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TASK FORCE ON SCHOOL LEADERSHIP

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Executive Summary

The Task Force on School Leadership (“Task Force”) was established during the First Regular Session of the 127th Legislature by Resolve 2015, Chapter 46 (LD 1042, “Resolve, To Create the Task Force on School Leadership”). The Task Force was comprised of 17 members, including three legislators and 14 individuals with school leadership experience. The Task Force was established to study policy issues connected to providing excellence in school leadership in prekindergarten to grade 12 public schools and was charged with developing strategies and making recommendations to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective public school principals and other public school leaders.

State Policies and Practices that Foster Excellence in School Leadership

The following elements were included in the National Conference of State Legislatures’ (NCSL) presentations to the Task Force regarding challenges confronting school leadership in other states, as well as their observations related to other states’ legislation, policies and best practices to foster excellence in school leadership:

- School leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school;
- Principals are key to retaining good teachers; school leaders both recruit and retain high quality staff since the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support; and it is the school leader who must develop this establishment;
- Preparing a pipeline of principals who can improve teaching and learning is essential to achieving state policy goals for student performance and economic progress;
- Effective principals have core competencies, including: shaping a transformational vision of academic success for all students; creating a hospitable school climate; managing people, data and processes; improving instruction; leading the professional learning community; and cultivating leadership in others;
- Graduates of effective education leadership programs are better-prepared, perform better in high-needs schools, and are twice as likely to actually become principals as compared to school leaders who are not prepared by education leadership programs;
- State policymakers should understand challenges specific to their state in order to identify the best policies to cultivate and support a pipeline of effective principals;
- State requirements for principal preparation programs should be more streamlined; and, without mentors, it is difficult to recruit or prepare non-educators to become principals;

- Rural schools are in a more challenging situation with untrained and inexperienced principals; and
- A huge increase in the amount of support and mentoring is necessary to produce a larger pool of school leaders.

The Task Force proposes that the Legislature consider the following strategies and recommendations to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective school principals and other school leaders.

STRATEGY 1: RECRUITMENT

Identifying Prospective Candidates for School Principalship Recruitment and Selection

Since preparing a pipeline of principals and instructional leaders is essential to achieving state policy goals for student performance and economic progress, Maine policymakers must recognize the challenges specific to urban and rural school districts across the State in order to distinguish the best policies that can cultivate and support a pipeline of effective principals and school leaders. Leadership positions in Maine schools and school districts are not viewed as attractive professional roles by many capable leaders currently working in Maine schools. Numerous educators hold administrative certificates, but do not apply for administrator openings. Teacher leaders are supported in some school districts, but not in others.

Branding and marketing the profession of school principals can help encourage aspiring educators to step forward into pathways that prepare them for entering into the principalship. For state and local school officials, the process of branding should involve devising strategies and utilizing media and technology platforms to communicate the desirable qualities and intrinsic values of Maine school principals, as well as sharing positive news and reframing negative portrayals of the roles of principals that can drive prospective educational leaders to identify with the profession of school principals.

Recommendation #1. State and local education policy officials should collaborate with the Maine School Boards Association, the Maine School Superintendents Association and the Maine Principals' Association to:

1.1 Develop and support regional partnerships that bring together school districts, university educator preparation programs and the Department of Education to create “homegrown approaches” that provide developmental sequences of learning in action that encourage teachers and educators to become candidates for school leadership positions and to provide pathways for aspiring candidates to explore, study, practice and take on leadership roles in their schools; and

1.2 Design alternative pathway approaches for recruiting, hiring and training school leaders that would exempt an otherwise qualified candidate for a principal or school leadership position from being required to enroll in a graduate education leadership program, (that awards a post baccalaureate degree consistent with the state rules for providing eligible applicants for

school administrator licenses), prior to being hired by a school district. The alternative pathway approaches would require an approved training program for exempt candidates who are selected to be hired by a school district to enter the principalship.

Recommendation #2. Bring together policy leaders from the Maine Department of Education and the State Board of Education to work in partnership with the Maine School Boards Association, the Maine School Superintendents Association, the Maine Principals' Association, the University of Maine System and other key education stakeholder groups to develop coherent approaches to:

2.1 Help school districts identify and recruit prospective candidates for principal and school leadership positions;

2.2 Compose and publicize a description of the realities under which principals, superintendents and other school leadership personnel work, pointing out the incentives and disincentives for top-flight educators to take on these roles;

2.3 Redefine these school leadership roles to include more incentives and fewer disincentives;

2.4 Provide professional development grants and state leadership guidance to help school districts create the supports and conditions to “grow their own leadership”; and

2.5 Contract with a marketing/branding firm to help build recruitment strategies that coach administrators on how to make credible pitches to prospective candidates that would entice them to consider becoming a principal, including informing educators about the joys of serving in a leadership role and enlightening them that entering into the principalship is really about being a good person that has a greater impact on a larger group of students and teachers.

Recommendation #3. The Education and Cultural Affairs Committee should consider proposing legislation to revise the educational costs for school leadership in the Essential Programs and Services (EPS) school funding formula to:

3.1 Provide additional funding for the costs of school leaders by lowering the ratio of the number of students per principal and assistant principal. Maine's current school funding formula calculates the salary and benefit costs for school administrators at a 315:1 student-to-school administrative staff ratio; perhaps the ratio should be revised to 275:1 to provide additional funds for school leadership, including principals, assistant principals, instructional coaches, curriculum and assessment leaders. This strategy would encourage local school districts to recognize that additional support is needed to make the work of building administrators achievable. The current EPS formula's staffing ratio for school leadership has become a reason for local districts not to provide adequate building administrators because the state funding formula says that we do not need them;

3.2 Require that the minimum salary of a first year principal shall be at least 5% higher (calculated on a per diem basis) than the salary that the educator would be entitled to -- in

relation to their educational experience and credentials -- under the school district's negotiated teacher salary scale. This proposal would persuade aspiring teachers to consider becoming a principal when they take into account the increased workload, the longer work year, the increased exposure to public scrutiny, and less job security; and

3.3 Establish targeted funding to revise salary structures under the school funding formula to provide rural and low income school districts with additional resources to increase salaries for principal and school leader positions that would provide incentives for candidates to seek employment in a rural or low income school district and resources for promoting low-performing schools.

STRATEGY 2: PREPARATION

Enhancing the Preparation, Licensure and Certification of School Principals

State laws and regulations for school administrator preparation programs and certification requirements are too challenging; and without extensive induction and mentoring, it is difficult to recruit, select and prepare educators to become school principals. A number of states have audited education leadership preparation programs to verify if they were providing proper instruction and in-depth internships that prepare their students how to cope with the present-day challenges facing school leaders. It is imperative that state policymakers examine our universities' administrator preparation programs to ascertain what exists and what is missing in our preparation programs for our schools' educational leadership.

Recommendation #4. The State should generate a clear, well-supported description of evidence-based, best practices for developing strong educational leaders; convene relevant parties to generate statewide strategies to bring leadership development programs into alignment with these best practices (and de-certifying, if necessary, programs that do not align with these practices); and revise state certification requirements to match these practices.

Recommendation #5. The State should also include in these educational leader preparation initiatives a strong role for school districts in creating teacher leadership positions, encouraging talented leaders to seek administrative positions, and a period of intensive support for new administrators. The Department of Education, the State Board of Education, the Legislature's Education Committee and all professional education associations should keep their "eyes on the leadership prize" to restore the statewide commitment similar to Maine LEAD programs that were implemented to promote school leadership in the 1990 and early 2000 decades.

Recommendation #6. The Department of Education and local school boards should organize up to four or five regional collaboratives across the State to develop school leadership teaching systems that provide a structured sequence of pathways to recruit, prepare and retain candidates for school leadership roles. State and local education officials should consider exploring the Montgomery County Leadership Development Program in Maryland and the school leadership "teaching hospital" model currently under construction in the Bangor Public Schools.

STRATEGY 3: RETENTION

Providing Mentoring, Professional Development and Training to Promote the Retention, Performance and Professional Growth of School Principals

Research conducted by University of Maine Professor Donaldson and Professor Marnik on Maine principals from 1997 to 2011 concluded that about one third of all Maine principals change jobs every two years. This means that close to 33% of Maine schools experience a change in leadership every two years and the school districts, as a result, need to go through the time intensive process of hiring a new principal and habituating the person to the school district and the community. According to data reported by the Maine Principals' Association for the 2014-2015 school year, 40% of Maine high school principals were in their first or second year in their position at that school; and 25% of middle school principals and 29% of elementary principals were also in their first or second year.

The induction and orientation of new school administrators in Maine schools is advanced by the Maine Principals' Association (MPA) "Great Beginnings" program. The MPA's comprehensive induction plan was constructed in alignment with the standards for school leaders established by the Interstate School Leaders Licensure Consortium (ISLLC); and the program is designed for new principals and assistant principals with less than one year in their school leadership position.

Recommendation #7. The State should assign major responsibility to school districts for providing mentoring, professional development and training that promotes the retention, performance and professional growth of school principals; and the Department of Education should assist school districts to develop a "human resource development" approach to supporting, developing, and evaluating school leaders.

Recommendation #8. The State should also recognize and support regional approaches for professional development and training, especially for superintendents and principals.

Recommendation #9. The Education and Cultural Affairs Committee should consider proposing legislation to:

9.1 Allow retired administrators to return to employment at full salary in locations with emergency needs. This proposal is a short term solution for school districts; and the retired administrator should only be employed for a limited duration (e.g., one school year); and

9.2 Provide a waiver of the five year limit on lifetime post retirement employment in a Maine Public Employees Retirement System position and a waiver of the re-certification requirement for those educational administrators who retired in good standing.

Recommendation #10. The Education and Cultural Affairs Committee should also consider proposing legislation to revise the educational costs for school leadership in the Essential Programs and Services (EPS) school funding formula to:

10.1 Establish targeted funding for an induction and orientation program, such as the Maine Principals' Association's "Great Beginnings" program, as a requirement for first year building administrators. The induction and orientation program, which is a "survival kit" for school leaders, should become further refined into two programs, one for principals and one for assistant principals;

10.2 Establish targeted funding for professional development for principals and other school leader positions; and

10.3 Establish targeted funding and meaningful mentoring programs, such as the Maine Principals' Association's two-year program for school leaders, to support the professional growth, performance and retention of school leaders.

STRATEGY 4: OTHER FACTORS

Other Factors Relevant to Enhancing Excellence in School Leadership

The following findings and recommendations are related to other concerns and circumstances that the Task Force members suggest should be considered by the legislative and executive branches of the State of Maine.

Factors Relating to Age, Experience, Recruitment, Retention and Mobility of the State's Corps of School Leaders

The 2011 Maine Principal Study conducted by University of Maine Professor Donaldson and Professor Marnik addressed three specific challenges facing principals in Maine schools:

1. Attracting the best educators to the principalship;
2. Supporting them professionally so that the management requirements do not eclipse the leadership of learning programs for children and teachers; and
3. Making principal work manageable and personally rewarding without sacrificing personal commitments and priorities.

The report revealed that in comparison to 1997, 2001, and 2005, the average Maine principal in 2011 was supervising a significantly larger school and staff than before, in a school where more students were eligible for free or reduced-price lunch, and spending the highest work-hours recorded in this study, an average of 70 hours per week. In regard to balancing job and family/personal life, 65% of Maine principals reported that they struggle to balance it, with 56% stating that the job intrudes too much on their personal lives and 69% have little time left for themselves.

Task Force members agreed that stress -- from legislation, school boards, parents, home life, etc. -- has increased and affected the turnover rates of principals. Members questioned

whether recent changes in society, social contracts, and family/personal life have an effect on principal's decisions for remaining in their leadership positions. The Task Force also noted that the principalship is an aging workforce since many "baby boomers" are reaching retirement age.

Recommendation #11. The State should conduct research to ascertain the generational differences of candidates for school leadership positions since there is a difference between generations regarding how they look at their jobs, their time in their school buildings and events, managing their families and having a balance between their work and personal time.

Maine schools have been barraged by legislative and administrative initiatives and policies for the past 30 years. In many cases, these are unfunded; in others, they are short-funded; in yet others, such as student assessment and standard-setting, they are short-lived and even self-contradictory. School leaders are expected to "implement" these policies. They tell us that it is exceedingly difficult to lead reform when the sand is constantly shifting under them.

Recommendation #12. The Education and Cultural Affairs Committee should consider establishing by law or joint rules a "circuit breaker" procedure that will ensure that any proposed bill or policy mandating change or "reform" in Maine schools meets two tests:

12.1 Well-supported evidence establishes that the proposed change has a high likelihood of improving the learning or healthy development of a majority of Maine school children; and

12.2 The resources and the responsibility for implementing the proposed change(s) are specifically described and judged to be sufficient for successful implementation.

Recommendation #13. Direct the Department of Education and the State Board of Education to undertake a thorough review of all requirements on leadership in schools and school districts; and to remove all those obligations that cannot be demonstrated to positively contribute to successful leadership, including the implementation of sound educational practice, the educational success of students or the protection of students' rights, welfare and safety.

Factors Related to "A Day in the Life: Maine Legislators Learning with Principals"

Members of the Task Force appreciated the reports related to the pairing of Education and Cultural Affairs Committee members with Maine school principals during "A Day in the Life: Maine Legislators Learning with Principals" presented by the National Conference of State Legislatures and the Maine Principals' Association . The responses of legislators and principals regarding the work and life balance issues confronting school leaders, as well as the impact of state standards, student assessment, performance evaluation and professional development on school leaders also raised a couple of recommendations.

Recommendation #14. The thoughtful conversations and the lessons learned from "A Day in the Life" suggest that state policymakers and school leaders should arrange experiences that would enable legislators and building administrators to come together at a common "bully pulpit."

Recommendation #15. Compliance with the additional requirements placed on school leadership regarding performance-based education and performance-based diplomas suggest that increasing the number of school leaders is a necessity. These requirements should be re-evaluated and transformed from a mandate to a voluntary support of transition.

Recommendation #16. The additional requirements placed on school leadership regarding performance evaluation and professional growth systems for teachers and principals suggest that increasing the number of school leaders is a necessity. These requirements should be re-evaluated and transformed from a mandate to a voluntary support of transition.

Recommendation #17. Present conditions that challenge work and life balance are detriments to those considering school leadership positions. The work load needs to be shifted and shared by the addition of positions whose work roles and duties are consistent with the new expectations and structure of our present-day educational system.

