.”

“There *has* to be a commitment on the part of the state legislature to improving the quality of education leadership, and the quality of programs available to train leaders. . . through best practices. I have heard a lot of discussions of important programs in many different states, but there has to be some way of getting this information in front of the people who are responsible for making the legislative decisions . . . so that they can see there are some programs in existence that truly do work”

“I am currently Superintendent of schools in [XXXXXX]. I recently had a principal retire .

. . . after nineteen years at the same school. We held a search process, and while we had 35 applicants . . . the interview committee (composed of parents, administrators and teachers from our school district) . . . could not present three qualified candidates to me. Also, as a fourth year Superintendent in my state I have become one of the most senior Superintendents . . . I watch my colleagues leave - not retire but just leave - and the school district cannot find anyone to replace them. This issue has caused me a great deal of concern and stress over the last few years . . . there is something that is keeping candidates from applying, and we have got to get the bottom of it.”

“Time is an important issue . . . time for staff development. You can create lots of in-service activities, but then there is always the job back home - when is that going to get done? Most of us are in situations where we have downsized the number of administrators in a district, but the work demands have increased . . . so you are always weighing all of the work that has to get done versus all of the things that you’d like to do - in-service, staff development . . . people work overtime, but there’s a limit to that. Sometimes we overstep that limit, and people just feel like they can’t do anymore.”

“When teachers see that “deer in the headlights look” on their principal’s face . . . they know don’t want any part of this. We have got to do something to improve the spin that gets put on the principalship, and how it is perceived. This has to happen at the state and national levels. We have 150 certified individuals in my building, and only 2 that are interested in the principalship. It is currently salary structured such that the pay for moving into the position of assistant principal is just not that attractive. The extended contract, the stress, the after-school activities. It’s just not a fair trade-off. So, what we have to do is improve the marketing . . . and at some a point a redefinition of what the principalship actually is . . . in terms of the structural definition and all the things that go with it.”

“My school district has approximately 45,000 students. I am experiencing a shortage in senior leadership - both in central office and all of our buildings. All of our senior leaders are within 3 to 5 years of retiring. In central office, every person could walk out today. As acute as the leadership crisis is for quality leaders in general, it is even more acute for quality minority candidates. In my district right now, there is not one single qualified minority candidate that could replace me.”

“I am starting my eighteenth year as superintendent . . . I am 16 years over the average.”

Beyond general expressions on the shortage of qualified leadership candidates, Field Research participants also expressed serious concern on a wide range of *specific* state policy issues that impact their performance in undesirable ways. *Section Two* is devoted to documenting many of the specific ways that existing state policies (through both intended and unintended consequences) might hinder principals and superintendents from doing their jobs effectively, and from improving in their performance on the job. In many instances, it is important to note, the concern that has been identified results from the *lack* of a clearly defined policy, or the *lack* of an effort to focus attention and resources to a given issue. During the course of our Field Research sessions, focus was on both *existing policies* that prevent education leaders from performing as effectively as they otherwise could, and *areas of need* - where principals, superintendents, and board members identified *a need for policies* that, while they do not yet exist, could more effectively promote the development and sustaining of school and district leaders.

Section Two includes quotes expressing practitioners' concerns in each of the following areas:

- *POLITICS & PERCEPTION of SCHOOL LEADERS*
- *MONEY / SALARY*
- *SALARY CAPS*
- *CERTIFICATION*
- *ALTERNATE CERTIFICATION*
- *PENSION PORTABILITY*
- *CAREER LADDER*

- *COORDINATION of EXISTING STATE EFFORTS*
- *STATE LEVEL MAGNET EFFECT*
- *DISTRICT LEVEL MAGNET EFFECT*
- *BUDGET & POLITICS*
- *LEGISLATIVE PROCESS*
- *MEANINGFUL PROFESSIONAL DEVELOPMENT OPPORTUNITIES*
- *GRADUATE TRAINING*
- *RELATIONSHIP BETWEEN BOARD & SUPERINTENDENT*
- *ENCOURAGING SCHOOL LEADERS TO STAY IN THE PROFESION*
- *TENURE / LENGTH OF CONTRACTS*

The final section of this report, *Section Three*, contains specific suggestions for improvement in each SAELP's six key strategy areas. The quotes included in this section are organized around these six areas. Although suggestions were made in each of the six strategy areas, the most frequently discussed areas were: "*Priorities & Ways of Doing Business, Recruitment*" "*Pre-service education,*" "*Continuous Professional Development,*" and "*Incentives - Salary, Pension Portability, Bonuses, etc . . .*" The education leaders at both Field Research sessions expressed an overwhelming need for state funded internship and mentorship training programs for new principals and superintendents. They also suggested time and again the need for ongoing opportunities (for current principals and superintendents) to receive training that is connected to their daily job tasks, and that focuses on teaching and learning for leaders.

Although on-site activities can be structured in a way that is useful, school leaders at both sessions expressed a fundamental need to be given the time and the opportunity to receive training off-campus - over a period of several days. Many principals and superintendents emphasized that such learning opportunities are foundational to their growth and continued development as leaders.

SECTION ONE - *Statements On the Need for State Attention to Address Leadership Issues*

“In our state we have over 200 school districts, so you can imagine the leadership problem we are facing. Like all of you, we face a shortage for all types of administrators. . . not only is the

shortage of administrators a problem, we are also facing a shortage of teachers. In general, it is difficult to find anybody to do anything, and we're faced with what we call brain drain . . . there are so many districts in our neighboring states that need leadership and teachers that we have literally hundreds of people leaving our state each year to take positions in other states. The leadership drain this causes is just unbelievable. So, not only is there a shortage of future leadership candidates for our rural as well as our larger districts . . . there's also a drain of people who are doing the job presently. When they reach the fifth year . . . they are gone."

"The need is for leadership in our state is very great. Part of it is the draw to other fields. Especially people in the sciences. . . after teaching for several years they are often able to find jobs in industry that pay upwards of 90k per year. When a teacher starts out making 35k, this is not a difficult step to take. It's a very difficult step for us to lose these people though. Especially in a state where we are losing a lot of our long term Superintendents, and those vacancies go unfilled. Even though they have a lot of applicants, usually the selection process and finding the right applicants for the position is very difficult. We see the same things in openings for the principalship, some of the people are taking the courses in the college . . . and later choosing not to pursue the jobs that are available."

"Many of our administrators are retiring. As a matter of fact . . . as of the opening of school this year, we are still looking to replace people that have gone."

"I had the experience of trying to hire an assistant principal recently. I looked for over a year and received close to 100 applications after advertising nationally. . . after taking the time to look at about 30 candidates, we decided that it would be easier to start the search process all over again."

"In our state we are faced with losing 450 administrators to retirement in two years. I only have several people on my staff who are looking to become administrators . . . and these, quite frankly, I would not hire for these positions. This makes me more than a little nervous."

"I am currently Superintendent of schools in [XXXXXX]. I recently had a principal retire . . . after nineteen years at the same school. We held a search process, and while we had 35 applicants . . . the interview committee (composed of parents, administrators and teachers from our school district) . . . could not present three qualified candidates to me. Also, as a fourth year Superintendent in my state I have become one of the most senior Superintendents . . . I watch my colleagues leave - not retire but just leave - and the school

district cannot find anyone to replace them. This issue has caused me a great deal of concern and stress over the last few years . . . there is something that is keeping candidates from applying, and we have got to get the bottom of it.”

“I am a school board member. I come from a district close to 19,000, and in the past we have had very little trouble finding people - until the last couple of years. In this area. . . the Washington D.C. area . . . attracting and finding strong leaders is very tough business. Someone told me many years ago that leaders are born, and I believe this. But I also believe you can enhance your skills, and that is why I am here.”

“My school district has approximately 45,000 students. I am experiencing a shortage in senior leadership - both in central office and all of our buildings. All of our senior leaders are within 3 to 5 years of retiring. In central office, every person could walk out today. As acute as the leadership crisis is for quality leaders in general, it is even more acute for quality minority candidates. In my district right now, there is not one single qualified minority candidate that could replace me.”

“I am starting my 18th year as superintendent . . . I am 16 years over the average.”