I. INTRODUCTION

The Task Force on School Leadership (“Task Force”) was established during the First Regular Session of the 127th Legislature by Resolve 2015, Chapter 46 (LD 1042, “Resolve, To Create the Task Force on School Leadership”). A copy of the authorizing legislation is attached as **Appendix A**. The Task Force was comprised of 17 members, including three legislators and 14 individuals with school leadership experience. The Task Force roster consisted of four individuals with expertise in school leadership issues, three school principals, (including an elementary school principal, a middle school principal and a secondary school principal), an assistant principal, a school special education director, a teacher who has a school administrator certificate, two superintendents, (including a superintendent of a large, urban school district and a superintendent of a small, rural school district), a staff member representative of the Maine Principals' Association and the Commissioner of Education's designee. The Task Force membership list is attached as **Appendix B**.

The Task Force was established to study and make recommendations on policy issues connected to providing excellence in school leadership in prekindergarten to grade 12 public schools. The Task Force was charged with addressing the following duties:

1. Conduct a comprehensive study on excellence in school leadership in prekindergarten to grade 12 public schools;
2. Research the various aspects of the issues related to excellence in school leadership;
3. Arrange presentations by recognized experts and practitioners in school leadership including an expert from a school administration preparation program at the University of Maine; and
4. Develop strategies to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective public school principals and other public school leaders.

Senator Langley and Representative Kornfield, the Task Force Chairs, informed members they could also consider other factors determined to be relevant to excellence in school leadership.

The Task Force was authorized to convene two meetings. The first meeting of the Task Force convened on October 6, 2015 and the second meeting convened on December 1, 2015. During its first meeting, the Task Force received background information and preliminary data regarding the scope of leadership issues related to the recruitment, preparation and retention of school principals and other school leadership positions in Maine and other states. Kelly Latterman, a school leadership state policy specialist from the National Conference of State Legislatures, provided presentations to the Task Force related to school leadership challenges encountered by other states along with legislation, policy levers and best practices that other states established to promote excellence in school leadership. Professor Emeritus Gordon Donaldson, who is recognized as an expert and practitioner from the school administration preparation program at the University of Maine, presented a historical overview of school

leadership in Maine that he and Professor George Marnik, who is also from the University of Maine, have investigated.

Kelly Latterman, the NCSL School Leadership State Policy Specialist, and Dick Durost, the Executive Director of the Maine Principals' Association (MPA), introduced a proposal to the Task Force to bring Maine legislators together with outstanding Maine principals for a one-day observation of school principals in action. The purpose of the event was to make arrangements for a realistic "job shadowing" experience for legislators and to provide principals with the opportunity to openly share the realities of their jobs with elected state representatives. These encounters were intended to take place in October, which was National Principal's Month, to pair 8 to 12 Maine legislators with outstanding principals identified by the MPA. The NCSL plan included: (1) preparing legislators in advance of their visits; (2) setting up an online survey with legislators after their visits, followed by a conference call, to find out what they learned from their observations of principals in action; and (3) presenting a summary of survey responses to the Task Force.

The NCSL and the MPA presented the Task Force with a list of proposed talking points to be part of the preparation of both legislators and principals prior to the legislators' visits with school principals. Task Force members were invited to send feedback on the proposed talking points. They added a few talking points and also indicated that the principals and the legislators must abide by the federal and state confidentiality laws related to educator and student privacy. The Task Force members unanimously approved the proposed "job shadow" project.

Recognizing the extensive knowledge and experience of its membership, the Task Force relied heavily on the expertise of its members in identifying and framing the policy issues and in developing its strategies and recommendations. During its first meeting, the Task Force members participated in a breakout group activity to discuss the challenges facing school leaders, potential state policy solutions and best practices to promote school leadership. Each Task Force member then indicated their priorities for the ideas and next steps proposed by the breakout groups related to the recruitment, preparation and retention of school leadership in Maine.

Senator Langley and Representative Kornfield, the Task Force Chairs, invited members to propose recommendations and suggested legislation, (related to the recruitment, preparation and retention strategies discussed during the first meeting), for consideration during the second Task Force meeting. Task Force members who proposed recommendations and legislative initiatives prior to the second meeting presented their proposals to the Task Force members. Following the presentation of each proposal, members of the Task Force discussed the merits and drawbacks of the proposed recommendations and reached consensus on a collection of strategic directions and policy recommendations.

The Task Force submits this report, including strategies, recommendations and the suggested legislative initiatives, to the Legislature for consideration by the Joint Standing Committee on Education and Cultural Affairs during the 2nd Regular Session of the 127th Legislature. The enabling legislation authorizes the Joint Standing Committee on Education and Cultural Affairs to report out a bill to the Legislature based on the strategies and recommendations proposed in this Task Force report. The following sections of the report summarize the background, findings and recommendations of the Task Force.

II. CENTRAL OBSERVATIONS ON THE CONDITION OF SCHOOL LEADERSHIP

This section of the report conveys information provided to Task Force members prior to and during the two Task Force meetings, including summaries of information presented to the Task Force by researchers and practitioners in school leadership, including faculty from the school administration preparation program at the University of Maine and the school leadership state policy specialist from the National Conference of State Legislatures (NCSL). The Task Force also reviewed materials compiled and prepared by staff from the Legislature's Office of Policy and Legal Analysis, including an overview of current Maine law pertaining to selected principal and school leadership policies and background information related to duties assigned to the Task Force. A list of resources provided to the Task Force is attached as **Appendix C**.

Brief Summary of Central Observations on the Condition of School Leadership

The summary of central observations is organized in relationship to the specific duties examined by the Task Force pursuant to Resolve 2015, chapter 46. Full-length documents that include these summarized materials are available on the "Legislative Studies" webpage located at the Legislature's Office of Policy and Legal Analysis (OPLA) website and are accessible by going to the "Interim Study Commissions 2015 (127th Legislature)" section and clicking on the following link: <http://legislature.maine.gov/legis/opla/schoolleadership.htm>.

Leadership Matters

"Effective school leaders are fundamental to great schools. Nearly 60 percent of a student's performance is attributable to teacher and principal effectiveness. There are virtually no documented instances of underperforming schools being turned around without intervention by an outstanding principal. They also play a critical role in implementing school-wide reforms. The combination of effective teachers and strong principals, as opposed to one or the other, has been shown to improve student academic performance. Good principals can help improve schools efficiently because they ensure that excellent teaching and learning spread beyond single classrooms."

(Source: NCSL School Leadership Resource Guide 2015)

State Policies and Practices that Foster Excellence in School Leadership. Kelly Latterman, the NCSL School Leadership State Policy Specialist, made presentations that address challenges other states face related to school leadership and a review of other states' legislation, policy levers and best practices to promote excellence in school leadership. Here are brief notes from selected slides presented by Ms. Latterman related to the information and data presented on state policies and practices related to school leadership:

- Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school;
- Principals are key to retaining good teachers; school leaders both recruit and retain high quality staff [since] the number one reason for teachers' decisions about whether to stay in a school is the quality of administrative support; and it is the school leader who must develop

this establishment;

- Preparing a pipeline of principals who can improve teaching and learning is essential to achieving state policy goals for student performance and economic progress;
- Effective principals have core competencies, including: shaping a transformational vision of academic success for all students; creating a hospitable school climate; managing people, data and processes; improving instruction; leading the professional learning community; and cultivating leadership in others;
- Graduates of effective [education leadership] programs are better-prepared, perform better in high-needs schools, and are twice as likely (60% vs. 20%-30%) to actually become principals [as compared to school leaders not prepared by education leadership programs];
- State policymakers should understand challenges specific to their state in order to identify the best policies to cultivate and support a pipeline of effective principals;
- State requirements for principal preparation programs should be more streamlined; and, without mentors, it is difficult to recruit or prepare non-educators to become principals;
- Rural schools are in a more challenging place with “green” (i.e., untrained and inexperienced) principals; and
- A huge increase in the amount of support and mentoring is necessary to produce a larger pool of school leaders.

“The Maine Schools Study: Phase II Report on Improving Maine Schools Preliminary Analysis of Maine High Schools” by MEPRI (June 2012). David Silvernail, Co-director of the Maine Education Policy Research Institute (MEPRI), spoke at the LD 1042 public hearing to inform the Education Committee that there is substantial national research related to school leadership. He also mentioned that recent MEPRI research projects submitted to the Legislature provided evidence on effective school leadership in Maine schools.

“... MEPRI in recent years has conducted a multi-phase study of Maine higher performing, more efficient schools and improving schools. In both sets of schools, school leadership surfaced as a key variable in their success; leadership that exhibited specific characteristics such as collaborative, transformational leadership, leaders closely connected to the instructional program and leaders supporting their teachers through focused professional development and shared accountability.”

(Dr. Silvernail’s testimony, May 4, 2015)

Senator Langley, Senate Chair of the Education Committee and the sponsor of LD 1042, indicated that school leaders must tackle some of the most complex and potentially disruptive issues currently confronting principals and educational leaders in Maine schools.

“For several years now, I have been wondering how we identify potential leaders, recruit them, train them, and compensate them. Strong and effective school leadership, and the correlation to schools that beat the odds, are clearly evident in the studies that MEPRI has conducted on our behalf. Those schools that beat the odds, that are highly efficient and highly effective, and have higher than 50 percent free and reduced lunch [students] all have one thing in common -- great leadership (and great teachers, too).” (Sen. Langley’s testimony, May 4, 2015)

Dr. Silvermail also indicated that the MEPRI researchers and a couple of students enrolled in the University of Southern Maine’s (USM) doctoral program in public policy educational leadership could assist the Task Force in identifying effective leadership qualities and building strategies to improve the initial preparation and continuing development of Maine school leaders.

Case Studies on Educational Leadership in Maine Schools. Chris Record, Principal of Gorham High School (and a member of the Task Force), is one of the USM doctoral students who is conducting case studies on educational leadership in Maine schools. Mr. Record also submitted testimony at the LD 1042 public hearing. His testimony noted the arduous challenges that new and veteran principals in Maine are facing.

“Prekindergarten to grade 12 school administrators in Maine are experiencing ever-increasing job expectations, greater workload, and growing accountability in a time of uncertain budgets, an evolving culture, and a challenging public climate. Of note are the occupational duties as a result of mandates, policies, and regulations passed by federal, state, and local legislative bodies, not to mention the significant changes in society that increase the workload of principals such as substance abuse by students and families, the threat of school violence and bullying, increasing student mental health issues, and more families struggling economically. In addition, the recent move to Common Core State Standards for curriculum, and the need for the creation and implementation of a proficiency-based diploma system, is requiring extensive and additional efforts from school administrators.” (Principal Chris Record’s testimony, May 4, 2015)

School Principalship Reports Sponsored by the Maine School Principals’ Association. Dick Durost, Executive Director of the Maine Principals’ Association (MPA), presented testimony on behalf of the MPA in support of LD 1042. His testimony included excerpts from the summary of two reports that the MPA sponsored related to Maine school principalship, including a summary of the MPA hosted “Summit on the Principalship” held on January 9, 2014 and the Executive Summary of an ongoing “Maine Principal Study 2011: Observations About Maine Principals from 1997-2011” sponsored by the MPA and conducted by Professor Gordon Donaldson and Professor George Marnik from the Graduate Department of Educational Leadership at the University of Maine. The full 2011 survey report can be viewed by going to the MPA website (www.mpa.cc). Mr. Durost made the following statement in support of creating the Task Force.

“Both reports emphasize the need to identify and support qualified and quality building administrators. There is no shortage of certified candidates but there is a shortage of certified candidates who wish to take that next step and become administrators. We believe this Resolve and the subsequent task force would add to our understanding of

excellence in building administration and that knowledge might help to increase the pool of qualified applicants and would help the MPA and others to support and mentor those individuals.” (MPA Executive Director Dick Durost’s testimony, May 4, 2015)

Evolution of School Administration in Maine Schools. Gordon Donaldson, Professor Emeritus of Education, University of Maine, and George Marnik, Professor in the Graduate Program in Education Leadership at the University of Maine, provided observations of their research and analysis of the Maine principalship from their report conducted on behalf of the MPA, “The Maine Principal Study: Change and Stability in School Leadership 1997-2011.”

The following information was based on the responses of 479 Maine principals, (a 67% return rate), collected from the 2011 Maine Principal Study survey.

1. In comparison to 1997, 2001, and 2005, the typical Maine principal:
 - Is slightly younger and has two years’ less experience in administration;
 - Is a woman (53% of those who responded);
 - Is supervising a larger school (enrolling 69 more students for an average size of 407) and a significantly larger staff (53) than before; and
 - Is supervising a school where more students are eligible for Free or Reduced price Lunch (54% reported over 50% of their students qualify).
2. Maine principals devote on average 70 hours per week to their work, up from 58 hours in 2005 and the highest work-hours recorded in this study. Principals average 32 hours per week on the job during the summer. 39% “often wonder if the long hours are worth it.”
3. Principals’ activity patterns continue to be characterized by many diverse tasks. They are most engaged in “student management” and “personnel management” activities; they devote least time to “instructional leadership” and “resource management” activities.
4. The vast majority -- 80% to 95% -- of Maine principals continue to find their work rewarding, energizing, and enjoyable.
5. Similar majorities believe they are “making a positive difference for students at my school” and that “I am making progress at my school.”
6. 83% report that their work is “stressful”; 72% say their work involves conflict and disagreement; and 56% indicate that their workload makes it difficult to give their “best attention to tasks.”
7. 65% continue to report that they struggle to balance job and family/personal life; 56% say the job “intrudes too much on my personal life”; 69% report that “because of the long hours,

I have little time left for myself.”

8. But, the percentages reported in the last two bullets are lower than in the past; principals seem to now expect the long hours and high demands of the job.

9. 14 % say, if they had the choice to make again, they would “definitely not” or “probably not” become a principal; 15% were “unsure.” This finding is consistent over 14 years.

10. Principals continue to view the people closest to them -- spouse/significant other, secretaries, other principals, and teachers -- as most helpful to them in their work. Least helpful, (and sometimes “obstacles”), were the Maine Department of Education, the school board and parents.

11. In general, they feel that parents and community have positive views of their schools.

12. As in the past, it appears that principals’ sense of reward from -- and energy for -- the job:

- Is inversely related to their feelings of stress and overload; and
- Is directly related to their perception that the community, district, and staff are in consensus about the positive direction of their school.

13. As in the past, it appears that their sense of effectiveness as principals:

- Is directly related to their perception of community, district, and staff consensus about school goals; and
- Is inversely related to the “unpredictability” of the environment around them and the amount of conflict and challenge they experience.

Educational Leadership Degrees Conferred to Graduate Students at the University of Maine from 2009-2010 to 2013-2014 Academic Years. University of Maine Professor Marnik also provided selected data from the “College of Education and Human Development: Degrees Conferred by Academic Unit and Major” spreadsheet. The table below includes the degree completion data for graduate students who were enrolled in the Educational Leadership program at the University of Maine from the 2009-2010 to the 2013-2014 academic years.