SECTION TWO - *Statements On Policies & Issues That Should be Addressed to Promote Effective Leadership Development*

POLITICS & PERCEPTION of SCHOOL LEADERS -

“Aside from the “graying of the Superintendency,” the biggest problem we have [in our state] is that both the Governor & Legislature seem to be working at odds with us. First, they took away licensing requirements for Principals and Superintendents. . . The State Secretary and Governor are trying to convince the public that schools are not doing a good job. Public officials need to use the bully pulpit in a way that helps education leaders, rather than working against them.”

“I wish the Sate DOE could be more supportive of professional school leaders. They are very sensitive to criticism but not very responsive. Right now we really don’t have anybody advocating for us except the professional organizations. The DOE is almost an opponent for us.”

MONEY / SALARY

“A lot of the most qualified individuals who could move into the principalship have to weigh family and finance issues in that decision - which means as an educated individual one really has to be willing to sacrifice. . . because there’s a lot of other things somebody with a college education is qualified to do that are more rewarding in terms of finances - especially considering benefits and health care. In education it takes quite a while to move up in the salary schedule to where you are comfortable.”

“After 3 or 4 years of teaching, or after spending several years in an administrative leadership position . . . it is not hard for most individuals to move into an alternative career ladder where the rewards are far greater.”

“From an incentives perspective, I am good friends with a former Principal who sat down and weighed the time and benefits he received for his current position versus a Physical Education teacher opening they had in the district . . . After this calculation, he figured out that the extra time, stress, and worry he was putting into his current job wasn’t worth it. He recommended himself for the Physical Education teacher job, and he made the switch.”

“I am a superintendent . . . my daughter - who just finished several years ago at the University of [XXXXXX] - wanted to go into teaching, but she went into Accounting. She received an internship at *Proctor & Gamble* for juniors. She made over a thousand dollars each week, they moved her in . . . and out. They paid for her housing. And, upon graduation . . . they had wined and dined her 37 times before she signed with them. They upped her salary to the point where it was above her mother’s - who has been in teaching for 22 years. Now in her second year, she makes more than her father (myself), even though I am a superintendent. This is what we are up against. . . Luckily I have this passion for education that keeps me around.”

SALARY CAPS

“Our state helped us out a lot by setting up an effective, state financed leadership training program. But, while they did this one the one hand . . . they also said that the budget line item for Superintendents could never be raised more than 5% per year. This is basically a way of saying, instead of capping your salary . . . we are going to cap the line item. Now, insurance in the districts, whether for teachers or superintendents, has been raised somewhere in the neighborhood of 15 to 25% annually - depending on your coverage. Of course, this causes the “line item” to go to pieces. So, superintendents purchase insurance from the accounts that should be used for continuing professional development - so they can stay within the 5% line item cap.”

CERTIFICATION

“Finance will always be an issue, regardless . . . but the biggest stumbling block as our state deals with it is those policies that are put in place to stop us from doing things we need to get done. In our state, to become certified as any administrator you have to participate in a prescribed intern program . . . but this is never addressed financially. So, what the state is saying to anyone interested in administration is - you are going to give up half a year of your life with no money. This is a policy issue that our state needs something done with if they are going to actively encourage new leadership. This is a state policy issue than can be dealt with.”

“Looking at certification for practice, transfer from state to state is always an issue. Having gone through seven states . . . some of the requirements are ridiculous. . . and to take the courses is often meaningless. I understand the intent of taking a course on Child Abuse, but having been a superintendent as long as I have been a superintendent . . . having to take a video course and take a fill-in-the-answer test was a little ridiculous. There’s lots of examples of meaningless requirements for . . . especially for experienced leaders.”

ALTERNATE CERTIFICATION

“We should advocate a model that empowers boards to hire who they want to without going through some of the certification issues. This would be more of a market-place model . . . where you wouldn’t need a certificate to practice if you can get a local school board to hire you. This is almost an extension of the “principal for a day program.”“

“If the person who is hired can show results . . . as a principal at the building level it doesn’t matter to me whether or not that person is certified. If they can provide the environment and support that is needed for me to do my job, and to help educate kids. This is a results-based approach. This would raise the bar for the rest of us, because we would want to prove the market wrong.”

PENSION PORTABILITY

“Pension portability is . . . a key issue. We live in a world of change, and people don’t stay in their jobs the way they used to. In other words, you or your spouse or your family often have other needs . . . and need to have the flexibility to move. States lose people by having gatekeepers that prevent people from leaving or coming in.”

CAREER LADDER

“Some states have passed incentives to keep good teachers in the classroom. I think its good that this has gone away. The residual from career ladders has gone by the wayside. That legislation impacted administration, and this wasn’t the intent.”

COORDINATION of EXISTING STATES EFFORTS

“In our state right now there is a leadership academy that is under the direction of the state DOE . . . and the Governor also runs a leadership initiative. The Professional Association also have a program for aspiring candidates. There are many initiatives in the state and region, but there is not much dialogue taking place horizontally at the state level between these organizations . . . or vertically from the state down to the districts. So, this creates the problem of duplication . . . and an even greater problem of gaps.”

STATE LEVEL MAGNET EFFECT

“[XXXX] state in particular is drawing teachers and school administrators from all surrounding states. Since this started happening, we prefer to make it more difficult to leave the state.”

“When [a leadership candidate] can go 30 miles from their current position and pay 30% less for a house . . . there is a strong incentive in terms of quality of living for that person to leave.”

“Many very competent administrators who can get full retirement (and are vested) . . . leave right then and their. They take all of that expertise and knowledge to another state, because there is no longer an incentive for them to stay in our state.”

DISTRICT LEVEL MAGNET EFFECT

“Throughout our state . . . salaries and benefits vary dramatically, and we have had the difficulty of losing Assistant Principals that we train to other districts that can afford to provide stronger benefits. We are fortunate enough to have district mentor training programs, but found that we ended up training people just to have them leave for other districts that focus on better benefits.”

BUDGET & POLITICS

“Supporting education leaders simply boils down to the politics of what is significant, and what is not. . . . and when politics does move a reform, it has to be from the bottom up. Looking at every successful reform in our state, whether it was through teacher organizations, principal organizations, the district . . . or whatever . . . when it comes from the top down, it comes with built in resistance - whether it’s good or bad. We have to find a way to get around that before any state level program can be successful.”

“It’s a matter of what happens to the smaller school districts. When you lose kids, you lose revenue and then you lose programs. So, how do you maintain a quality program when you see a migration out . . . or even a migration of students into your school district? I don’t think we are CEO’s. My principals have got certain resources, and they have no control over how they get any more . . . they are held accountable for the results, but they don’t have any control over the resources. As a superintendent, I get so much money from the state per student. My opportunities to acquire more dollars certainly may be dependant on our creativity in seeking out additional resources as a school district, but depending upon your location . . . you have to fit certain criteria. Being suburban sometimes means you don’t “need” anything, because as a suburban district you are a “good” school district.”

“We used to have district funded mentorships and internships that we found extremely beneficial. But several years ago we had to shift the funding away from these programs because of competing concerns. Now, ironically, several years later we are at all time high in terms of the demand for the very programs that we were forced to get rid of several years ago . . . even though we knew that they were effective. We grew a lot of folks in these programs., and they made extremely good AP’s.”

“We say we want to be number one. The reality is we don’t really want to be number one. We think we do, and we say we do . . . but if you look at education, we are not willing to put in the time or the resources to be number one. We want more leisure time and more money.”

LEGISLATIVE PROCESS

“There is very little dialogue when reforms are passed. A top down mentality too often pervades the legislative process, and seldom are educators or professional associations invited into the process of drafting and passing legislation that impacts school leaders. The people who really understand the issues are simply not there.”

“Agencies making laws and regulations need to very careful that they make sure they do not assume a “one size fits all” mentality. I am not suggesting that we have different standards for different kids or districts. But, in a standards-based system we need to make sure that it is understood what improvement is . . . wide diversity in every state needs to be acknowledged . . . diversity of kids, of resources, of everything.”

“Timing of incentives is also a key issue. The resources that may be available never fall during the summer when you are scrambling to replace staff.”

MEANINGFUL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

“States that focus professional development and funding opportunities only on teachers send a negative signal to administrators . . . basically . . . we don’t really value such opportunities for administrators. So, if a state is going to try to make leadership important . . . they have to make it viable. States have done a tremendous amount to support and sustain professional development for teachers (in some districts), and they need to start sending the same signals for administrators.”

“Principals are too often not equipped. For example, I know I am a mediator. I mediate adult to adult, child to child, custodian to custodian, custodian to assistant principals, parent to child, parent to teacher, etc . . . and I did not get any training for this. I sought the training, but it was not just offered. I think there’s a lot of training that we need to look at for school leaders . . . and sometimes we miss the boat. We have to look at it holistically and see what this person really needs to be a community leader . . . in my school I am not just a school leader, because everybody in the community looks to the school for anything and everything.”

GRADUATE TRAINING

“It was not long ago that I finished my graduate level training for the principalship and I have to say that I didn’t think it was very effective. It was a real sham. I don’t think I ever opened one of the textbooks . . . except for two classes. Finance and Administrative Management were the only courses . . . relevant and practical to what I actually do in my job. There is a fine line between training people in theory for educational leadership and providing them the practical skills they need to do the job they are required to do.”

RELATIONSHIP BETWEEN BOARD AND SUPERINTENDENT

“In some state the staff report to the Board. As a superintendent, this really gets in the way of my ability to control my district. In some states assistant superintendents and treasurers also report to the board.”

ENCOURAGING SCHOOL LEADERS TO STAY IN THE PROFESSION

Longevity has to play a role . . . period. I am much better in my seventh year than I was in my second year, and so is my school. The musical chairs that are played, especially in larger districts that maybe have dozens or scores of high schools alone . . . you can’t train new people in a year or two. You can barely teach them where all the buildings are located. The turn-over has got to be disastrous.

TENURE / LENGTH OF CONTRACTS

“From a school building principal perspective, the length of contract is a key issue . . . because under shorter contracts you find yourself taking less controversial attitudes instead of really working for change - out of fear for your contract renewal. This has reduced the number of individuals aspiring to a certain level of leadership, because they are leaving a certain aspect of security behind if they try to effect change. States should consider policies that ensure multi-year contracts for building level administrators”

“In many states (for superintendents particularly) the length of tenure is a serious issue. There is variation across the states about how long of a contract somebody can receive, obviously the longer contracts offer more job security, and more incentive to become a superintendent in that state . . . regardless of whether you are coming from outside the

state or from within. But, many states have strange language in their laws about the length of contracts . . . in one large city where I practiced, despite that fact that I was the fifth longest practicing superintendent for a major urban district, I worked under 8 one year contracts, because the state only allowed one year contracts. . . It has now been changed to 3 years. Even 3 years is insufficient, however, one you are going to have to move your family, your kids in school, buy a new house, and everything else . . . I think 5 years is an appropriate time.”

“In several states, if the majority of the Board changes . . . for whatever reason . . . state policy dictates that superintendent contracts may be shortened immediately to 6 months. I went through this once . . . all of the sudden I had a 6 month contract. Such a policy doesn’t exactly generate stability with the superintendency.”

“This issue of contract length and tenure for superintendents has a domino effect on all other leaders in the district - principals and others . . . It also has a profound impact on the underlying philosophical direction for what is going on within a school district generally.”

SECTION THREE - *Policy Suggestions for CCSSO’s Six Strategy Areas*

I. Priorities & Ways of Doing Business

ALIGNMENT BETWEEN NEW & OLD REFORMS

“The mentor programs that are offered should be very specific in terms of aligning them with the states standards and assessment requirements. In [our state] this is very difficult to do because everything is always changing . . . but it is still important.”

“What is effective instruction? It means that the stated, adopted curriculum that ties into the states standards is being taught. If a principal doesn’t know, inside and outside, what that curriculum and standards are . . . he or she could spend every minute of every day in the classroom and it wouldn’t make any difference. So . . .we need to be very careful and very specific about what the connect is between state standards, what the district curriculum is . . . the skills that are necessary to monitor that and how that all translates to effective instruction.”

“I am from [a major urban area] which is virtually a separate entity from the rest of the state when it comes to the issue of education. Frankly, we don’t pay much attention to [the state.] They gave us the Reform Act of 1989, which decentralized education . . . then bless their hearts . . . they gave us the Reform Act of 1995, which re-centralized education . . . which also gave us a CEO. I know I may not be as smart as some others, but I work hard, and I know I have skills. The reason it is hard for me to make change happen is . . . because I don’t have the opportunity to get in the classroom and work with my teachers.”

“It would be nice if someone took the time [in our state] to look at all of the ed code. . . seriously. Carefully look at those 4 or 5 volumes that we have and pair it down to one. Second, if they are going to pass legislation . . . it should also be funded. I gave a challenge several years ago to our administrative team . . . what is in this book that can be taken out? Every year we add, add, add . . . but never take anything out. I look at our legislature and state DOE . . . they are always adding, but never take away anything. More important . . . make sure that what you keep is aligned with the reform movements that is now in place. . . so we don’t have a reform movement that acts counter to what is already on the books.”

RELATIONSHIP BETWEEN SUPERINTENDENTS & PRINCIPALS

“As a superintendent I have given all my principals license . . . in fact I encourage them . . . to use selective insubordination. If I have asked them to do something that gets in the way, and is not helpful to the end of promoting instructional leadership, they not only have permission but are encouraged to come back and explain why they are not going to do what I have asked of them. So, we have eliminated a lot of bureaucratic “stuff” through this. There are so many disparities between the rights, responsibilities, accountability and requirements placed on each of the positions in education. Teachers tend to be better protected . . . they have less accountability, and greater job security in many states through collective bargaining and greater numbers and protective legislation. Because of this imbalance many people are not encouraged to go into leadership positions. There needs to be some equity in terms of what people come to the table with.”

RELATIONSHIP BETWEEN UNIONS and BUILDING LEVEL LEADERS

“In my district the unions are constantly fighting us . . . to no good end. If you go a minute over in a staff meeting, the next day there is a grievance claiming that we broke the contracts. They are continually after us [principals] administratively . . . they grieve everything . . . and they really discourage people who might be interested in moving up from doing so . . . young people just don’t want to deal with such a hassle. Encouraging improved relations at the building level between unions and building leaders would help encourage new applicants.”

“Defining the role of building administrators is key, because nobody wants to take a job where they are told they can do one thing . . . and the reality is that they do something else. The same things holds true for superintendents. I believe [some states] have worked to define and delineate the roles of superintendent and the board of education . . . and that they have really prescribed what most of us think is the role of the superintendent and the role of the board of education, and really drawn some clear distinctions between these two. This eliminates some of the ambiguity that people find frustrating, and that in fact lead to bath a scarcity of applicants and ultimately the demise of folks once they get positions.”

“In our state we have worked to clearly delineate the roles [of superintendents, schools boards and school committees] but the reality of the situation is . . . while it all looks wonderful on paper, seven years later we still have school committees that are still struggling with the loss of responsibilities that they once had . . . particularly in the hiring and firing of staff. My own school committee is still struggling with this loss of authority . . . which means they are still interfering.”

RELATIONSHIPS BETWEEN STATE DOE & SCHOOL LEADERS

“I wish the state DOE could be more supportive of professional school leaders. They are very sensitive to criticism but not very responsive. Right now we really don’t have anybody advocating for us except the professional organizations. The DOE is almost an opponent for us.”

NETWORKS

“I attended the principal academy and aspiring principal academy training sessions in our state, and one of the most valuable things I gained from this experience was a network of peers that I still maintain contact with. These are people who are also passionate about what they do, and having them in classes with me was very useful because this feeling of passion drove us to learn . . .”

DEFINITION OF SCHOOL LEADERS AS INSTRUCTIONAL LEADERS

“To be instructional leaders we have to ask ourselves different questions, and pose different solutions. To do that, we have to re-think many things . . . for example, the protocol we use to train principals over time . . . I am talking two to three years. . . so that they are comfortable looking at very specific things in the classroom. Yes, you can tie it to teacher evaluation, but I am not interested in that . . . I am interested in improving instruction. What can we do help the teachers? I share with you that fact that 1/4th of my teachers are emergency credentialled . . . these are very valuable people that we need to get credentialled so they can improve in the classroom, and have the quality of life they deserve. I think that all administrators from the sight and central office need to look at a protocol that we collectively understand. This is scary, but for those schools that are academically at the bottom we have got to do something. The system behaves the way we expect it to.”