Educational Leadership Degrees Conferred to University of Maine Graduate Students					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate*	21	9	10	4	10
Masters	18	5	33	4	24
Doctorate	2	2	3	0	0
Total	41	16	46	8	34

* Certificate of Advanced Study

The graduate degree program data for educational leadership students at the University of Maine campus in Orono includes a total of 145 conferred post-baccalaureate degrees and certificates over this 5 year period, including 54 Certificates of Advanced Study, 84 Master's degrees and 7 Doctorate degrees.

“Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy.” (Wallace Foundation, September 2015). Ms. Latterman, NCSL's School Leadership State Policy Specialist, also shared a recently released report from Paul Manna, Government & Public Policy Professor at the College of William & Mary. The report presents a catalog of considerations and identifies issues and key questions that state policymakers could usefully engage to help develop excellent school principals.

1. Principals and the State Policy Agenda:

- Overall priority: Principals are a relatively lower priority on state education policy agendas compared to other topics;
- Comparison to teachers: Policymakers and advocates in states give more attention to teacher-related issues than principal-related issues; and
- Muddling roles: A focus on “school leadership” conflates the principal's role with the roles of other school leaders.
- Key conclusion: Principals merit a more prominent place on state policy agendas because their work is crucial for developing healthy school cultures, supporting better teaching and learning, and helping state education initiatives succeed.

2. State Policy Levers:

- State Action: Create a state commission or task force, develop and support statewide longitudinal data systems, improve working conditions, align all components, and direct resources for:
 - Setting principal leadership standards;
 - Recruiting aspiring principals;
 - Overseeing principal preparation programs;
 - Licensing principals;
 - Supporting professional development of principals; and
 - Evaluating principals.

- Key conclusion: States have formal and informal powers they can wield as they attempt to develop more effective principals. Local schools and school districts play a role in all these areas, as well, but that does not mean state leaders should remain on the sidelines.

3. Mentoring and Coaching: Percent of public school principals reporting that they received mentoring or coaching during the school year.

Location	1999	2003	2011
All locales	40.6	41.1	51.6
City	50.4	52.2	61.9
Suburb	40.6	40.1	52.2
Town-Rural	35.1	34.9	47.4

4. Principal's Numerous Responsibilities: Percent of principals reporting "a great deal" or "major" influence over the following activities in their schools.

Traditional tasks	1987	1990	1993	1999	2003	2007	2011
Budget/school spending	--	--	32.7	47.4	67.0	71.3	61.8
Setting discipline policy	45.5	54.1	57.4	67.8	87.3	88.5	78.7
Hiring teachers	49.4	57.8	62.0	74.6	88.6	91.3	86.6
In-service teacher training	--	--	34.4	41.3	68.6	75.2	70.2
Reform-oriented tasks	1987	1990	1993	1999	2003	2007	2011
Setting student performance standards	--	--	--	35.1	52.8	61.4	72.7
Evaluating teachers	--	--	80.7	78.8	93.0	94.6	95.1
Establishing curriculum	23.6	21.8	21.6	31.8	52.6	57.3	44.3

5. How to Proceed? Remember, there are *no standard recipes* to guarantee success. Still, the following *guiding questions* can help organize future work in states.

- What does the state education policy agenda look like?
- What are principals' tasks in the state, in theory (as policy envisions them) and in daily practice?
- What explains the consistencies and inconsistencies between principal actions and state policies?

"Policymakers should understand how different state agencies wield authority and interact; the diversity of their state's urban, suburban and rural communities; state and local capabilities to carry out change; and state mandates already shaping the principal's job." (Paul Manna, "Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy" September, 2015)

State Policy Levers: Legislative Examples from Other States. Following the presentation of the considerations from Professor Manna's report, Ms. Latterman, the NCSL School Leadership State Policy Specialist, then provided the Task Force with slides that summarized the examples of policy and program highlights from other state legislatures. Here are brief notes on the state policy levers that other states are pushing forward:

- Standards: **Oregon** directed the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to develop and adopt statewide core teaching standards to improve student academic growth and learning. Standards must help school districts determine effectiveness of teachers and administrators and make human resource decisions and improve professional development and classroom and administrative practices;
- Recruitment and selection: **Washington State** expanded alternative routes to certification and expanded administrator preparation programs to include community and technical colleges or non-higher education providers; and **Arkansas** created the Master Principal Program, a voluntary, three-phase (approximately three years) program that provides bonuses to practicing principals who achieve master principal designation. Master principals receive \$9,000 annually for 5 years, while those serving full-time in "high need" schools receive \$25,000 annually for 5 years;
- Strengthening principal preparation: **Kentucky** convened a task force to present recommendation on the redesign of the state's system for preparing and supporting principals; and **Illinois** conducted a case study on strengthening principal preparation program design and accreditation;
- Mentoring: **Iowa** clarified eligibility guidelines so beginning principals and superintendents were the primary recipients of mentoring. Iowa appropriated \$195,157 in funding for FY 2010-11 to the State Department of Education for administration of the Beginning Administrator Mentoring and Induction Program. **Utah** required mentors to have or receive training in order to mentor provisional educators and provided that mentors may receive compensation for their services. **New Mexico** required the statewide School Leadership Institute to provide mentoring to new principals and superintendents in public schools;
- Ongoing professional development: **Oregon** established the Career Preparation and Development Task Force to develop a proposal for a seamless system of professional development for teachers and administrators that begins with career preparation and continues through employment. **Wisconsin** provided supplemental mentoring for principals in the state's lowest-performing schools who have an emergency license or permit and requires 60 hours annually of professional development for principals in the state's lowest-performing schools;
- Cohorts to prepare school leadership: **North Carolina State University's (NCSU) "Northeast Leadership Academy."** won the University Council for Educational Administration's national award for creating cohorts to prepare principals to become school and community leaders. NCSU structured 2-year program that included specialized training and a full-time internship with master principal and executive coaches; and the program

prepares principals to become community leaders and school leaders ready to turn around low performing schools;

- Preparation and development for instructional leadership: “Redesigning Principal Preparation and Development for the Next Generation: Lessons from Illinois,” a report produced by the Center for the Study of Education Policy at the Illinois State University describes *Illinois’* policy initiatives to improve principal quality. Illinois created a state commission in 2010 to enhance principal professional development. Legislation was enacted to create a new Pre-K-12 principal endorsement that emphasizes the unique preparation necessary to become the instructional leader of a school and allows for expanded alternative certification programs for administrators. Candidates must be prepared to meet approved standards for principal skills, knowledge and responsibilities. These skills and responsibilities include a focus on instruction and student learning that must be used for principal professional development, mentoring and evaluation;
- Teacher leader and principal pipelines: “Principal Pipeline: Denver’s Story,” tells the tales regarding **Denver, Colorado’s** “Lead in Denver: Develop, Advance, Achieve” programs that clear pathways for teacher and principal pipelines in their school system. The educator pipelines resulted in Denver’s principal turnover rate dropping by one half in 4 years. The “Principal Pathways Program” involving the University of Denver, the University of Colorado and other entities serves 151 school leaders, provides one year of integrated coursework, 1,000 hours of internship with 4 hours of instructional leadership and coordinates support with a mentor, advocate and director. The Denver Public Schools “Teacher Leader Pathways” includes teacher leaders “lead teams” of 6-8 teachers; teachers leaders get 1/3 to 1/2 of a day as release time and are responsible for leading collaborative planning/data time with their teams and for coaching and guiding teachers on their teams;
- Recruitment and selection of equity-driven, learning focused, collaborative leaders: The State of **Washington** has advanced school leaders significantly under programs provided by the Danforth Educational Leadership Program at the University of Washington (UW). The program serves a mix of rural and urban candidates; and is high quality with several outstanding features, such as rigorous selection and the performance guarantee. The recruitment and selection process includes multiple measures to identify equity-driven, learning focused, collaborative leaders who have the potential of serving schools and districts as principals and program directors. Districts are largely responsible for both the nomination of candidates, while the program takes a larger role in rigorous selection. UW offers a performance guarantee, which may be the first such guarantee offered by a leadership preparation program; and
- Coordinated and sustained school-leader training program that prepares candidates, provides on-going support and development for career progress: “Building Leadership Capacity in Rural West Virginia” is a five-year U.S. Department of Education grant funded project that addresses the rapidly diminishing pool of qualified principal candidates in three **West Virginia** rural school districts. The three school districts formed a school leadership training model for individuals serving high-needs school districts based on the Interstate School Leadership Licensure Consortium (ISLLC) standards. The program fills the need for a

coordinated and sustained school-leader training program that not only prepares candidates to be effective school leaders, but also provides them with on-going support and development as they progress through their career. The goals are to improve the quality of school leaders in the high-need districts involved in the project, improve student academic growth, decrease the principal turnover rate, build a sustained infrastructure for principal development training in the targeted districts and add to the body of knowledge pertaining to school leadership development theory and practice.

Survey Results from “A Day in the Life: Maine Legislators Learning with Principals”

Ms. Latterman, the NCSL School Leadership State Policy Specialist, also submitted a presentation to the second meeting of the Task Force that described the arrangement of “A Day in the Life: Maine Legislators Learning with Principals” and summarized the results from the online survey and follow-up phone calls with legislators who participated in the one-day “job shadow” pairings with school principals. The responses below include selected results from legislators’ answers to questions from the survey and phone calls.

Results of Online Survey of Legislators

What three words best describe the principal you shadowed?

- Experienced, practical, proud
- Energetic, outgoing and intelligent
- Professional, experienced, proficient
- Child-centered, passionate, confident
- Direct and busy
- Passionate, energetic, change agent

If you discussed principal preparation, did the principal you shadowed feel that their educational background prepared them for the job?

- While the principal I shadowed was well prepared for the job, he made it clear that much of that came from mentoring with polished professionals as well as the academic work he had taken. He also pointed out some of the failures of the certification process given the reality of having to work at the same time you had to complete many of the requirements.
- Not completely. Questioned whether anything can really prepare person for the job. Felt mentoring with model administrator would be helpful.
- The principal felt that most administrators are not trained well and are forced to learn as they go. Work and family balance was a big issue.

How did they describe the value of the professional development they receive?

- For self-growth and development, to support peers and the professional community (local and statewide) by taking leadership roles in trainings and professional organizations.
- I believe that his value was placed with the mentoring/coaching that he received.

- I believe that she values her professional development experiences, as she selects opportunities that match her professional goals.
- Valuable in supporting leadership in transitioning to proficiency-based learning.

Describe the principal's thoughts on the performance evaluation process.

- She believes it has caused fear in many teachers and created adversarial relations between teachers and evaluators (administrators).
- Never enough time in the day to observe teachers or have themselves evaluated. The immediate issues of students take over.
- We both agreed that supervision and evaluation are not annual events but ongoing and that there should be no surprises as any problems should be discussed at the time of the post observation meetings.
- It needs to be balanced carefully, and not overly dependent upon standardized test scores.
- Staff welcomes routine observations and feedback.
- Current requirements of teacher evaluations for large districts are quite burdensome and potentially unreachable.

If you were in charge of hiring a principal what characteristics and skills would you look for?

- Energy, decisive and thoughtful decision making. Ability to see strengths in others and let those individuals lead as well.
- Experienced, practical, grounded and passionate about kids and education.
- Outgoing personality that reaches out to the students and participates in their school experience with them. Someone that is intellectually stimulating and stimulated the learning environment and is also open minded and able to hear issues from all sides before decisions are made that impact the student, the faculty and the community.
- Team player, good at delegating, sharing of leadership roles, good listener, well organized, politically savvy, loves kids.
- Loves kids, honesty, poise, has many life experiences, has had training in law, special education and other areas schools deal with.
- Dependability, fairness, diplomacy, focused, knowledge of instruction/pedagogy.
- Teaching experience; personal communication skills; integrity and ability to build trust.

What were the principal's complaints about the job?

- Tough hours, constant pressure, lot of change put into education system at one time.
- Too much paperwork.
- She had no complaints, but had concerns regarding inadequate funding, unrealistic requirements regarding students with severe mental health and home environment issues.
- No real complaints. Some discussion of occasional frustration in dealing with parents.
- Not sure these were complaints, but there were challenges ... social and family issues, lack of time to do the job, preconceived notions about education that the public has.
- Work/life balance is very hard. Burnout.

What did the principal feel was rewarding about the position?

- Helping each student, parent and staff member to be the best that they can be.
- Leading educational change.
- Creating a positive learning environment and working with students and teachers.
- Seeing the matriculation of the students. Helping each student reach their potential.
- Making a difference for kids, making a difference for society, and helping families.

Having shadowed a principal what would you consider the major deterrents or obstacles to taking the job?

- The number of hours that are required. Juggling the numerous demands and trying to keep everyone satisfied - superintendent, parents, staff, community and students. Keeping up with all the new demands on education. Underfunding.
- Paperwork and implementing state and federal mandates.
- For a young man with a family, I believe time away from the family is a major deterrent.
- The education does not prepare you for the reality. Long hours and 24/7 mentality. Knowing that to do the job right, you must be available and leave the "paper work" to later, the evening or weekends.
- Stress, time involved, lack of support, lack of resources.

Speaking as a legislator, what was your major takeaway from participating in this event?

- How much the Legislature has put on schools and taken the focus of "education" away, while adding so many of society's roles to the school.
- Make sure we don't put into play any new major education initiatives. Provide sufficient resources for the implementation of existing requirements. Keep pressure on state funding of cost of education.
- I am a retired director of a private, non-profit, family services agency. It is amazing the similarities of the two jobs.
- More evidence of good people in schools struggling honestly to improve student learning with varying degrees of understanding and success.

Results of Phone Interviews

1) Was this individual a highly effective school leader?

"The principal had vast knowledge and understanding of all components of instruction along with her situational and building management skills. She exuded professionalism and was very experienced." - Representative Paul Stearns

- I learned a lot watching the school leader interact with the kids. She knew every kid we walked by. The personal interaction was remarkable. The kids value her. She knew what she was talking about.

- The principal was highly effective, very seasoned and experienced. He was practical.
- This Assistant Principal (AP) was a go-getter. She chooses to be involved in a professional association and helps create training for professional development. She has been an AP with the school for 12 years and doesn't desire to become a principal.

2) What defines a highly effective principal?

"A highly effective principal is collaborative, allows for others to have leadership roles in the building, helps to develop a culture of continued development, is a good listener, is encouraging of staff, and loves kids." - Senator Rebecca Millett

3) What do you believe should be a principal's highest priority?