REFORM MODELS

“We have used as the model of reform in many places the business model. We keep talking about competition . . . and I will tell you in my judgment as a principal that the business model applied to a public education entity is a flawed model, because we do not have the same control over the resources, control over our customers, control over the middle man, control over anything. So, . . . to take a principalship and apply a business model to it . . . as though I were the President and CEO of a small company really fail. The notion of competition among public school districts can be very destructive. What happens to the children in a school district that goes out of business? It’s fine when two supermarkets battle it out from across the street, over the price of a head of lettuce . . . but what happens when a school district goes out of business? The notion of competition works fine in the market place, but the notion of calling us CEO’s is not very helpful.”

PUBLIC PERCEPTION OF SCHOOL LEADERS

“As schools have taken on more responsibilities that used to be family responsibilities or religious institution responsibilities we are increasingly perceived as “failing.” We have continuously said “we can handle that.” Drug abuse, teen pregnancy, lunch programs . . . anything and everything that used to be mom and dad or the church, we now say we’ll do . . . in the same six hours and twenty minutes per-day, hundred and eighty days . . . that we had in 1940. We’re working on a hundred year old agrarian calendar trying to address all the ills of society and we are perceived as failing. Well . . . of course we are perceived as failing!”

“Status is very important. In the 50's and 60' it seems to me that high school principals and superintendents enjoyed a degree of status. Today it is very different. People don't look up to us anymore. I don't know how to turn this into legislation. But, while people tell us we do very important work . . . this doesn't translate into status. Often the real leadership in education is not invited to the table to participate in discussions about education leadership . . . while business the governor, and others always participate.”

IMPROVED MARKETING / SPIN on IMAGE

“When teachers see that “deer in the headlights look” on their principal's face . . . they know don't want any part of this. We have got to do something to improve the spin that gets put on the principalship, and how it is perceived. This has to happen at the state and national levels. We have 150 certified individuals in my building, and only 2 that are interested in the principalship. It is currently salary structured such that the pay for moving into the position of assistant principal is just not that attractive. The extended contract, the stress, the after-school activities. It's just not a fair trade-off. So, what we have to do is improve the marketing . . . and at some a point a redefinition of what the principalship actually is . . . in terms of the structural definition and all the things that go with it.”

BOARD TRAINING

“One very positive thing that many states are now beginning to require is School Board training.”

“Not only do we have to educate board members . . . but even within our own ranks, we have to do a better job of getting people to realize the importance of leaving the school for a few days at a time to receive training.”

II. The Candidate Pool

II.1.) Attracting

SUPERINTENDENT & PRINCIPAL RECRUITMENT EFFORTS

“As current school leaders, we need to identify the strongest candidates for leadership positions and drive them towards leadership. My superintendent uses the evaluation process and portfolio reviews to accomplish this . . . and I believe we need to do the same kind of thing with our teachers, identifying them for leadership positions. If I look back to my 30 years in education . . . when I started teaching all the school administrators except one were former coaches. When I became a principal my first year, had I not joined a professional organization . . . I would have really been alone. This self-selection can help, because we can identify people who work to change the shape of the school.”

“As a principal, I want the people I recruit into leadership positions to be able to say . . . here is my plan for the next five years, and this is what I need to do to be there. I want to celebrate these people, and for them to feel that it is not an extra thing to need to do, but rather a natural progression in their own professional growth. Right now they have to do it on their own . . . Good leaders need to have cheerleaders.”

DISTRICT LEVEL “GROW YOUR OWN LEADERS” PROGRAMS

“In our state we have something called the Administrative Leadership Development mentor program. We are encouraged as Principals and Superintendents to look into the pool of ALD candidates first. This works very well, because when I bring a new candidate for a position, even though they are new to the position they already have a lot of experience, and I don’t have to take the time to train them . . . State funding could be directed into district level grow your own programs . . . or a certain percentage of state staff development funds should be allowed to be directed into such leadership development programs.”

“In our state, if you follow the letter of the law, you cannot divert funds to grow your own district level programs. There are ways to get around this . . . by designating interns under some other name, and funding them this way. It makes you vulnerable to local expenses to have to do it in this manner though. But, it is worth it to take the risk because the process is more secure and less time consuming when we are able to bring our own people up. We can put them in for part time training and responsibilities early on, and put them in for staff development to supplement their training. This is a policy issue at the state level. Even if it was put in a manner that allowed flexibility, the assignment of administrators under those kinds of conditions is . . .”

“In Vancouver Canada, . . .you cannot become a principal without coming up through your own district.”

“30 to 40 percent of new principal candidates receive some type of principal mentor or training program at the district level - but its in mostly larger school districts. But, in poorer rural and/or delta areas - the districts cannot afford to provide either the training or the temp staff to cover for teachers while they are out of the classroom for training. Our state principals association began aspiring principal workshops, but this is only a first step. Ultimately, the state is going to have to help us out because some of the districts simply can’t afford the substitute pay to release teachers to go to workshops, or for travel.”

INCENTIVE POLICIES to ATTRACT CANDIDATES TO RURAL/POORER AREAS

“In our state it is not unusual to have a discrepancy of 20k for experienced, building level administrators between rural and larger and suburban urban areas. Someone in the more affluent metro area, versus someone in the less affluent, rural [XXXXXXX] area . . . and *Money Talks!* When you are talking in the range of 15k to 20k annually, experienced administrators are drawn to Metro areas . . . and therefore if there could be some type of incentive within the state to attract experienced leaders to the rural areas. The salary structure could address this issue. Until something in this area is done, we will continue to see the haves versus the have nots.”

“I would like to see some incentives for teachers, administrators, and leaders to work in those high poverty schools. These jobs are very different from teachers ad principals in other schools . . . the way they deal with making education work everyday. There must be something we can do to encourage people to take on those challenges.”

“I worry about principals who go into high risk schools and take on everybody in those schools. They take on the staff, they take on the parents, often they take on the school board. While everybody wants the schools to get well . . . they often don’t know the problems and don’t like the medicine. I fear we have created a class of throw away administrators . . . they are the people who don’t challenge the folks who are not on board. The next person can come in after and have a career. If you are willing to take the risk, you shouldn’t have to pay the high price of career assassination.”

INTERVIEW & RELOCATION EXPENSES

“Some states it is not legal to pay for interview expenses. So if you are from out of state or out of the area . . . it is very difficult. It would be easier if districts could pay for interview expenses. Some places also can’t pay for spouses. Whether interviewing for principal or superintendent, the spouse is part of the package! If you don’t convince the spouse that he or she should come . . . you don’t get the candidate. Relocation expenses are the same.”

PUBLIC DISCLOSURE / OPEN RECORD LAWS for NEW APPLICANTS

“There are certain states where people won’t apply . . . and where search consultants won’t work . . . because every time you send a letter of interest and you are listed as a candidate, your name gets published in the newspapers. The folks back home then know you are a candidate . . . sometimes before you do . . . or your board does . . . or community members. These open records policies restrict people from applying dramatically. In other states only the finalists are listed I newspapers, but even then people are discouraged . . . State policy should be changed not to require this form of disclosure”

*II.2.) Procedures & Authority for Hiring**LENGTH of CONTRACT & TENURE*

“From a school building principal perspective, the length of contract is a key issue . . . because under shorter contracts you find yourself taking less controversial attitudes instead of really working for change - out of fear for your contract renewal. This has reduced the number of individuals aspiring to a certain level of leadership, because they are leaving a certain aspect of security behind if they try to effect change. States should consider policies that ensure multi-year contracts for building level administrators”

HIRING AUTHORITY

“We should advocate a model that empowers boards to hire who they want to without going through some of the certification issues. This would be more of a market-place model . . . where you wouldn’t need a certificate to practice if you can get a local school board to hire you. This is almost an extension of the “principal for a day program.”“

III. Education & Professional Learning

III.1.) Pre-Service Education

PRINCIPAL & SUPERINTENDENT PRE-SERVICE TRAINING

“One of the key areas we need to look at for state policies is the requirement and opportunity to provide pre-service training - whether it is for new principals, or current principals moving on the superintendency. There are some very outstanding programs. . .”

“State policy should require principals and superintendents to go through a period of on-site training.”

INTERNSHIPS / MENTORSHIPS

“Internships are one of the most important things that states can do to recruit and attract new leaders.”