"The top priority for a principal is to create the culture, support the teachers, and really have a passion about working with students." - Representative Victoria Kornfield

- The highest priority of the principal should be making sure every student is inspired. They should encourage student curiosity and make them feel welcome in the building.
- The highest priority of the principal should be a sense of fairness.
- The priority should be preparing the students to be good citizens. She was interacting with the students who were dealing with challenges. She was firm, but listened; and prioritized the well-being of students.

4) What was the priority of the principal you shadowed?

- The students.
- Improving teaching.
- The principal I shadowed prioritized helping to create pride in high school and a culture of excellence in his students and staff.

5) What were the principal's greatest challenges?

"The challenges are two competing immediate priorities: the day-to-day operations of the school and being the facilitator and leaders of education change represents the state expectations from them as well ... it's a lot." - Representative Brian Hubbell

- His priority should be students. His biggest problem is paperwork and challenges were empathy from staff, and aspirations from students who have challenging home lives. They have split families and do not feel safe.
- The challenges were a lack of resources and high poverty level. The general population likely does not understand the mental challenges kids are coming to school with. Time intensive administrative work piled up on school administrators in the last 20 years.
- At the school I visited the top leadership is new and there is some concern that there could be a lack of experience or capacity; we as a state are making more demands of leadership, but we may not have the capacity to realize those demands.

- The work-life balance is challenging. He is at the school from 7 a.m. to 8 p.m. and rarely sees his own family for dinner. It is challenging to manage his personal life and manage the school, it will lead to burnout.
- There were concerns about the evaluation process. Staff just wanted to know the impact it would have.
- Her greatest challenge was time; there is not enough time in the day to do the stated job description and to deal with the other things that took her time all day. We have made the schools everything -- daycares restaurants and parents -- then we get frustrated when enough learning isn't happening; it's not realistic. The purpose of school is to create good citizens.

6) Can you think of solutions or ways to alleviate these challenges?

"My agenda is to build capacity for regional professional development, that's my hope."
- Representative Brian Hubbell

"Schools need better marketing. They need advertisements for what the principal does. Many do not realize what they actually do." - Representative Joyce Maker

- In Maine we often chose our higher education programs based on geographic location, on how close we live. We have to do a better job of encouraging people to take part in good preparation programs. We need to do more to encourage current teachers who could be great leaders into these programs and give current teachers leadership positions.

7) As a legislator, what policy levers would you use to improve the number of highly effective principals in your state? Do you see a role for state action? If so, where?

"People do not go to the energy committee and feel that they are experts because they use energy. People come to the education committee feeling like experts because they went to school. We need to say no to more bills. I would like the Department of Education to use their limited resources on the school with the most need instead of mandates for every school." - Representative Victoria Kornfield

- Participating in this event put me in a better place to support the recommendations from the task force. I would like to see state level leadership, as every school is struggling with the same problems and there needs to be a way to create a common forum. It would be useful. I would also like to go to a big school to compare.
- Move state to increase education funding in the appropriations process; refrain from creating new large policy changes at the state level without administrators input. Recruitment needs to come from within the education profession; it is necessary to have more resources dedicated to making this job rewarding and not overwhelming in terms of preparation. Mentoring is very important; the current internships are not sufficient; it's hard to both work at the same time as well as do the internship. We need to reevaluate that process.
- Principals and superintendents can't move forward until the legislature makes the rules. The leader expressed to me that they have to react once the session is over. Essentially

we are creating policy and then the schools have to react. It must be frustrating as a professional. It was a humbling experience. The schools don't necessarily get the information and support they need. I often wonder why as a politician I am getting the information before the actual schools. Education is nothing if not lifelong learning.

8) Do you believe differentiation for large/small rural/urban schools is beneficial from a state policy level? If so, in what areas?

"Rural school teams will find a way to do even what the big districts do. They multitask and wear a lot of hats. The expectations from the federal level are often that the infrastructure is there, but in actuality rural schools have different models based on the resources they are working with." - Representative Paul Stearns

- This would be hard to do. State level policies are tough to differentiate.
- I visited a small school. There are less resources in smaller schools, but the responsibilities are the same. They need an assistant principal. The principal needs help.

9) What were your key takeaways from this experience?

"Give the schools the resources they need and keep the new education policies at bay."
- Senator Rebecca Millett

- My key takeaways: (1) reassurance I understood nominally what they were trying to accomplish in high school; (2) there is lack of clarity on what change will look like in schools; and (3) general partnership about wanting to make teaching and learning better. The larger shift in education, even with the best of intentions, will take years.
- The importance of creating a good climate for learning where there is academic achievement and a good learning atmosphere.
- My key takeaways were not to add more to their plates; continue to focus on the limited budget as the limited resources make it challenging to provide for the students. The greatest challenges for this principle included juggling job responsibilities, meeting new state obligations including teacher evaluations and proficiency-based learning along with day-to-day work. To alleviate these challenges we need to provide the schools with more resources and provide them with great curriculum directors and assistant principals.
- As a Maine politician, I have an ability to impact the state of education. Given that, I have a responsibility to spend time with professionals and get their feedback. Key takeaways are how much we depend on schools to raise our children. The principals are completely involved in all aspects of our kids' lives.

10) Was this a valuable experience? If so, how?

"Anyone serving on an education committee in any state should take this opportunity to visit schools and see, by and large, they are doing a great job." - Representative Victoria Kornfield

"This was an extremely valuable experience. I went in thinking my wife is an assistant superintendent, so I thought what would I learn? I learned a lot! We started at 6 a.m. and we were there until about 5 p.m. The principal worked all day with the kids and then she did her paperwork at night. No one should have to work that hard. It saddens me that her evenings and weekends are filled with the work from her job description as she chooses to spend all day with the kids." - Representative Michael McClellan

"Every administrator wanted to share their goals and challenges and thoughts with me. We rarely go out into their world. This was very valuable. We do a lot of things at the state level that have great impact on schools without much feedback from practitioners." - Representative Teresa Pierce

"I was selected to participate because of my interest in education policy and this is a rare opportunity. It's a privilege to be inside the school to observe and get a basic perspective on what that means; it's reassuring. The experience cannot be replicated anywhere else. In the school you gain direct experience and can understand the school culture." - Representative Brian Hubbell

"This exercise was a great way for policy makers to understand how the job of the principal has changed dramatically in the last 20 years." - Representative Paul Stearns

11) Areas to consider. Did you discuss any of the following aspects of the principal pipeline: recruitment, preparation, licensure, standards, mentoring, evaluation, retention, internship?

"Good job training and professional development that cuts across different aspects of the job -- including stress relief, balance and time management -- are things we should be offering and supporting for our school leaders." - Representative Paul Stearns

- Professional development and recruiting are critical.
- Being a principal in any state today is radically different than it was 10 years ago. My concerns are the training keeping up with the broad/vast job, creating a work/home life balance and needing to prevent burnout. There are always opportunities to improve educational opportunities for kids.
- The states do not do enough to involve educators. It is important to involve the professionals in this process.

12) Is there anything regarding school principals or state policy that we have not discussed, but should?

- Mental health anxiety in kids has skyrocketed, everyone wanted me to know that.
- The Donaldson report [on the University of Maine's educational leadership program] says that even if everyone who graduated from their administrator preparation program became principals, there would still not be enough people to fill the current vacancies in Maine. It is pretty sobering.

Both reports presented to the second meeting of the Task Force -- by Kelly Latterman, the NCSL School Leadership State Policy Specialist, and Dick Durost, the MPA Executive Director -- recap the findings from the legislators' "job shadowing" of outstanding school principals. The NCSL report is attached in **Appendix D** and the MPA report in **Appendix E**.

Following Ms. Latterman's presentations at the first Task Force meeting, the members participated in a breakout group activity to discuss state policy solutions and best practices to promote school leadership. The next subsection summarizes the groups' brainstorming and priorities regarding their review of policy levers related to recruitment, preparation and retention.

Summary of Group Discussions: State Policy Solutions and Best Practices to Address Problems Challenging the Pipeline for Promoting Excellence in Maine School Leadership

The tables below summarize the "idea capture" produced during the breakout session at the first meeting of the Task Force. Task Force members were split up into three groups; group 1 focused on recruitment, group 2 on preparation and group 3 on retention. The groups were then asked to respond to three questions (see tables below). The column on the left reflects group members' responses. After answering the three questions for their topic area, all Task Force members reflected on the ideas that came from the other groups. As a collective, Task Force members were then instructed to indicate what ideas they would prioritize. By prioritizing an item, the individual is indicating that they agree, see a high need, or support the comment. The right hand column indicates the number of individuals who prioritized any given item.

Group 1. Recruitment: Identifying prospective candidates for school principalship	
What are the challenges around this topic area?	Priority number
• Branding positions of principalship	6
• Roles that encourage leadership	6
• Authentic leadership opportunities	2
• Pre-identified pathways	0
• Time for courses and accessibility to professional development	0
• Anxiety about being alone on the job	0
What are we already doing in Maine to address this topic?	Priority number
• University of Maine cohort model provides a networking group that engages leadership candidates	3
• Accessing university programs	1
• Growing and nurturing our own leaders is a "hit or miss"	1
What ideas and next steps can and should we do?	Priority number
• Homegrown approach (with education associations) for potential means of improving leadership candidates	10
• Alternative pathways approach to developing leadership; entries followed by training programs	10
• Statewide internship programs to validate leadership skill sets	3
• Local licensure authority	3

• Identify support mechanisms that are already working	1
• Incentives for certain assignments	1
• Revise salary structures in rural and low income schools	0
• Virtual preparation models of reality	0

Group 2. Preparation: Enhancing the preparation, licensure and certification of school principals

What are the challenges around this topic area?	Priority number
• “True internship” experience	12
• Clustering and making principalship more attractive	10
• Connection between core content and real life needs	1
• Recruiting veteran leaders	1
• “Baptism by fire” (principals are immersed in their employment and learn their jobs the hard way)	0
• Time	0
What are we already doing in Maine to address this topic?	Priority number
• Authentic teacher leader experience	6
• Preparation programs; internships	1
• “Great Beginnings: Orientation for New School Administrators” (Maine Principals’ Association (MPA))	1
What ideas and next steps can and should we do?	Priority number
• Revisit and evaluate education leadership programs, including Teacher Leadership Program at University of Maine Farmington	4
• Pool resources for outside innovation programs	3
• Connect shadowing with internships	3
• Model of support (“Great Beginnings: Orientation for New School Administrators” (MPA))	2
• Provide paid job internships	1
• Contract retention	1
• Targeted performance bonding	0

Group 3. Retention: Providing mentoring, professional development and training to promote the performance and professional growth of school principals

What are the challenges around this topic area?	Priority number
• Workload	15
• Certification is disconnected from performance and professional growth	2
• Value of professional development and training programs; local efforts are not streamlined or coordinated	1
• Mentoring quality and time; “one size fits all” program is far less stable	1
• Professional development is not timely, ongoing and differentiated	0
• “Quadrant 1 vs. 2”; placing mentoring program on back burner when it needs to be on the front burner	0

• Tenure; employment “at will”	0
• Contracts	0
What are we already doing in Maine to address this topic?	Priority number
• Maine Principals’ Association (MPA) 2-year mentoring programs	4
• Professional development programs, including MPA, school districts, and individual programs	3
• Regional mentors	2
• Local stipends	2
• Local professional development and MPA efforts for individuals	2
• Retention	1
• Courses	0
• Awareness is growing	0
What ideas and next steps can and should we do?	Priority number
• Retirement law	8
• Combined efforts for professional development involving the DOE, MPA, MSSA, MADSEC and MCCL (education associations)*	4
• Deploy retired administrators as mentors	3
• Define principalship position; not the “uber principal”	2
• Retention	1
• Raise awareness	1
• Create more proactive approaches to preparing school leaders, including alternative pathways and rural approaches	0
• Recognize regional approaches for professional development and training	0

* Department of Education (DOE), Maine Principals’ Association (MPA), Maine School Superintendents Association (MSSA), Maine Administrators of Services for Children with Disabilities (MADSEC), and Maine Cohort for Customized Learning (MCCL)

Prior to the adjournment of the first Task Force meeting, Senator Langley and Representative Kornfield announced to the Task Force members that the Task Force staff would send them a summary of the policy topic items prioritized in the small group breakout session so that the Task Force would be prepared to discuss state policy solutions and best practices to enhance excellence in school leadership at the next meeting. The Task Force members were also invited to submit proposed findings, strategies and recommended legislation for consideration by the Task Force at the next meeting; and were notified that they should submit their proposals to the Task Force staff prior to the meeting. Section III of the Task Force report includes the findings, strategies and recommended legislation that were considered and supported by consensus of the Task Force members.

III. PROPOSED STRATEGIES, RECOMMENDATIONS AND SUGGESTED LEGISLATION TO ENHANCE EXCELLENCE IN SCHOOL LEADERSHIP

Talented Leadership for Maine Schools: An Urgent Need

Maine has poured many resources into improving our public schools over the past thirty years. The state and school districts have mandated and encouraged new learning standards, curriculum, instruction, assessment, new technologies and new forms of professional development; however, we have not invested adequately in the leadership to bring these reforms to fruition. In fact, Maine now faces a school leadership crisis as principalships, superintendencies, and other critical administrative positions go unfilled or have limited candidate pools. Clearly, successful education reform hinges on successful school leadership.

The Task Force on School Leadership identified four major reasons for the current plight:

1. The sheer number of initiatives, laws, and reform policies passed down to school districts and schools, adding “reform implementation” to the work of busy administrators;
2. A shrinking number of administrators, the result of tight budgets and state efforts to reduce administrative costs;
3. Rising expectations and calls for accountability, raising the stakes for leaders; and
4. Meager professional development designed to recruit, prepare, and support talented educators into leadership positions.

The Task Force examined evidence from a variety of sources and concluded that these four factors are discouraging many of Maine’s best teachers from considering formal leadership positions. Sufficient numbers of certified candidates exist to make administrative jobs competitive. Many who hold those certificates simply have chosen not to step into the increasingly difficult and stressful profession of leading our schools. High turnover in Maine’s superintendencies and principalships reinforces for candidates the unattractiveness of these positions and erodes the continuity and stability of leadership in our districts and schools. Seasoned leaders are leaving these posts because they find the work demands intrude too much on their personal lives, the goals and initiatives imposed on schools change too frequently, and personal and professional resources are in short supply.

Investing in leadership is fundamental to supporting ambitious change in any organization. Indeed, few businesses would undertake the wide-ranging reforms rained on Maine public schools without ensuring an ample supply of talented, energetic, and well-supported leaders. The Task Force on School Leadership is calling for an immediate and state-wide effort to address the urgent need to create a “strong leadership culture” for Maine’s public school system. Every school and school district deserves leaders who have the talents, the desire and the commitment to our children and communities.

Every branch of public education must answer this call. Developing talented leaders for all Maine schools is a joint enterprise; it requires investment at all levels of our education system. Encouraging our best educators to take on leadership begins in our schools and school districts. Our professional organizations -- particularly the Maine Principals' Association and the Maine School Superintendents Association -- and our universities provide vital opportunities to learn leadership skills; school districts, too, have important roles to play in developing, mentoring and supporting educators as they move into leadership roles. Finally, since passing down new requirements without sufficient leadership to enact them is a recipe for further frustration, the Maine Department of Education and the Legislature must collaborate and support leadership capacity-building into education policies and programs. To this end, the Task Force recommends the following policy levers related to enhancing excellence in school leadership.

Policy Levers to Enhance Excellence in Schools Leadership for Maine

Resolve 2015, Chapter 46, "Resolve, To Create the Task Force on School Leadership," directed the Task Force to conduct a study on excellence in school leadership in Maine public schools and to submit a report that includes strategies, recommendations and suggested legislation for presentation to the Second Regular Session of the 127th Legislature. The Task Force was charged with investigating the various aspects of the issues related to excellence in school leadership and considering strategies to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective public school principals and other public school leaders.

The findings and recommendations of the Task Force are presented within the context of four prevalent strategies that Task Force members concluded are essential policy levers for the Maine Department of Education, the Maine Legislature, local school districts, educator preparation programs and key education associations in the state to pursue:

1. **Recruitment**: Identifying prospective candidates for school principalship;
2. **Preparation**: Enhancing the preparation, licensure and certification of school principals;
3. **Retention**: Providing mentoring, professional development and training to promote the performance and professional growth of school principals; and
4. **Other factors**: Other factors that the Task Force considers relevant to enhancing excellence in school leadership.

Taken together, these strategies and recommendations can launch a series of complementary policy levers and initiatives that combine state and local programs and resources in Maine's education leadership preparation, licensure, certification, professional development and training programs into a coherent system of regional partnerships that can significantly improve the recruitment and preparation of prospective candidates for school principal and other school leader positions, as well as the orientation, performance and retention of novice principals who are serving in the first couple of years of their positions.

STRATEGY 1: RECRUITMENT

Identifying Prospective Candidates for School Principalship Recruitment and Selection

Findings

Since preparing a pipeline of principals and instructional leaders is essential to achieving state policy goals for student performance and economic progress, Maine education policymakers must recognize the challenges specific to urban and rural school districts across the State in order to distinguish the best policies that can cultivate and support a pipeline of effective principals and school leaders.

Leadership positions in Maine schools and school districts are not viewed as attractive professional roles by many capable leaders currently working in Maine schools. Numerous educators hold administrative certification, but do not apply for administrative openings. Teacher leaders are supported in some school districts, but not in others.

“I have never stopped being a teacher and one of the things that I say to people that I’m mentoring is that you’re not going to the ‘dark side’ when you become a principal. You’re not crossing over. It’s not an ‘us against them.’ You are still a teacher and the beautiful, wonderful opportunity is you just have a bigger classroom and you can impact more people and more kids ... and have the positivity to be a change agent. I think that’s really important and that’s an important story to tell.”

(Source: Superintendent Marc Gousse, Westbrook)

Branding and marketing the profession of school principals can help encourage aspiring educators to step forward into pathways that prepare them for entering into the principalship. Branding consists of taking advantage of opportunities to inform educators that performing as a school principal is a tremendous leadership position. For state and local school officials, the process of branding should involve devising strategies and utilizing media and technology platforms to communicate the desirable qualities and intrinsic values of Maine school principals, as well as sharing positive news and reframing negative portrayals of the roles of principals that can drive prospective educational leaders to identify with the profession of school principals.

Recommendation #1. State and local education policy officials should collaborate with the Maine School Boards Association, the Maine School Superintendents Association and the Maine Principals’ Association to:

1.1 Develop and support regional partnerships that bring together school districts, university educator preparation programs and the Department of Education to create “homegrown approaches” that provide developmental sequences of learning in action that encourage teachers and educators to become candidates for school leadership positions and to provide pathways for aspiring candidates to explore, study, practice and take on leadership roles in their schools; and

1.2 Design alternative pathway approaches for recruiting, hiring and training school leaders that would exempt an otherwise qualified candidate for a principal or school leadership position from being required to enroll in a graduate education leadership program, (that awards a post baccalaureate degree consistent with the state rules for providing eligible applicants for school administrator licenses), prior to being hired by a school district. The alternative pathway approaches would require an approved training program for exempt candidates who are selected to be hired by a school district to enter the principalship.

Recommendation #2. Bring together policy leaders from the Maine Department of Education and the State Board of Education to work in partnership with the Maine School Boards Association, the Maine School Superintendents Association, the Maine Principals' Association, the University of Maine System and other key education stakeholder groups to develop coherent approaches to:

2.1 Help school districts identify and recruit prospective candidates for principal and school leadership positions;

2.2 Compose and publicize a description of the realities under which principals, superintendents and other school leadership personnel work, pointing out the incentives and disincentives for top-flight educators to take on these roles;

2.3 Redefine these school leadership roles to include more incentives and fewer disincentives;

2.4 Provide professional development grants and state leadership guidance to help school districts create the supports and conditions to “grow their own leadership”; and

2.5 Contract with a marketing/branding firm to help build recruitment strategies that coach administrators on how to make credible pitches to prospective candidates that would entice them to consider becoming a principal, including informing educators about the joys of serving in a leadership role and enlightening them that entering into the principalship is really about being a good person that has a greater impact on a larger group of students and teachers.

Recommendation #3. The Education and Cultural Affairs Committee should consider proposing legislation to revise the educational costs for school leadership in the Essential Programs and Services (EPS) school funding formula to:

3.1 Provide additional funding for the costs of school leaders by lowering the ratio of the number of students per principal and assistant principal. Maine's current school funding formula calculates the salary and benefit costs for school administrators at a 315:1 student-to-school administrative staff ratio; perhaps the ratio should be revised to 275:1 to provide additional funds for school leadership, including principals, assistant principals, instructional coaches, curriculum and assessment leaders. This strategy would encourage local school districts to recognize that additional support is needed to make the work of building administrators achievable. The current EPS formula's staffing ratio for school leadership has become a reason for local districts not to

provide adequate building administrators because the state funding formula says that we do not need them;

3.2 Require that the minimum salary of a first year principal shall be at least 5% higher (calculated on a per diem basis) than the salary that the educator would be entitled to -- in relation to their educational experience and credentials -- under the school district's negotiated teacher salary scale. This proposal would persuade aspiring teachers to consider becoming a principal when they take into account the increased workload, the longer work year, the increased exposure to public scrutiny, and less job security; and

3.3 Establish targeted funding to revise salary structures under the school funding formula to provide rural and low income school districts with additional resources to increase salaries for principal and school leader positions that would provide incentives for candidates to seek employment in a rural or low income school district and resources for promoting low-performing schools.

STRATEGY 2: PREPARATION

Enhancing the Preparation, Licensure and Certification of School Principals

Findings

State laws and regulations for school administrator preparation programs and certification requirements are too challenging; and without extensive induction and mentoring, it is difficult to recruit, select and prepare educators to become school principals. A number of states have audited education leadership preparation programs to verify if they were providing proper instruction and in-depth internships that prepare their students how to cope with the present-day challenges facing school leaders. It is imperative that state policymakers examine our universities' administrator preparation programs to ascertain what exists and what is missing in our preparation programs for our schools' educational leadership.

Leadership preparation and development for Maine educators is a scattered, (if not helter-skelter), enterprise. All administrator certification programs do not follow "best practice" in leadership development. Efforts by statewide education profession associations and the Maine Department of Education are neither continuous nor coordinated. Preparation for administrator certification through master's degree programs that are offered largely or entirely online does not address central leadership competencies; permitting administrative certification in this fashion further weakens the pathways that Maine needs to bring competent and energetic educators into school leadership roles.

The public schools in Montgomery County, Maryland have taken a proactive approach in developing their school leaders. The county school districts have adopted a structured and sequential "Leadership Development Program" involving five training levels that culminate with the preparation of highly skillful leaders who possess the necessary attitude, knowledge and skills to meet the ever changing demands of the principalship. Ideal candidates include teacher

leaders who support student achievement in the classroom, provide professional development to other teachers and/or develop curriculum and programs.

The pathway begins with a recruitment effort at the teacher level by way of a series of “Future Administrators Workshops” which qualify candidates to enter the “Assistant Principal Eligibility Pool.” Aspiring administrators may begin their leadership profession as an “Assistant School Administrator” by serving in an 11 month position that carries similar responsibilities to those of an assistant principal. Both paths lead to a more structured program, designed to ensure the administrator’s effectiveness and to reduce the variability in the training and development of school-based administrators. The five levels of training and support continue with promoted candidates serving in the Assistant Principal Pool 1 and then the Assistant Principal Pool 2. At the completion of the Assistant Principal Pool 2 year, a candidate may be formally appointed as an Assistant Principal and may apply to continue in the program as a Principal Intern to be trained to become a first-year Principal.

The Bangor School Department has launched school leadership pathways similar to those established by Montgomery County.

“In Bangor, we’ve gone after the practice of growing our own school leaders because there are so few people who are interested. It really challenged me to think of how might we scale it up, provide some structure and then provide a greater opportunity for all of eastern Maine. I thought about the University of Maine preparation program that is necessary in order to gain theory and certification, and the Maine Principals’ Association that does a fabulous job with the “Great Beginnings” program, which people say is such a valuable experience. But how do you cast a greater net to get people to try on leadership locally? We have been using the Montgomery County Leadership Development Program to help Bangor educators try on leadership. It’s not formally structured yet, but we are trying to scale it up. The part that I like about what Montgomery County is doing is they’re using real-life coaching, mentoring and teaching opportunities that remind me of what I’d call a ‘teaching hospital.’ In the medical field they realize you have to be ‘elbow to elbow’ with your mentor to learn how to do your job. I have mentored administrators now for 19 years and what I find, even after they’ve come out of the university and had a few years under their belt, they need to call a friend. I was thinking about the future leaders’ network and training series where they could role play within the system, but could go back to their school district and have leadership assignments there. So, everyone’s knowledge is growing about what it takes to be a leader and I think it would be a natural pipeline to have people start to think about maybe I should go after that masters in administration. I think if we could then put them in some type of a series of workshops where they’re working towards a certificate for CEU credits, it may be a pipeline that they take on the formal university education and then have the support of the MPA once they’re in their beginning years. I just think it will be a way we could network together. When I was thinking how do you scale this up? If funding was available for four or five regional (teaching hospital) centers throughout Maine for our school systems, it could probably be done.”

(Source: Betsy Webb, Bangor Superintendent)

Recommendation #4. The State should generate a clear, well-supported description of evidence-based, best practices for developing strong educational leaders; convene relevant parties to generate statewide strategies to bring leadership development programs into alignment with these best practices (and de-certifying, if necessary, programs that do not align with these practices); and revise state certification requirements to match these practices.

Recommendation #5. The State should also include in these educational leader preparation initiatives a strong role for school districts in creating teacher leadership positions, encouraging talented leaders to seek administrative positions, and a period of intensive support for new administrators. The Department of Education, the State Board of Education, the Legislature's Education Committee and all professional education associations should keep their "eyes on the leadership prize" to restore the statewide commitment similar to Maine LEAD programs that were implemented to promote school leadership in the 1990 and early 2000 decades.

Recommendation #6. The Department of Education and local school boards should organize up to four or five regional collaboratives across the State to develop school leadership teaching systems that provide a structured sequence of pathways to recruit, prepare and retain candidates for school leadership roles. State and local education officials should consider exploring the Montgomery County Leadership Development Program in Maryland and the school leadership "teaching hospital" model currently under construction in the Bangor Public Schools.

STRATEGY 3: RETENTION

Providing Mentoring, Professional Development and Training to Promote the Retention, Performance and Professional Growth of School Principals

"I'm thinking about the cohesiveness of principals or administrators in the district. I don't sense that principals or administrators in Maine feel a 'fierce loyalty' about each other. We're often so focused on our own building and our own place that we're not working collaboratively or cohesively. I think for that to work we need to help convince ourselves, and then everyone else, that there's a crisis in the principalship, there's an importance in the principalship and we need to collaborate together. I think that ground work needs to happen for this to happen. We need to unite the clans, really; and kind of build a trifecta of support with a new principal, a semi-veteran principal and a retired principal. That kind of trifecta working together could somehow work into that cohesive model.

(Source: Principal Chris Record)

Findings

Research conducted by Professor Donaldson and Professor Marnik on Maine principals from 1997 to 2011 concluded that about one third of all Maine principals change jobs every two years. This means that close to 33% of Maine schools experience a change in leadership every two years and the school districts, as a result, need to go through the time intensive process of

hiring a new principal and habituating the person to the school district and the community. According to data reported by the Maine Principals' Association for the 2014-2015 school year, 40% of Maine high school principals were in their first or second year in their position at that school; and 25% of middle school principals and 29% of elementary principals were also in their first or second year.

Over a decade of research has lead the Wallace Foundation to conclude that effective principals perform five key practices, including: (1) shaping a transformational vision of academic success for all students; (2) creating a hospitable school climate; managing people, data and processes; (3) improving instruction; (4) leading the professional learning community; and (5) cultivating leadership in others ("Five Key Responsibilities - The School Principal as Leader: Guiding Schools to Better Teaching and Learning" January 2013). The National Conference of State Legislatures chronicle of policy levers and best practices that promote excellence in school leadership in other states indicated that a significant expansion in the amount of support and mentoring is necessary to enhance the retention and performance of school leaders. West Virginia established a coordinated and sustained school-leader training and assessment program to improve the quality of school leaders in the high-need districts involved in the project. The program's goals included improving student academic growth, decreasing the principal turnover rate, building a sustained infrastructure for principal development training in targeted districts, and adding to the body of knowledge pertaining to school leadership development theory and practice. The program was designed to not only prepare candidates to be effective school leaders, but also to provide on-going support and development as school leaders progress through their career.

Iowa, Utah and New Mexico established policies and programs to advance mentoring for beginning principals and superintendents. These states also appropriated funding for the preparation and operation of the mentoring programs and for training and compensating mentors. Wisconsin provides ongoing mentoring for principals who have a provisional license or permit in the state's lowest-performing schools and requires 60 hours annually of professional development for principals in the state's lowest-performing schools.

Illinois enacted a new prekindergarten to grade 12 certification policy for principals that emphasizes the unique preparation necessary to become the instructional leader of a school and allows for expanded alternative certification programs. Candidates must be prepare to meet approved standards for principal skills, knowledge and responsibilities, including a focus on instruction and student learning that must be used for principal professional development, mentoring and evaluation.