“Teachers interested in moving into the principalship are caught in a catch-22. In order to be considered for administrator positions out of state, they have to have experience as a principal. But, they are not able to get the experience they need - until they can’t get hired . . . which is difficult even with a strong resume. States should create internship programs.”

“Our state has an intern program. This program increases the salary of the person who is an intern . . . and they have worked pretty well.”

“We have semester long internship programs for teachers in-training to become principals . . . and I find this very useful because I have a self-selected candidate pool of people who already know my schools and don’t need as much training. In hiring I always prefer someone who has been in one of our buildings for a period of time . . .”

“Internships, mentorships . . . whatever you want to call it, are important to pre-service training because they tie it more closely to the reality of the job. It is important for new school leaders to have some type of training in school leadership or in how schools operate, in order for them be able to come in and function in those roles. There needs to be something that the individual needs to go through . . . even if

its only on the job training. Even though we have those folks for a year and a half, I contend that we lose three years of kids' education in the process. . . because any new position we go into we have to learn it some way or another. While we are out there learning, the organization may be sitting still . . . and we ay be losing kids. Especially in school districts, urban districts that are already having difficulties.”

“In our state, the teacher mentoring program is mandated for all teachers. This is a great idea. However, the mentoring program is tied to the teacher contract . . . which mandates that seniority will rule on the question of who gets to mentor. Consequently, I have mentors who I would love to see retire . . . and I don't get to mentor my new people.”

III.2.) Continuous Professional Learning

ANNUAL TRAINING REQUIREMENT

“Our state requires 200 hours of continuing education training for principals and superintendents over a five year period. At first the state only allowed colleges and universities to provide this training . . . but now different groups can apply to serve as training providers . . . like AASA or the Regional Service Centers . . . and this really took the sting out of the requirement.”

“Many state are now requiring experienced principals and superintendents to go back every year or so . . . and take intensive refresher training courses. I think this . . . is healthy.”

“If we are not trusted to leave [to participate in training activities]. . . this says something about our style of leadership. If we haven't empowered to the people under and around us to do the job for several days while we are receiving training . . . this a very negative thing . . . because you cannot improve your leadership skills by staying at home doing the same things over and over again . . . you have got to have exposure to new challenges if you are going to improve. . .”

“Time is an important issue . . . time for staff development. You can create lots of in-service activities, but then there is always the job back home - when is that going to get done? Most of us are in situations where we have downsized the number of administrators in a district, but the work demands have increased . . . so you are

always weighing all of the work that has to get done versus all of the things that you'd like to do - in-service, staff development . . . people work overtime, but there's a limit to that. Sometimes we overstep that limit, and people just feel like they can't do anymore."

"The state could help us free some of our time by allowing us to work smarter . . . and relieving us of responsibilities that are archaic, to focus on learning for children . . . what counts. Leadership training should emphasize this idea of working smarter."

STATE FINANCED TRAINING ACADEMIES

"In our area we have statewide, state funded leadership training program that has become very important. A lot of districts don't like to see their leader - whether it be a building leader or a superintendent - gone for 4 or 5 days. But from the state perspective, it's a good program . . . and it is funded almost entirely by state dollars."

STATE FINANCED SUMMER COURSES

"To me, as a young person who was interested in pursuing a career in school administration . . . one of the biggest incentives was the fact that the state paid for summer courses in administration at local universities. This is another twist on intern programs . . . states should think of the many ways they can go about providing candidates with opportunities to get training and experience."

DISTRICT LEVEL PARTNERSHIPS WITH UNIVERSITIES

"District partnerships that I am familiar with do a good job of getting university faculty into the schools on a regular basis, and school people into the university. But university faculty don't get incentives for going out and working at the school level . . . they get incentives for publishing, or for the number of courses they teach."

ROLE of STATE DOE In OFFERING LEADERSHIP TRAINING PROGRAMS

“To the extent that we could . . . through state policies. . .mandate that State Departments of Education must try to help school leaders . . . this would be useful. It’s one thing to have the universities doing it, it’s another thing to have the state DOE’s doing the same thing.”

STATE FINANCED COMPUTER LITERACY TRAINING

“States should make available to principals and superintendents technology training. This is a very useful concept.”

IV. Licensure, Certification, & Program Accreditation

IV.1.) Licensure & Certification for Principals & Superintendents

ALTERNATE CERTIFICATION

“If the person who is hired can show results . . . as a principal at the building level it doesn’t matter to me whether or not that person is certified. If they can provide the environment and support that is needed for me to do my job, and to help educate kids. This is a results-based approach. This would raise the bar for the rest of us, because we would want to prove the market wrong.”

“In my state I ask the question - what’s the procedure for alternative licensure? Right now you end up sitting before a committee and defending your work just as you would do to receive a dissertation. There must be a better way. Before I became a principal I went off for 14 days for training at a principal training academy . . . and this proved very enlightening and interesting. There was a time when institutions of higher education prepared school leaders . . . and this has slowed down. Now alternative ways have come about. In my experience, the best way to go about this is experience. If I had more confidence that alternative licensure

nurtured experience, I would be more optimistic about it. Search firms are also commonly being asked to stay on to help a superintendent be successful in their role.”

NATIONAL STANDARDS / CERTIFICATION for SCHOOL LEADERS

“I think it is key to look more closely at national certification for school leaders.

CERTIFICATION / ABILITY TO MOVE FROM ONE STATE TO ANOTHER

“State policies designed to offer reciprocity of certificate from one state to another for both principals and superintendents would help immensely. . .”

IV.2.) Accreditation for School Leader Preparation Programs

“As students at the college and graduate school level go through the preparation to become teachers and administrators . . . there needs to be some state level coordination. There should be some state legislation that is designed to introduce those aspects of leadership that take a look at the building level . . . at what a leader really does. A lot of what our states have done to develop future school leaders has been outside the college and university level system . . . through professional organizations and district programs. The connection between what goes on in university courses and what the state knows is going on in classrooms is minimal.”

CURRICULUM of HIGHER EDUCATION TRAINING

“In many cases the best university instruction available to administrators is from a Professor who is a superintendent or a principal and who can offer the real world experience . . . This is a real policy issue. One of the most important . . . policy issues - is that there be developed at the state level an attitude that encourages a connection between what goes on in the classroom and what gets taught in administrator training courses.”

V. Conditions of Professional Practice

V.1.) Incentives - Salary, Pension Portability, Bonuses, etc . . .

PENSION PORTABILITY

“Our state passed a piece of legislation that allows superintendents not to be mandated into the state retirement system. So, you can have a separate retirement package. You do not have to be mandated into the state retirement system.. The purpose of this was to look down the road and be able to encourage people to come into the state.”

“Reciprocity for retirement systems from state to state also needs to be in place. Right now all professional staff really get held hostage by their retirement benefits package. Once you get so many years in, you can’t afford to leave. Unless you jump around so much early in your career that it really doesn’t matter. Right now, for example, I am going into my 25th year . . . and it would be foolish for me to leave until I finish this year, which is what I am doing. But if there were some reciprocity it would exert pressure on states to have policies in place that would support the profession and leadership in the profession.”

SALARY / INCREASE COMPENSATION

“Until recently I taught a course designed to prepare administrators . . . I’ve noticed in the last 8 years that the “types of students that are in the courses” has changed . . . most of the people I see in these courses today are there because they want more money. They want to be coordinators instead of building level administrators - which is where we really need them. They won’t go into building level positions because

they don't feel that these positions are rewarding enough financially. When you meet these people and talk with them . . . they emphasize the value of family, and the value of personal life . . . the value of wanting to be alive. They want to do something with school leadership, but not devote their whole lives to this . . . We need to do something to offer concrete incentives that let these people do the right thing.”

V.2.) Performance Review

VI. Authority for Practice & Governance Structures

VI.1) Roles & Responsibilities for Principals & Superintendents

AUTHORITY FOR PRACTICE & TENURE

“In my state . . . principals have had their roles more clearly defined. One of the issues that I struggle with as a principal is the fact that while we have been given a great deal more responsibility, we haven't necessarily been given more authority to do something, and at the same time we have had all of our security dramatically reduced. It's been very, very difficult. From 1995 to 1998, forty-six percent (46%) of the public high-school principalships in [my state] changed people . . . That's something that has never happened before. Roughly one out of every two high-school principals in [my state] changed people in three years. We know that superintendents have gone through this for a long time. Many of us believe that change in the school house every two to three years is not healthy or productive at all in terms of trying to drive reform and change.”