The induction and orientation of new school administrators in Maine schools is advanced by the Maine Principals' Association (MPA) "Great Beginnings" program. The MPA's comprehensive induction plan was constructed in alignment with the standards for school leaders established by the Interstate School Leaders Licensure Consortium (ISLLC); and the program is designed for new principals and assistant principals with less than one year in their school leadership position.

“I think if you talk to people [over the last 16 years] that have gone to the ‘Great Beginnings’ program, the survival kit for 10 weeks at a time for first year principals; and I don’t think we’ve ever had anybody go through the program that said after the fact ‘this wasn’t worth my time.’ As a matter of fact, they say just the opposite, ‘this is how I survived and this is what I look forward to getting me through the next 9 or 10 weeks.’ I don’t know if this is a solution, but if I could wave a magic wand and require every new first year principal and assistance principal to have to take part in this program or something very similar to it, I’d wave that magic wand because I think we help people get through that first year. That doesn’t mean that everybody makes it through the second or third year or beyond; but without this program, we’d have a lot more people struggling out in the field. I don’t know if this is the way to do it, but I want to draw attention to that 9 or 10 weeks at a time ‘survival kit’ that I think everyone needs.”

(Source: MPA Executive Director Dick Durost)

The Task Force was informed that the MPA, in collaboration with Educate Maine and Unum, has offered the Education Leaders Experience (ELE) program during the past 4 years. The current ELE program has a class of 23 participants, including superintendents, principals, teacher leaders and curriculum leaders; and they can receive continuing education units for state certification, or graduate course credits, from St. Joseph’s College. The Department of Education also provided the Task Force with a link to the “Companion Guide” for the Principal/Leader Evaluation and Professional Growth (LEPG) rubric developed through the Maine Schools for Excellence project, (funded by the Federal Teacher Incentive Fund), in which ten high-needs Maine school districts have been a part of since 2010. This rubric also serves as one of the “state” models offered by the Maine DOE for school districts who wish to adopt it. The guide is offered as an explanation on the rubric for both school leaders -- and the Superintendents who evaluate them; and includes examples of professional practice at various performance levels, as well as reflective questions for practitioners and suggested professional learning activities.

Recommendation #7. The State should assign major responsibility to school districts for providing mentoring, professional development and training that promotes the retention, performance and professional growth of school principals; and the Department of Education should assist school districts to develop a “human resource development” approach to supporting, developing, and evaluating school leaders.

Recommendation #8. The State should also recognize and support regional approaches for professional development and training, especially for superintendents and principals.

Recommendation #9. The Education and Cultural Affairs Committee should consider proposing legislation to:

9.1 Allow retired administrators to return to employment at full salary in locations with emergency needs. This proposal is a short term solution for school districts; and the retired administrator should only be employed for a limited duration (e.g., one school year); and

9.2 Provide a waiver of the five year limit on lifetime post retirement employment in a Maine Public Employees Retirement System position and a waiver of the re-certification requirement for those educational administrators who retired in good standing.

Recommendation #10. The Education and Cultural Affairs Committee should also consider proposing legislation to revise the educational costs for school leadership in the Essential Programs and Services (EPS) school funding formula to:

10.1 Establish targeted funding for an induction and orientation program, such as the Maine Principals' Association's "Great Beginnings" program, as a requirement for first year building administrators. The induction and orientation program, which is a "survival kit" for school leaders, should become further refined into two programs, one for principals and one for assistant principals;

10.2 Establish targeted funding for professional development for principals and other school leader positions; and

10.3 Establish targeted funding and meaningful mentoring programs, such as the Maine Principals' Association's two-year program for school leaders, to support the professional growth, performance and retention of school leaders.

STRATEGY 4: OTHER FACTORS

Other Factors Relevant to Enhancing Excellence in School Leadership

The following findings and recommendations are related to other concerns and circumstances that the Task Force members suggest should be considered by the legislative and executive branches of the State of Maine.

Factors Relating to Age, Experience, Recruitment, Retention and Mobility of the State's Corps of School Leaders

Findings

The 2011 Maine Principal Study conducted by University of Maine Professor Donaldson and Professor Marnik addressed three specific challenges facing principals in Maine schools:

1. Attracting the best educators to the principalship;
2. Supporting them professionally so that the management requirements do not eclipse the leadership of learning programs for children and teachers; and
3. Making principal work manageable and personally rewarding without sacrificing personal commitments and priorities.

The report revealed that in comparison to 1997, 2001, and 2005, the average Maine principal in 2011 was supervising a significantly larger school and staff than before, in a school where more students were eligible for free or reduced-price lunch, and spending the highest work-hours recorded in this study, an average of 70 hours per week. In regard to balancing job and family/personal life, 65% of Maine principals reported that they struggle to balance it, with 56% stating that the job intrudes too much on their personal lives and 69% have little time left for themselves.

Task Force members agreed that stress -- from legislation, school boards, parents, home life, etc. -- has increased and affected the turnover rates of principals. Members questioned whether recent changes in society, social contracts, and family/personal life have an effect on principal's decisions for remaining in school leadership positions; members further asked if any research has identified the reasons why principals remain in the field for a long time. The Task Force also noted that the principalship is an aging workforce since many "baby boomers" are reaching the retirement age.

Recommendation #11. The State should conduct research to ascertain the generational differences of candidates for school leadership positions since there is a difference between generations regarding how they look at their jobs, their time in their school buildings and events, managing their families and having a balance between their work and personal time.

Findings

Maine schools and school districts have been barraged by legislative and administrative initiatives and policies for the past 30 years. In many cases, these are unfunded; in others, they are short-funded; in yet others, such as student assessment and standard-setting, they are short-lived and even self-contradictory. Leaders, particularly at the school level, are expected to "implement" these policies. They tell us that it is exceedingly difficult to lead reform when the sands are constantly shifting under them.

Recommendation #12. The Education and Cultural Affairs Committee should consider establishing by law or joint rules a "circuit breaker" procedure that will ensure that any proposed bill or policy mandating change or "reform" in Maine schools meets two tests:

12.1 Well-supported evidence establishes that the proposed change has a high likelihood of improving the learning or healthy development of a majority of Maine school children; and

12.2 The resources and the responsibility for implementing the proposed change(s) are specifically described and judged to be sufficient for successful implementation.

Recommendation #13. Direct the Department of Education and the State Board of Education to undertake a thorough review of all requirements on leadership in schools and school districts; and to remove all those obligations that cannot be demonstrated to positively contribute to successful leadership, including the implementation of sound educational practice, the educational success of students or the protection of students' rights, welfare and safety.

Factors Related to “A Day in the Life: Maine Legislators Learning with Principals”

Findings

Members of the Task Force appreciated the reports and commentary related to the pairing of Education and Cultural Affairs Committee members with Maine school principals during “A Day in the Life: Maine Legislators Learning with Principals” presented by Kelly Latterman, the NCSL School Leadership State Policy Specialist, and Dick Durost, the MPA Executive Director. Several Task Force members suggested that the elected members of the Education and Cultural Affairs Committee and the appointed members of the State Board of Education should engage in this “job shadow” event with school principals on an annual basis. The responses of legislators and principals regarding the work and life balance issues confronting school leaders, as well as the impact of state standards, student assessment, performance evaluation and professional development on school leaders, also raised a couple of recommendations by members of the Task Force.

Recommendation #14. The thoughtful conversations and the lessons learned from “A Day in the Life” suggest that state policymakers and school leaders should arrange experiences that would enable legislators and building administrators to come together at a common “bully pulpit.”

Recommendation #15. Compliance with the additional requirements placed on school leadership regarding performance-based education and performance-based diplomas suggest that increasing the number of school leaders is a necessity. These requirements should be re-evaluated and transformed from a mandate to a voluntary support of transition.

Recommendation #16. The additional requirements placed on school leadership regarding performance evaluation and professional growth systems for teachers and principals suggest that increasing the number of school leaders is a necessity. These requirements should be re-evaluated and transformed from a mandate to a voluntary support of transition.

Recommendation #17. Present conditions that challenge work and life balance are detriments to those considering school leadership positions. The work load needs to be shifted and shared by the addition of positions whose work roles and duties are consistent with the new expectations and structure of our present-day educational system.

APPENDIX A

**Resolve 2015, Chapter 46
“Resolve, To Create the Task Force on School Leadership”**

STATE OF MAINE

—
IN THE YEAR OF OUR LORD
TWO THOUSAND AND FIFTEEN

—
S.P. 368 - L.D. 1042

Resolve, To Create the Task Force on School Leadership

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, this resolve establishes the Task Force on School Leadership to conduct a comprehensive study of excellence in school leadership; and

Whereas, the study must be initiated before the 90-day period expires in order that the study may be completed and a report submitted in time for submission to the next legislative session; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

Sec. 1. Task force established. Resolved: That, notwithstanding Joint Rule 353, the Task Force on School Leadership, referred to in this resolve as "the task force," is established; and be it further

Sec. 2. Task force membership. Resolved: That the task force consists of 17 members appointed as follows:

1. One member of the Senate appointed by the President of the Senate;
2. Two members of the House of Representatives appointed by the Speaker of the House, including a member from each of the 2 parties holding the largest number of seats in the Legislature;
3. Seven members appointed by the President of the Senate as follows:
 - A. Two members with expertise in school leadership issues;
 - B. One member who is a secondary school principal;
 - C. One member who is an assistant principal;

- D. One member who is a school special education director;
 - E. One member who is a teacher who has a school administrator certificate; and
 - F. One member who is a superintendent of a small rural school district;
4. Six members appointed by the Speaker of the House as follows:
- A. Two members with expertise in school leadership issues;
 - B. Two members who are school principals, including one who is an elementary school principal and one who is a middle school principal;
 - C. One member who holds a staff position at the Maine Principals' Association; and
 - D. One member who is a superintendent of a large urban school district; and
5. The Commissioner of Education or the commissioner's designee.

Prior to making appointments to the task force pursuant to subsections 3 and 4, the President of the Senate and the Speaker of the House shall seek nominations from the Maine Principals' Association and the Maine School Superintendents Association. The President of the Senate and the Speaker of the House shall request the Maine Principals' Association and the Maine School Superintendents Association to survey their members for recommended nominations; and be it further

Sec. 3. Chairs. Resolved: That the Senate member is the Senate chair and the first-named House of Representatives member is the House chair of the task force; and be it further

Sec. 4. Appointments; convening of task force. Resolved: That all appointments must be made no later than 30 days following the effective date of this resolve. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. After appointment of all members, the chairs shall call and convene the first meeting of the task force. If 30 days or more after the effective date of this resolve a majority of but not all appointments have been made, the chairs may request authority and the Legislative Council may grant authority for the task force to meet and conduct its business; and be it further

Sec. 5. Meetings; duties. Resolved: That the task force shall meet twice in order to conduct a comprehensive study on excellence in school leadership in prekindergarten to grade 12 public schools. In performing its work, the task force shall research the various aspects of the issues related to excellence in school leadership and arrange presentations by recognized experts and practitioners in school leadership including an expert from a school administration preparation program at the University of Maine. The task force shall develop strategies to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective public school principals and other public school leaders; and be it further

Sec. 6. Staff assistance. Resolved: That the Legislative Council shall provide necessary staffing services to the task force; and be it further

Sec. 7. Report. Resolved: That, no later than December 2, 2015, the task force shall submit a report that includes its findings and recommendations, including suggested legislation, for presentation to the Second Regular Session of the 127th Legislature. The Joint Standing Committee on Education and Cultural Affairs may report out a bill to the Second Regular Session of the 127th Legislature.

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.

APPENDIX B

Membership List, Task Force on School Leadership

Task Force on School Leadership

Resolve 2015, c. 46, (LD 1042) Resolve, To Create the Task Force on School Leadership

Appointment(s) by the President	
Sen. Brian D. Langley, Chair 11 South Street Ellsworth, ME 04605	Senate Member
Kenneth Coville P.O. Box 219 N. Anson, ME 04958	Superintendent of a small rural school district
Gordon Donaldson 9 Martin's Cove Lane Lamoine, ME 04605	Expertise in school leadership issues
Sandy Flacke 104 Weymouth Road Morrill, ME 04952	Member who is a School Special Education Director
Julie Keblinsky 1081 Eagle Lake Road Bar Harbor, ME 04609	Assistant Principal
Cathy Lewis Pemetic Elementary School 327 Main St. Southwest Harbor, ME 04679	Expertise in school leadership issues
Chris Record Gorham High School 41 Morrill Ave. Gorham, ME 04038	Secondary School Principal
Ryan Watts Gorham High School 41 Morrill Ave. Gorham, ME 04038	Teacher who has a school administrator certificate
Appointment(s) by the Speaker	
Rep. Victoria P. Kornfield, Chair 48 Madison Street Bangor, ME 04401	House members 1 from each of the two parties holding the greatest number of seats
Rep. Paul A. Stearns 33 Applebee Hill Road Guilford, ME 04443	House members 1 from each of the two parties holding the greatest number of seats

Appointment(s) by the Speaker (continued)	
Maggie Allen Windsor Elementary School 366 Ridge Road Windsor, ME 04363	School principals (1 elementary and 1 middle school)
Richard A. Durost Maine Principals Association 50 Industrial Drive Augusta, ME 04330	Staff member of the Maine Principals' Association
Marc Edward Gousse Westbrook School Department 117 Stroudwater Street Westbrook, ME 04092	Expertise in school leadership issues
Mark Hatch Messalonskee Middle School 33 School Bus Drive Oakland, ME 04963	School principals (1 elementary and 1 middle school)
Bob Stevens 58 Pudding Lane York, ME 03909	Expertise in school leadership issues
Betsy M. Webb 73 Harlow Street Bangor, ME 04401	Superintendent of a large urban school district
Rachelle Tome Department of Education 23 State House Station Augusta, ME 04333-0023	Commissioner of Education or Designee
Staff	
Phillip D. McCarthy, Ed.D. Senior Legislative Analyst Office of Policy & Legal Analysis Maine Legislature 13 State House Station Augusta, ME 04333-0013	

APPENDIX C

Resources Provided to the Task Force

Resources Provided to the Task Force on School Leadership

October 6, 2015 meeting

- ❖ “2015 Great Beginnings: An Orientation for New School Administrators - Brochure” Sponsored by the Maine Principals’ Association;
<http://www.mpa.cc/images/conferences/2015%20great%20beginnings%20brochure.pdf>
- ❖ “The Maine Schools Study: Phase II Report on Improving Maine Schools (Preliminary Analysis of Maine High Schools)” prepared for the Joint Standing Committee on Education and Cultural Affairs Maine State Legislature (June 2012) by David Silvernail and researchers from the Maine Education Policy Research Institute (University of Southern Maine)
- ❖ A side-by-side table of “Certification & Evaluation Requirements for Maine School Administrators” including statutes and rules related to certification, recertification and performance evaluation; prepared by Craig Nale, Legislative Analyst, Office of Policy and Legal Analysis, Maine Legislature
- ❖ A Maine DOE Newsroom website posting on “Maine DOE overviews updated educator effectiveness expectations” (March 19, 2015); <http://mainedoenews.net/2015/03/19/maine-doe-overviews-updated-educator-effectiveness-expectations/>
- ❖ A Maine Principals’ Association (MPA) Supervision and Evaluation Committee summary of the initiative to review the “Principal Evaluation System” (September 2013)
- ❖ “NCSL School Leadership Resource Guide 2015” submitted by Kelly Latterman, School Leadership State Policy Specialist, National Conference of State Legislatures (NCSL), that includes the description of the initiative to bring principals and legislators together titled: “A Day in the Life: Legislators Learning with Principals”
- ❖ An NCSL Education Policy Brief titled “Effective School Principals: A Lever for School Improvement” (March 2014)
- ❖ “Principal Pipeline: Denver’s Story” (Lead in Denver: Develop, Advance, Achieve); Principal Pathways Program (University of Denver, University of Colorado, other entities); Teacher Leader Pathways (Denver Public Schools) (October 2014)
- ❖ “Redesigning Principal Preparation and Development for the Next Generation: Lessons from Illinois” Center for the Study of Education Policy, Illinois State University (October 2014)
- ❖ “Building Leadership Capacity in Rural West Virginia” Rural West Virginia Principal Leadership Development Program Demonstration Project, (August 2013)
- ❖ “Northeast Leadership Academy (NELA) Cohorts” North Carolina State University (NCSU) won UCEA national award for preparing cohorts to prepare principals to become school and community leaders (June 2012)
- ❖ An article prepared by the Center on Great Teachers & Leaders at the American Institute for Research (AIR) titled “Leadership and Lattices: New Pathways Across the Teaching Profession” by Daniela Doyle (February 2015)

- ❖ A memo sent by Gordon Donaldson, Professor Emeritus, University of Maine (and Task Force member), on September 29, 2015 to the Task Force providing data and observations on the past few decades of school leadership in Maine
- ❖ “The Maine Principal Study: Change and Stability in School Leadership 1997-2011” prepared by Gordon Donaldson and George Marnik, Professors in the Graduate Program in Education Leadership at the University of Maine (October 2012)
- ❖ A series of questions to help guide the development of state education policy titled “State Education Policy Checklist” prepared by the Education Commission of the States in collaboration with the Council of Chief State School Officers, The Aspen Institute’s Education & Society Program, and the State Legislative Leaders Foundation
- ❖ An email sent to the Maine Department of Education (DOE) and to the University of Maine and University of Southern Maine related to data requests for the Task Force (September 30, 2015)
- ❖ A table downloaded from the DOE website on the “State Aggregate Staff: Administrators, Coordinators, Dept. Chairs FTE Counts by Assignment” from the 2003-2004 school year to the 2014-2015 school year
http://dw.education.maine.gov/DirectoryManager/WEB/Maine_Report/StaffDTVViewer.aspx
- ❖ Selected research data from testimony submitted by Chris Record, Gorham High School Principal (and Task Force member), at the public hearing for LD 1042, “Resolve To Create the Task Force on School Leadership,” the bill that created this Task Force (May 4, 2015)
- ❖ An email including the “Companion Guide to the Principal/Leader Evaluation and Professional Growth” (LEPG) rubric developed through the Maine Schools for Excellence (funded by the Federal Teacher Incentive Fund project to 10 high-needs Maine school districts); submitted by Susan Williams, Professional Development Coordinator, Maine Schools for Excellence, Maine DOE
- ❖ An email containing information regarding the “Education Leaders Experience” program run during the past 4 years by the Maine Principals’ Association in collaboration with Educate Maine and Unum
- ❖ Report from Paul Manna, Government & Public Policy Professor at the College of William & Mary, titled “Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy” (Wallace Foundation, September 2015);
<http://www.wallacefoundation.org/knowledge-center/school-leadership/state-olicy/Pages/Developing-Excellent-School-Principals.aspx>

December 1, 2015 meeting

- ❖ Follow-up Report from Kelly Latterman, National Conference of State Legislatures: “A Day in the Life: Maine Legislators Learning with Principals”
- ❖ Follow-up memo from Dick Durost, Maine Principals’ Association regarding “A Day in the Life: Maine Legislators Learning with Principals”
- ❖ “Summary of Group Discussions: State Policy Solutions and Best Practices to Address Problems Challenging the pipeline for Promoting Excellence in Maine School Leadership” from the October 6, 2015 Task Force on School Leadership meeting

- ❖ A memo sent by Gordon Donaldson, Professor Emeritus, University of Maine (and Task Force member), on November 16, 2015 to the Task Force providing information on the School Leadership Preparation cohort programs at the University of Maine
- ❖ “Proposed Findings, Strategies and Recommendations to Enhance Excellence in School Leadership”; Summary of Task Force members’ Policy Issues for Consideration, Challenges Facing Policies and Programs, Current Policies and Programs, Ideas and Next Steps, and Proposed Strategies, Recommendations and Suggested Legislation
- ❖ “A Policymaker’s Guide, Research-Based Policy for Principal Preparation Program Approval and Licensure” University Council for Education Administration; Co-authored by Erin Anderson and Amy L. Reynolds
<http://3f17112qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2014/05/UCEA-State-Policy-Report-website-version-Nov2015-v2.pdf>
- ❖ “Maine Statutes & Rules Related to Educator Preparation Programs and Certification for School Administrators and Performance Evaluation & Professional Growth Systems for Principals”; Provisions in Title 20-A Statutes and Maine Department of Education Rules; prepared by Phil McCarthy, Office of Policy and Legal Analysis, Maine Legislature

APPENDIX D

**Follow-up Report from the National Conference of State Legislatures
“A Day in the Life: Maine Legislators Learning with Principals”**

A DAY IN THE LIFE: MAINE LEGISLATORS LEARNING WITH PRINCIPALS

This section of the report includes the presentations submitted to the Task Force by Kelly Latterman, the School Leadership State Policy Specialist from the National Conference of State Legislatures, and Dick Durost, Executive Director of the Maine Principals' Association, related to the venture that paired Maine legislators together with outstanding Maine principals for a one-day observation of school principals in action titled as "A Day in the Life: Maine Legislators Learning with Principals."

A Report to the Maine Task Force on School Leadership
Kelly Latterman, NCSL School Leadership State Policy Specialist
(December 1, 2015)

"A Day in the Life: Maine Legislators Learning with Principals"
Sponsored by the National Conference of State Legislatures (NCSL)
and the Maine Principals' Association (MPA)
with support from The Wallace Foundation

Narrative:

I) Background

At the first meeting of the Task Force on October 6, 2105 Dick Durost (MPA) and Kelly Latterman (NCSL) presented the idea of "A Day in the Life Legislators Learning with Principals." Under the advisement of Joint Standing Committee on Education and Cultural Affairs chairs, Representative Victoria Kornfield and Senator Brian Langley, the group approved the event and requested a report on the findings. The chairs then requested permission from legislative leadership and the event was approved. All members of the Joint Standing Committee on Education and Cultural Affairs were invited to participate.

II) Description of the event

Legislators who chose to participate were paired with a principal in their legislative district. MPA identified highly effective principals based on location to pair with legislators. Each pair was to spend the entire day together at the school. Legislators were instructed to arrive when the principal arrived and to plan to spend the entire day at the school. While shadowing, legislators were instructed to observe, ask questions, and interact with students, faculty, and community members as possible. The idea behind the event was to give legislators an inside look into the lives of school principals.

III) Preparation for event

Participants received the name and contact information for their shadow day. Legislators were instructed to contact the principal and schedule a day to shadow. Participants received the following information in advance of their shadow day.

Pre-reading:

- 1) **Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy**

<http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/Developing-Excellent-School-Principals.pdf>

- 2) **Building a School Principal Pipeline: Lessons from the Field**

<http://www.ncsl.org/research/education/school-principals.aspx>

Websites of Interest:

<http://www.ncsl.org/research/education/school-principals.aspx>

<http://www.mpa.cc/>

<http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx>

Things to Note:

Expectations - The purpose of the event is to provide a realistic shadowing experience for legislators and to provide principals with the opportunity to openly share the realities of their job with their elected representatives. We actively encourage legislators to participate in the principal's entire school day which may mean showing up at 7 a.m. before the children arrive and staying after the school day ends to cheer on the football team or take care of other after school responsibilities. In other words, please do arrive at the start and stay to the end, so that your experience is as realistic as possible. Please also document the day's proceedings. We would love at least one picture from each pair and encourage you both to take even more photos. Make sure to send your photos to MPA and NCSL. If you use social media, feel free to share your photos of legislators and principals learning together using #LegislatorsShadowPrincipals.

Confidentiality - While in the schools, legislators may encounter sensitive situations involving children. The school administrators will use their judgment in determining how and if legislators will be involved. Legislators may not be included in certain administrative activities to respect the privacy of students. In documenting the experience, legislators will not divulge any identifying information about children, parents, or other individuals that they may encounter at the school. All pictures must be taken in accordance with the school's media policy.

Follow Up After the Event:

For Legislators - NCSL will be reaching out with a link to an online survey. As the sample size is small it is vital that all participants are able to provide their feedback. Individuals will also be contacted to participate in 15 minute phone calls about the experience. Responses to the survey and comments made on the follow up phone calls will be kept confidential. We will not mention your name or quote you by name in our written analysis unless we first get your permission to do so. The information gathered will be used in a report to the Maine Task Force on School Leadership as well as to prepare a NCSL brief on lessons learned from the event. Representatives

from your state may also speak about the event at future NCSL events including the upcoming Capitol Forum December 8-11 in Washington, D.C.

For Principals - MPA will be reaching out to participants with a survey. MPA may also host a virtual conversation about the experience, details forthcoming.

Topics & Talking Points:

The following topics and talking points are recommended as part of the discussion between Maine legislators and principals during the legislators' visits with school principals. This is intended as a jumping off point, but feel free to speak about areas you seek clarification or those that are a priority for you and are not listed below.

A. Preparation, licensure and certification requirements for school principals

1. How would you define an effective principal? What characteristics and skills should an aspiring principal have?
2. Describe any suggestions you might have for changes or improvements in administrator preparation programs.
3. Why do you think there is a shortage of individuals applying for principal or assistant principal positions?
4. Describe any opportunities for teacher leadership roles in your building.

B. Compliance with state standards and student assessment guidelines

1. Describe how standards-based education and proficiency-based diplomas laws have impacted your job expectations.

C. Performance evaluation and professional development

1. Describe the impact that educator effectiveness legislation has had on your job expectations.
2. Describe your own professional development plan.

D. Work and life balance

1. How often and what type of work are you doing during evenings and weekends?
2. Describe how you attempt to balance your personal and professional time?
3. Describe whether, given the opportunity, you would choose to be a principal again?

4. Describe if and how you would recommend your job to others?
5. Describe what you had planned to do yesterday (as a principal) and what you ended up doing; or if you discuss this at the end of the day what did you plan to do today?

E. Additional thoughts

1. Describe the three changes that have had the most impact on the principalship since you first became a principal.
2. Describe the three most rewarding aspects of your position as a building administrator.
3. Describe the three greatest challenges in your position as a building administrator.
4. Describe how students have changed over the past 10 years.

Thank you for your participation and willingness to learn from each other. If you have any questions or comments please do not hesitate to reach out.

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IV) Follow up survey questions

Legislators received a link to the below online survey. They were asked to complete this survey upon completion of their shadow day.

What is your name? (Optional)

Please describe the demographics of the school you visited (elementary/high school, rural/urban, number of students, % English language learners, % free and reduced lunch, etc.)

What three words best describe the principal you shadowed?

How long has the principal you shadowed been a principal?

- 0-3 years
- 3-7 years
- 7-14 years
- 14 or more years

Was the principal you shadowed a former teacher?

- Yes
- No

How many hours were you at the school?

- <7 hours
- 7-8 hours
- 8-9 hours
- 9-10 hours
- >10 hours

Did the principal report the day you observed was "typical"?

- Yes
- No

What surprised you most about the experience?

What was the most challenging situation you observed?

If you discussed principal preparation, did the principal you shadowed feel that their educational background prepared them for the job?

Does the principal you shadowed receive professional development?

- Yes
- No

If applicable, how did they describe the value of the professional development they receive?

Please describe the principal's thoughts on the performance evaluation process.

If you were in charge of hiring a school principal what characteristics and skills would you look for?

What were the principal's complaints about the job?

What did the principal feel was rewarding about the position?

Having shadowed a principal what would you consider the major deterrents or obstacles to taking the job?

If you had the opportunity, would you work as a principal or recommend the job to others?

- Yes

- No

Speaking as a legislator what was your major takeaway from participating in this event?

Is there anything else you would like to share?

V) Phone Interview

The following questions or slight variations of the questions listed below were asked during individual twenty minute phone interviews.

Name of principal you shadowed?

Was this individual highly effective?

Do you believe the majority of principals in ME are highly effective?

What defines highly effective principal?

What do you believe should be a principal's highest priority?

What was the priority of the principal you shadowed?

What were the principal's greatest challenges?

Can you think of solutions or ways to alleviate these challenges?

As a legislator, what policy levers would you use to improve the number of highly effective principals in your state? Do you see a role for state action? If so, where?

Do you believe differentiation for large/small rural/urban schools is beneficial from a state policy level? If so, in what areas?

What were your key takeaways from this experience?

Was this a valuable experience? If so, how?

Areas to consider. Did you discuss the following: recruitment, preparation, licensure, standards, mentoring, evaluation, retention, internship?

Is there anything regarding school principals or state policy that we have not discussed, but should?

Do you have any questions for me?

All comments made during this call will not be associated with your name unless I expressly ask. Are you comfortable with me attributing this quote (read quote) to you?

VI) Results of online survey

The results below may have been edited for clarity and anonymity. Quotes are attributed to individuals who provided permission.

Please describe the demographics of the school you visited (elementary/high school, rural/urban, number of students, % English language learners, % free and reduced lunch, etc.).