“When our state passed a statewide ed reform law, the legislature felt that the way to improve education was to remove the tenure of principals, to remove the seniority of principals, and to remove the collective bargaining authority of principals. They stripped us of all security whatsoever that could really improve instruction. Looking to the business model, they define the principal as a CEO. While doing that . . . they strengthened the job security of teachers. So, now we have a system where principals come and go as free agents, just as superintendents do . . . so when principals stand up in front of their faculties in our state, to issue the charge of ed reform . . . the teachers are sitting there thinking “this too shall pass.” I suggest that if you want immediate change in a school, allow the principal to have the same opportunity to put teachers on a one, two, or three year contract . . . that the superintendent has to put principals

on. The CEO comes and goes, but has no ability to remove his own employees . . . even for poor performance. Nobody is finding the principalship attractive now because they cannot effect change.”

AUTHORITY OVER HIRING DECISIONS

“It is at the building level that hiring usually ends up taking place . . . and it is at the building level where future leaders receive encouragement to move into leadership . . . so state policy should reflect this in the authority it gives building level school leaders over hiring and staffing decisions. This is an empowerment issue. Those who actually do the hiring should be more empowered . . . Right now in our state it is the board that has most of the authority in this area . . . ”

“Those people who are in the position to really identify the most qualified candidates should be empowered. . . to move them into the positions. How do you empower those people to be able to support the continuing progress of future leaders up the ladder?”

VI.2) Governance Structures Established in State Policy

INCLUSION (of educators & professionals) IN LEGISLATIVE PROCESS

“There *has* to be a commitment on the part of the state legislature to improving the quality of education leadership, and the quality of programs available to train leaders. . . through best practices. I have heard a lot of discussions of important programs in many different states, but there has to be some way of getting this information in front of the people who are responsible for making the legislative decisions . . . so that they can see there are some programs in existence that truly do work”

“As a Superintendent I cannot speak for many people, but I can speak for those I know . . . and I can say that we really don’t want the legislature mandating a lot of stuff . . . what we want them to do is establish the framework. Tell us what it is that they want us to accomplish, and where they want us to go . . . and allow local school districts to come up with the strategies that work best for those districts - within the state’s broad policy framework. Because there’s a lot of diversity in our state . . . we have 1,040 school districts . . . ranging

from k-8 campuses of 125 to . . . a quarter of a million kids. A cookie cutter approach is just not going to work in a state that is so diverse.”

Appendix A



Cheryl Z. Tibbals, Director
 State Leadership Center
 Council of Chief State School Officers
 One Massachusetts Ave. NW / Ste.
 700
 Washington, DC 20001

August 1, 2000

Mr. XXXXXX
 Principal
 Watford City Junior/Senior High School
 100 E. 3rd Street, Box 589
 XXXXXX,XX 58854

Dear Principal XXXXXX,

CCSSO's State Leadership Center was recently awarded a grant by the Wallace-Readers' Digest Funds that is part of its new focus on leadership in the twenty-first century. As you may have read in recent news releases, the Wallace-Readers' Digest Funds is making the largest commitment in its history to an initiative aimed at "fostering a national movement to attract, prepare, and keep high-quality school leaders." The grant awarded to CCSSO is part of this new initiative, LEADERS COUNT.

CCSSO's initial work focuses on developing a compendium of research that includes examples of existing legislative and administrative policies addressing the topics of attracting, supporting, and sustaining effective leadership at the superintendent and principal levels. As part of this work, CCSSO will be holding two one-day focus group sessions (August 8 & 9, 2000) with outstanding superintendents and principals to obtain their input related to the kinds of policies that, if they were in place, would attract, support, and sustain effective leadership at the district and school levels.

We are contacting you because the American Association of School Administrators (AASA) strongly recommended that we invite you to participate during one of these

sessions (*either on August 8 or 9*), as one of our National Field Research Panelists. Each Panel will last one full day. Travel, lodging, and food will be fully paid. Panelists will be expected to participate in a single day question and answer session (8:30 am to approximately 3:00 pm), that will help us to better understand “the practitioners’ perspective” on existing state policies related to education leadership, and how such policies might be improved.

Please let us know if you are available to participate **by Thursday, August 3rd**. We look forward to hearing from you soon!

Sincerely,

Cheryl Tibbals, State Leadership
Center Director

Appendix B

- A WALLACE-READERS' DIGEST FUNDS PROJECT-
STATE ACTION FOR EDUCATION LEADERSHIP
PROJECT (SAELP)

CCSSO • ECS • NASBE • NCSL • NGA

FIELD RESEARCH MEETINGS

AGENDA

The Doubletree Hotel
The Ballroom
1515 Rhode Island Avenue, NW
Washington D.C.
(202) 232-7000

TUESDAY & WEDNESDAY, AUGUST 8 & 9

8:30 a.m. - 9:00 a.m. Continental Breakfast The
Ballroom

9:00 a.m. - 9:15 a.m. **Welcome & Introductions** The
Ballroom

Director	<p>Key Meeting Staff: <i>Cheryl Z. Tibbals, CCSSO / State Leadership Center Director & SAELP</i></p>
9:15 a.m. - 9:45 a.m.	<p><i>Craig A. Stanton, CCSSO / Senior Project Associate & SAELP Manager Wallace-Readers' Digest Funds Representatives & National Consortium Members</i> <i>Tony Rollins, Facilitator</i> TASK 1: What's This All About? Project Overview & Purpose of Meeting</p>
Research	<p><i>Overview of State Action for Education Leadership Project & Role of Field Research</i></p> <p><i>Cheryl Tibbals & Craig Stanton</i></p> <ul style="list-style-type: none"> • Introduce Project and Research Categories • Discuss Why We Are Convening & How Field Research Fits Into Our • Overview of School Leadership Qualities
9:45 a.m. - 12:15 p.m.	<p>TASK 2:Field-Research Meeting Question & Response - Part I</p> <p><i>Tony Rollins</i></p> <ul style="list-style-type: none"> • Discussion of Questions 1 & 2 <p>Question 1 - What is the most significant action states take to support development of leadership in school districts?</p> <p>Question 2 - What is the most significant action states take to hinder development of leadership in school districts?</p> <p>Question 3 - What state policies for the five (5) strategy areas for improving education leadership need to be in place to increase student learning?</p>
12:15 p.m. - 1:15 p.m.	<p>Lunch The Ballroom</p>

1:30 p.m. - 2:45 p.m.

TASK 3: Field-Research Meeting Question & Response - Part II

Tony Rollins

- Brief Review of Morning - Review of Major Points
- Continued Discussion of Question 3 & Other Significant Points

2:45 p.m. - 3:00 p.m.

TASK 4: Closing Remarks

Cheryl Tibbals & Craig Stanton

3:00 - ADJOURN

Appendix C

STATE ACTION FOR EDUCATION LEADERSHIP PROJECT

-Field Research Discussion Questions -

1. What is the most significant action states take to support development of leadership in school districts?

2. What is the most significant action states take to hinder development of leadership in school districts?

3. What state policies for the five (5) strategy areas* for improving education leadership need to be in place to increase student learning? [* please see the five strategy areas as they are included in the document entitled “A Brief Overview of CCSSO’s Efforts”]

Appendix D

List of Participants - August 8th-

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APPENDIX E

Participant “Bios”

Regina Birdsell has been a Principal for last 19 years at Academy Elementary School in Madison, Connecticut. Mrs. Birdsell has also served as a Special Education Coordinator, and a Special Education Teacher. She currently serves on the Connecticut Association of Schools’ Elementary Board of Control. She also is an active member of the National Association of Elementary School Principals and served on the Resolutions and Early Childhood Committees.

Dr. James Breashears - In 1969 James Breashears became an educator for the Chicago Public Schools. He taught drafting for 12 years at Neal Simon Vocational High School, and Mathematics for 12 years at Paul Robeson High School. While teaching mathematics, James became a proactive educator and was elected by his peers to lead the School Based Management Team at Robeson High School. His activism as an educator ultimately led to his participation was the Coalition of Essential Schools and becoming a proponent of its innovative educational concepts. Subsequently, James became the Director of Robeson High School’s first small school, the Computer Graphics Communications Academy. On September 1, 1995, he became the Principal of Robeson High School. James completed his undergraduate studies at Jackson State University. He has graduate degrees from Cambridge College and Roosevelt University.

C. Dennis Brown is a native of Asheville, North Carolina. He earned his AB and MAT from the University of North Carolina at Chapel Hill and his EDS from Western Carolina University. After teaching six years, he became the Principal of West Buncombe Elementary School in Asheville where he has worked for the past thirty years. He was North Carolina’s National Distinguished Elementary Principal in 1999, and has served on the Principal’s Advisory Council for the State Superintendent of Public Instruction.

Mrs. Marie Byers, mother of three children, served on the Washington County Board of Education for the past 30 years. She was an elementary school teacher for six years in Washington County, Maryland. She received her B.S. from Towson State University. Mrs. Byers holds an Advanced Professional Certificate, certificate in Early Childhood, and a Master’s Equivalent from the Maryland State Department of Education. Her membership in local and state organizations for the betterment of the community and education are too numerous to outline; some include: White House Conference on Families, Orton Society, Historical Society, Washington County Museum of Fine Arts, Adolescent Prevention of Pregnancy, Community Council Services, League of Women Voters. Mrs. Byers has been the recipient of many awards for excellence including Washington County Guidance Advocate Award, Exchange Club Book of Golden Deeds, American Association of University Women Education Foundation Honoree, Goodwill Friend of the Year, State Award for Outstanding Contributions in Education, and the Charles Willis Award for Outstanding School Board Member.

Dr. Donald Davis resides in Grovetown, Georgia. He is married and has two children. His wife is a kindergarten teacher, his daughter is a college freshman, and his son is a high school freshman. Dr. Davis received his B.A. from Payne College, and his M.Ed., Ed.S., and Ph.D. from the University of South Carolina. Dr. Davis started in his career in education as an elementary special education teacher. He has also worked as a junior high and high school history teacher, a high school assistant principal in both urban and small town settings, an adjunct professor of teacher education, and an elementary school principal. He is a current member and Co-Facilitator of ASCD, a current member of the NCATE Board of Examiners, as well as a member of NAESP, IRA, NEA, and AACTE.

Barry W. Furze was born and raised in Lead, South Dakota. He has an A.B. degree in economics from Harvard University, an M.A.T. in social science education from the University of Chicago. He spent one year as a junior college instructor in Cicero, Illinois; three years as a high school teacher in Lead, South Dakota; one-half year as a high school Principal and eight and one-half years as a Superintendent in Gettysburg, South Dakota. Mr. Furze is now in his sixteenth year as Superintendent of the Meade School District in Sturgis, South Dakota. He has been active in AASA, most recently serving as a member and chairman of its Federal Policy and Legislation Committee.

Michael J. Hanna received his B.A. in English from the University of Northern Iowa in 1970. He received his M.A. in Educational Administration from the University of Iowa in 1982. Mr. Hanna spent 12 years teaching English, Speech, Journalism, and coaching basketball, track, speech, and drama. He spent 2 years as a Central Office Administrator. He has spent the last 16 years as a High School Principal, the last ten of which were in Storm Lake, Iowa. Mr. Hanna is also an Adjunct Instructor in the School of Education at Buena Vista University. He is an Iowa F.I.N.E. (First in the Nation in Education) recognition winner for a comprehensive school program at North Kossuth High School (1988) and Storm Lake High School (1996). He is a member of the School Administrators of Iowa, NASSP, the Iowa Association for Supervision & Curriculum Development, ASCD, and the Iowa Technology Connection.

Dr. Donald Kussmaul received his Doctorate in Education Leadership and Policy Development from Loyola University. He is starting his 18th year as Superintendent of East Dubuque Schools, in East Dubuque, Illinois. Dr. Kussmaul has spent 22 years in the Superintendentcy, and 33 years in education. He was the Secretary of the Illinois Association of School Administrators for 5 years, and is the Past Chairman of AASA Small/Rural School Committee. He is currently a member of AASA's "Council of 21" Preparing Schools & School Systems for the 21st Century. He is also a current member of AASA's Executive Committee, and a member of the Horace Mann League.

John Lewis is in his 32nd year in education. He spent 26 years as an administrator at the secondary level. This includes 15 years at the high school level and 11 at the middle school level. He has served as the president of the Oregon Association of Secondary School Principals, holding a number of positions and currently serving as the president of the organization. He has two grown sons and has been happily married for 30 years.

Don Walker Love is the Principal of Springdale High School, located in Springdale Arkansas. He has devoted the last twenty-eight years to education, fifteen of which have been as a Principal. Don received his B.A., M.A., Ed.S. and Ed.D. from the University of Arkansas at Fayetteville. HE also received his M.Ed. From Auburn University. Don is past-President of the Arkansas Association of Educational Administrators; past-President of the Arkansas Association of Secondary School Principals; he is an eight year member of the Arkansas North Central Association State Committee; Lead Coordinator for the NASSP Region IV. For his work in education, Don is the recipient of several awards, including the National Educator Award from the Milken Foundation, and Arkansas Secondary Principal of the Year; and the Joseph B. Whitehead Educator of Distinction.

Eddie Lucero is in his twenty-eighth year in the Albuquerque Public Schools, twenty-two years of which has been as an Elementary School Principal. He is currently Principal at Griegos Elementary School, and he also serves the dual administrative role of Cluster Principal Leader for schools located in the Valley High School cluster. He has chaired many committees in the large Albuquerque Public Schools urban district. His experience in developing leadership skills for administrators have allowed him to be a mentor for many current Principals in the Albuquerque Public Schools. He has served on the Foundation Board of the National Association of Elementary School Principals, has been President of the South Central Association of Elementary School Principals, and has held several offices in the New Mexico Association of Elementary School Principals. Mr. Lucero has made presentations at the National Elementary Principals Convention, the Mediterranean Association of School Administrators in Tunis, Tunisia, and has been an advisor for the Children's Television Workshop, Mr. Rogers Neighborhood. He has also published articles in *Principal*, the *Elementary Principals' magazine*.

Mark Muxen is the Principal of Kiona-Benton High School, located in Benton City, Washington. He graduated with his M.A. degree from Central Washington University. Prior to working in Kiona-Benton, he taught Special Education in a district located in western Washington. He has been a school principal at Kiona-Benton for eighteen years. In addition to his activities in school, he has also been a very active member of the Washington Association of Secondary School Principals, serving as President in 1995-96. He is currently the NASSP State Coordinator.

Dr. Barbara Moore Pulliam was named Superintendent of St. Louis Park Public Schools, St. Louis Park Minnesota, in the Fall of 1997. Prior to her move to St. Louis Park she served three years in the Rockford Public Schools, Rockford, Illinois as General Director of Equity and Desegregation, and Associate Superintendent of Education and Equity. Dr. Pulliam has also served as the Senior Associate for Education and Non-Profit Programs at the Center for Creative Leadership, in Greensboro, North Carolina. Prior to that position, Barbara was the Principal of Harper High School and Director of the Bureau of Support Services for the Chicago Public Schools. Dr. Pulliam received her Ed.D. from Vanderbilt University in 1988. Dr. Pulliam is on the Advisory Board of the Harvard Graduate School of Education. She currently sits on the Board of Directors for the Vanderbilt University Alumni Association. She serves as Secretary of the Board of Directors of the St. Louis Park Rotary, member of the Perspectives Board of Directors, and she is a Foundation Board Member for the Twin West Chamber of Commerce. She is also a member of the Children

First Executive Committee, Co-Chair of Learning for Life of the Boy Scout Viking Council, and a member of the Minnesota Association of Metropolitan School Districts and the Minnesota Association of School Administrators. Barbara is the mother of a 29-year-old daughter who is completing her first year as a 4th grade teacher in the Chicago Public Schools.

Dr. Thomas Randle is currently Superintendent of the La Marque Independent School District. He received his Bachelors and Masters degrees from Texas A&M and his Doctorate from Oklahoma State University. Dr. Randle was a teacher in Sweeny, Graduate Research Assistant and Director of Student Teaching at Oklahoma State University, Administrative Assistant Principal at McCullough High School in the Woodlands, Principal of Knox Jr. High School also in the Woodlands and Assistant Superintendent for the Conroe Independent School District. He was named a Distinguished Student at Texas A&M in 1975 and an Outstanding Graduate of A&M in 1994. Dr. Randle was an Oklahoma Regents of Higher Education Fellowship Recipient and named Montgomery County United Way Volunteer of the Year in 1992. He serves on the board of directors of the Texas City/La Marque Chamber, Kiwanis, and Columbia Mainland Medical Center. He is active in state-wide professional organizations serving on the executive board of TASC and TASA. He has also been actively involved with the Texas Education Agency serving on the Policy Committee on Public Education Information, Recommended High School Plan, and Superintendent's Certification committees. In the fall of 96, he was one of thirty-seven superintendents in the state selected to participate in the Superintendent's Academy at Larnar University. He is married to Rubye and they have four children Gayland, Brian, Clayton and Taylor.

Rely Rodriguez is the principal of Fairfax County's South Lakes High School in Reston, Virginia. She has gone through the leadership ladder of Fairfax County, starting as a middle school science Teacher, to a high school biology Teacher and Department Chairperson. She then assumed a science curriculum specialist position; followed by an assistant principalship at Stuart High School, the most ethnically diverse school in Fairfax County. She moved to the central office as a Diversity Staff Developer and Specialist prior to becoming the principal at Pimmit Hills Alternative High School. At South Lakes High School, Rely has been busy with the implementation of the International Baccalaureate Program, the AVID program, Successmaker, the Instructional Management System, and the Model Campus concept. Leadership in the field of education heavily relies on effective interpersonal relationship, knowledge of the community, and understanding of teaching and learning. Having been in one county's classrooms as a teacher, central offices as a staff developer and curriculum specialist, and schools as an administrator has prepared Rely to lead a high school of 1700 students and 200 staff members.

Peter Sack has served in public education for thirty-one years. He spent eleven years as a high school Teacher of French and Spanish, three years as a High School Assistant Principal, and eighteen years as a High School Principal. Mr. Sack is the Past President of the Massachusetts Secondary School Administrators' Association. He was the Massachusetts Secondary Principal of the Year in 1996. In 1999 he was the recipient of the Edgerly School Leadership Award for most improved Grade 10 MCAS scores in Massachusetts. He is also a member of the Board of Directors for the National Association of Secondary School Principals.

Doug Smith began his career in education with the Pinellas County Schools system in 1978 as a high school social studies Teacher. After eight years in the classroom, he spent one year as a middle school Assistant Principal and seven years as a high school Assistant Principal before becoming a high school Principal in 1994. Since 1994, Doug has been the Principal at Osceola High School in Seminole, Florida. He has promoted the Quality initiatives at Osceola High School, throughout the Pinellas County school system, and nationally. Doug led the movement for Osceola High to become a Classroom Learning Systems Cadre School in 1998. With his leadership at Osceola, they have become a demonstration school for the classroom learning system and promote the Baldrige Criteria in Education throughout the district and nation.

Dr. Arthur W. Stellar became Superintendent of the Kingston City School in New York on July 1, 1996. He came from Boston, Massachusetts, where he served as Acting Superintendent and Deputy Superintendent for the Boston Public Schools. Previously, he has served as Superintendent of the Cobb County Public Schools in Georgia; Superintendent of the Oklahoma City Public Schools (for 7 ½ years), and ; Superintendent of the Mercer County Public Schools in West Virginia. Dr. Stellar's experience includes positions as Assistant Superintendent, Coordinator for System-Wide Planning, Director of Elementary Education, Principal, Head Teacher for the Learning Disability Program, Middle School Curriculum Coordinator, 8th grade Language Arts Teacher, 5th grade Teacher, Intramural Director, and School Bus Driver. He also served as an Adjunct Faculty member at Lesley College (in Cambridge, Massachusetts) where he taught courses about school administrators and about integrating the arts in the curriculum. Dr. Stellar earned his B.S., M.A., and Ph.D. at Ohio University, in Athens. Dr. Stellar was elected President by the 196,000 international members of the Association for Supervision and Curriculum Development and served in that capacity from 1994 through 1995. In 1990, Dr. Stellar served on the U.S. Department of Education's Urban Superintendents' Network. In 1992, Dr. Stellar was selected as a mentor for Harvard University's Preparation Program for Urban Superintendents. The Horace Mann League named Dr. Stellar to its Board of Directors in 1993. In addition to receiving numerous awards, publishing hundreds of book reviews and articles, among his proudest accomplishments is going from 32 at-risk/low-performing schools in Oklahoma City in 1985, to only three in 1992. He proudly notes that 32 administrators whom he has mentored have become Superintendents.

Paul Tobin is a 10th year Superintendent and elementary school Principal at Mt. Carroll United District 304, in Mt. Carroll, Illinois. He spent 14 years working as a high school Principal at Forreton High School, located in Forreton, Illinois. Prior to this, he also spent 9 years as a Guidance Counselor, Teacher, and Assistant Principal in 3 different school districts. Mr. Tobin is happily married. His wife is a High School English teacher. He also has two children, one of whom is currently a 4th grade elementary teacher.

Dan Twarling currently serves as the Principal of North Platte High School in North Platte Nebraska. He has been a Nebraska educator for 26 years. North Platte is a school of over 1,400 students. Dan currently serves on the National Association of Secondary School Principals' Board of Directors. He has been President of the Nebraska Association of Secondary School Principals. Dan is currently a candidate for the NASSP president-elect position.

Robert D. West was educated at Boston College, Harvard University, and the University of Massachusetts. He has been employed by the Weymouth Public Schools since 1962. Over that 38 year period, he has served as a Teacher, Department Head, Guidance Counselor, Assistant Director of Guidance, Director of Guidance, Assistant Superintendent for Administration, Assistant Superintendent for Personnel, Associate Superintendent, and Superintendent. Mr. West has served as the Superintendent of this 7000 student school district on the south shore of Boston since 1990. He was a fellow in the Education Policy Program of the Institute for Educational Leadership. He is the immediate past chairperson of the Superintendent's Center at Stonehill College. He currently serves on the Board of Directors of the Cranberry School-to-Career Partnership, the Board of Directors of the South Shore Hospital, and the AASA's Suburban Schools Advisory Committee. Mr. West has also been a proud member of the Massachusetts Association of School Superintendents and the American Association of School Administrators since 1972.

Octavia Wilcox has been the Principal of Porter Magnet School of Technology and Career Exploration for eleven years. She is the 1996 National Distinguished Elementary Principal from New York State. In 1995 she was awarded the Golden Apple Award from the Syracuse City Newspaper. In 1985 Octavia took over the Porter School. It had a sinking reputation - sometime called the "Porter Prison." She simultaneously spearheaded renovations in the building and reforms in leadership and instruction. Mrs. Wilcox involved students and parents in school decisions and encouraged teachers to try new programs. Their efforts paid off in 1991, when Porter earned a national Blue Ribbon award and was recognized as one of 27 top-achieving schools in New York State. In 1994 Porter was named a magnet school. Mrs. Wilcox, her staff, and parents designed a magnet program that would increase student achievement and give students the skills necessary to compete in the 21st century. She earned her Bachelor of Science degree at Fisk University in Tennessee and her Master's Degree at Rutgers University in New Jersey.

Chris Wright has been the Superintendent of the school district of Riverview Gardens since 1995. She earned an A.B. from Indiana University in 1973, an M.A. from the University of Missouri in St. Louis in 1982, and a Ph.D. from St. Louis University in 1991. She serves as the Membership Committee chair for the Missouri Association of School Administrators, and Chair of the Suburban Committee of AASA. Chris is a member of the Graduate School faculty of St. Louis University, in the Department of Educational Leadership, and has consulted with several other universities on the development of leadership programs. She is a member of the Missouri AASA, ASCD, Phi Delta Kappa, Midwest Suburban School Superintendents, Superintendents Institute of America, and the Missouri Superintendents Forum. Chris also serves her community on the Board of Directors for the Family Support Council, the American Cancer Society, and North County Incorporated. She was recently awarded the Corrigan-Weisman Award for her work with at-risk youth by the St. Louis County Juvenile Justice Association. Chris is married and has five children.