- Suburban high school with about 5% ESL students and with about 9% free and reduced lunch. However, there is transition occurring with the younger student population both in terms of the ESL population and the free and reduced lunch. Both of these are increasing as the demographics of the region are changing.
- High School, service center community 9-12 enrollment: 460 Free & Reduced Lunch: 48%.
- High School Rural, close to largest city in state 850 students.
- This was a PK-8 Community school with 800 students. 35% free and reduced lunch. Rural, very low, if any, ELL my guess is 60% free and reduced.
- High School - 813 students, 46% free & reduced, urban, 12% ELL.
- High School, Windham-more urban than rural, +/- 1,000 students. Primarily English language, unsure of free and reduced lunch % I shadowed an Assistant Principal.

What three words best describe the principal you shadowed?

- Experienced, practical, proud
- Welcoming, open, enthusiastic
- Energetic, outgoing and intelligent
- Professional, experienced, proficient
- Child-centered, Passionate, Confident
- Direct & Busy
- Passionate, energetic, change agent

How long has the principal you shadowed been a principal?

0-3 years: 3 responses (50%)

3-7 years: 1 response (16.7%)

7-14 years: 1 response (16.7%)

14 or more years: 1 response (16.7%)

Was the principal you shadowed a former teacher?

Yes: 5 responses (83.3%)

No: 1 response (16.7%)

How many hours were you at the school?

- <7 hours: 2 responses (28.6%)
- 7-8 hours: 2 responses (28.6%)
- 8-9 hours: 2 responses (28.6%)
- 9-10 hours: 1 response (14.3%)
- >10 hours: 0 responses (0%)

What surprised you most about the experience?

- Diversity of issues addressed. Classroom observations, drug issue, social and emotional issues, employee health emergency.
- The variety of interactions with confidence and poise.
- Limited number of student issues. Limited number of meetings with staff.
- The variety of issues with which he had to deal. All the way from managing the state championship game, talking with a parent about an international exchange program and to students that had some concerns about a Spirit Day planned for next month. Very diverse.
- Less harried than I expected.
- There were no surprises, as I am a former principal.
- I was surprised that there was one principal and one assistant principal for all the grades.

What aspect of the day did you most enjoy?

- Team meeting to review individual student progress in sophomore class.
- Talking to students and teachers.
- The conversation regarding mandates and constant shifts in legislation and federal regulation.
- Seeing the principal interact with the students.
- Having the time to talk education policy with "boots on the ground" educator.
- Observation in the classroom and the discussion about teacher evaluation.
- Time with the students in 1x1 interactions.

What was the most challenging situation you observed?

- There was an early elementary student that needed to be restrained - explosive behavior.
- Classroom observation - the teacher was not effective and the principal will need to follow up.
- There was a shooting nearby the school where some of the students live. The principal and resource officer had to contact parents, and keep these kids after school so they would not go back to the motel with police cars and reporters there.

- The morning visit with the Principal's freshmen advisory group. One of the students was obviously having a bad start of the day. Student leaving school and the Assistant Principal calling him back.
- Nothing.
- Reported incident of student harassment on social media.

If you discussed principal preparation, did the principal you shadowed feel that their educational background prepared them for the job?

- We didn't discuss it.
- I believe that, while the principal I shadowed was well prepared for the job, he made it clear that much of that came from mentoring with polished professionals as well as the academic work he had taken. He also pointed out some of the failures of the certification process given the realities of having to work at the same time you had to complete many of the requirements.
- Not completely. Questioned whether anything can really prepare person for the job. Felt mentoring with model administrator would be helpful.
- This was a very seasoned principal.
- Yes.
- Yes and no.
- The principal felt that most administrators are not trained well and are forced to learn as they go. Work and family balance was a big issue.

Does the principal you shadowed receive professional development?

Yes: 6 responses (100%)

No: 0 responses (0%)

If applicable, how did they describe the value of the professional development they receive?

- For self-growth and development, to support peers and the professional community (local and statewide) by taking leadership roles in trainings and professional organizations.
- I believe that his value was placed with the mentoring/coaching that he received.
- I believe that she values her professional development experiences, as she selects opportunities that match her professional goals.
- Valuable in supporting leadership in transitioning to proficiency-based learning.
- Not sure if this was happening.

Please describe the principal's thoughts on the performance evaluation process.

- In a big school with over a hundred teachers, the process takes too long.

- She believes it has caused fear in many teachers and created adversarial relations between teachers and evaluators (administrators).
- Never enough time in the day to observe teachers or have themselves evaluated. The immediate issues of students take over.
- Long discussion on this topic. This principal does do regular observations during which he takes notes.
- We both agreed that supervision and evaluation are not annual events but ongoing and that there should be no surprises as any problems should be discussed at the time of the post observation meetings. We also shared our concerns about how the use of standardized test scores can fit into the evaluation process given the diversity of the exposure of the students to various teachers in a high school setting.
- That it needs to be balanced carefully, and not overly dependent upon standardized test scores.
- Staff welcomes routine observations and feedback.
- Not clear if you mean evaluation of principal or teachers. Expressed strong opinion that current requirements of teacher evaluations for large districts quite burdensome and potentially unreachable.

If you were in charge of hiring a school principal what characteristics and skills would you look for?

- Energy, decisive and thoughtful decision making. Ability to see strengths in others and let those individuals lead as well.
- Experienced, practical, grounded and passionate about kids and education
- Energy. Outgoing personality that reaches out to the students and participates in their school experience with them. Someone that is intellectually stimulating and stimulated the learning environment and is also open minded and able to hear issues from all sides before decisions are made that impact the student, the faculty and the community.
- Team player, good at delegating, sharing of leadership roles, good listener, well organized, politically savvy, LOVES kids
- Loves kids, honesty, poise, has many life experiences, has had training in law, special education and other areas schools deal with.
- Dependability, fairness, diplomacy, focused, knowledge of instruction/pedagogy
- Teaching experience. Good personal communication skills. Integrity and ability to build trust.

What were the principal's complaints about the job?

- Tough hours, constant pressure, lot of change put into education system at one time.
- Long hours. However, he said that it is still better than coaching.

- Too much paperwork.
- She had no complaints - but certainly had concerns regarding inadequate funding, unrealistic requirements regarding students with severe mental health and home environment issues.
- No real complaints. Some discussion of occasional frustration in dealing with parents.
- Not sure these were complaints but were challenges ... social and family issues, lack of time to do the job, preconceived notions about education that the public has.
- Work/life balance is very hard. Burnout.

What did the principal feel was rewarding about the position?

- The kids.
- It was all about the work with the kids and the involvement with their learning experience.
- Helping each student, parent and staff member to be the best that they can be.
- Leading educational change.
- Creating a positive learning environment and working with students and teachers.
- Seeing the matriculation of the students. Helping each student reach their potential.
- Making a difference for kids, making a difference for society, and helping families.

Having shadowed a principal what would you consider the major deterrents or obstacles to taking the job?

- The number of hours that are required. Juggling the numerous demands and trying to keep everyone satisfied - superintendent, parents, staff, community and students. Keeping up with all the new demands on education. Underfunding.
- Paperwork and implementing state and federal mandates.
- 24/7 work load not trained well.
- Realization that so many obstacles to student success lie just outside administrative scope of school.
- For a young man with a family, I believe that the time away from the family would be a major deterrent.
- People are not prepared. The education does not prepare you for the reality. Long hours and 24/7 mentality. Knowing that to do the job right, you must be available and leave the "paper work" to later, the evening or weekends.
- Stress, time involved, lack of support, lack of resources.

If you had the opportunity, would you work as a principal or recommend the job to others?

Yes: 4 responses (57.1%)

No: 3 responses (42.9%)

Speaking as a legislator, what was your major takeaway from participating in this event?

- How much the Legislature has put on schools and taken the focus of "education" away, while adding so many of society's roles to the school.
- Make sure we don't put into play any new major education initiatives. Provide sufficient resources for the implementation of existing requirements. Keep pressure on state funding of cost of education.
- The experience reaffirmed what I already understood about the job.
- I am a retired director of a private, non-profit, family services agency. It is amazing the similarities of the two jobs. I just didn't have to worry about the state championship football game.
- We are often confronted by people who want to reform education. It is nice to see teachers doing a great job being creative and innovative in their teaching and student enthusiastic to learn.
- More evidence of good people in schools struggling honestly to improve student learning with varying degrees of understanding and success.
- Schools and students would benefit if administrators were more involved in the process of developing legislation. Let educational professionals give their professional insight to new initiatives and laws.

Is there anything else you would like to share?

- Thank you for allowing us the opportunity to spend time with principal. Very worthwhile.
- The teachers said that keeping the paperwork for student learning outcomes was difficult and time consuming.
- This was a good exercise. As a school leader myself, I don't know how many times I said to myself " I wish these lawmakers would spend just one day watching what we do...". This program did just that! I am concerned that it would be extremely difficult for some principals to stick with their "normal" routine - as the temptation or tendency would be to "showcase and entertain."
- It was an exciting and worthwhile day. I hope there are more opportunities for legislators to "get out in the field." Thank you.
- Was a good experience, I am in my schools and was a former school board member but the focus of a shadow was very educational. I have set up to return to shadow a teacher and to shadow a kid. My assistant principal, will visit me in my legislative role as well.
- I appreciate the opportunity to visit and get an unfiltered at any school.

VII) Results of Phone Interviews

1) Was this individual a highly effective school leader?

"The principal had vast knowledge and understanding of all components of instruction along with her situational and building management skills. She exuded professionalism and was very experienced." - Representative Paul Stearns

I learned a lot watching the school leader interact with the kids. She knew every kid we walked by. The personal interaction was remarkable. The kids value her. She knew what she was talking about.

The principal was in tune with the students, connected to them and delegates well.

The principal was highly effective, very seasoned and experienced. He was practical.

This Assistant Principal (AP) was a go-getter. She chooses to be involved in a professional association and she helps create training for professional development. She has been an AP with the school for 12 years and doesn't have the desire to become a principal. What a blessing for the school. It is great to have that longevity, she clearly loves the school.

2) What defines a highly effective principal?

"A highly effective principal is collaborative, allows for others to have leadership roles in the building, helps to develop a culture of continued development, is a good listener, is encouraging of staff, and loves kids." - Senator Rebecca Millett

3) What do you believe should be a principal's highest priority?

"The top priority for a principal is to create the culture, support the teachers, and really have a passion about working with students." - Representative Victoria Kornfield

The highest priority of the principal should be making sure every student is inspired. They should encourage student curiosity and make them feel welcome in the building.

It's a huge job to be the principal; the more practical they are the better.

The highest priority of the principal should be a sense of fairness.

The priority should be preparing the students to be good citizens. The students were her highest priority. She gave me full access; she was interacting with the students who were dealing with challenges. She was firm, but listened; and prioritized the well-being of students.

4) What was the priority of the principal you shadowed?

The kids.

The students.

Improving teaching.

The principal I shadowed prioritized helping to create pride in high school and a culture of excellence in his students and staff.

5) What were the principal's greatest challenges?

"The challenges are two competing immediate priorities: the day-to-day operations of the school and being the facilitator and leaders of education change represents the state expectations from them as well ... it's a lot." - Representative Brian Hubbell

"The challenge is the ability to move forward on larger issues when dealing with smaller fires that need immediate attention. The principal was faced with a multitude of challenges that needed to be addressed immediately." - Representative Teresa Pierce

His biggest problem is paperwork. His priority should be students. The challenges were paperwork, empathy from staff, and aspirations from students who have challenging home lives. They have split families and do not feel safe.

Challenges dealing with students home lives.

The challenges were a lack of resources and the high poverty level. The general population likely does not understand the mental challenges kids are coming to school with. Time intensive administrative work piled up on school administrators in the last 20 years.

At the school I visited the top leadership is new and there is some concern that there could be a lack of experience or capacity; we as a state are making more demands of leadership, but we may not have the capacity to realize those demands.

The work-life balance is challenging. He is at the school from 7 to 8 p.m. and rarely sees his own family for dinner. It is challenging to manage his personal life and manage the school, it will lead to burnout.

There were concerns about the evaluation process. Staff just wanted to it impacts it would have.

Her greatest challenge was time; there is not enough time in the day to do the stated job description and to deal with the other things that took her time all day. We have made the schools everything -- daycares restaurants and parents -- then we get frustrated when enough learning isn't happening; it's not realistic. The purpose of school is to create good citizens.

6) Can you think of solutions or ways to alleviate these challenges?

"My agenda is to build capacity for regional professional development, that's my hope." - Representative Brian Hubbell

"Schools need better marketing. They need advertisements for what the principal does. Many do not realize what they actually do." - Representative Joyce Maker

In Maine we often chose our higher education programs based on geographic location, on how close we live. We have to do a better job of encouraging people to take part in good preparation programs. We need to do more to encourage current teachers who could be great leaders into these programs and give current teachers leadership positions.

7) As a legislator, what policy levers would you use to improve the number of highly effective principals in your state? Do you see a role for state action? If so, where?

"People do not go to the energy committee and feel that they are experts because they use energy. People come to the education committee feeling like experts because they went to school. We need to say no to more bills. I would like the Department of Education to use their limited resources on the school with the most need instead of mandates for every school." - Representative Victoria Kornfield

Participating in this event put me in a better place to support the recommendations from the task force. I would like to see state level leadership, as every school is struggling with the same problems and there needs to be a way to create a common forum. It would be useful. I would also like to go to a big school to compare.

Move state to increase education funding in the appropriations process; refrain from creating new large policy changes at the state level without administrators input. Recruitment needs to come from within the education profession; it is necessary to have more resources dedicated to making this job rewarding and not overwhelming in terms of preparation. Mentoring is very important; the current internships are not sufficient; it's hard to both work at the same time as well as do the internship. We need to reevaluate that process.

Principals and superintendents can't move forward until the legislature makes the rules. The leader expressed to me that they have to react once the session is over. Essentially we are creating policy and then the schools have to react. It must be frustrating as a professional. It was a humbling experience. The schools don't necessarily get the information and support they need. I often wonder why as a politician I am getting the information before the actual schools. Education is nothing if not lifelong learning.

8) Do you believe differentiation for large/small rural/urban schools is beneficial from a state policy level? If so, it what areas?

"Rural school teams will find a way to do even what the big districts do. They multitask and wear a lot of hats. The expectations from the federal level are often that the infrastructure is there, but in actuality rural schools have different models based on the resources they are working with." - Representative Paul Stearns

This would be hard to do. State level policies are tough to differentiate.

I visited a small school. There are less resources in smaller schools, but the responsibilities are the same. They need an assistant principal. The principal needs help.

9) What were your key takeaways from this experience?

"Give the schools the resources they need and keep the new education policies at bay." - Senator Rebecca Millett

My key takeaways: (1) reassurance I understood nominally what they were trying to accomplish in high school; (2) there is lack of clarity on what change will look like in schools; and (3) general partnership about wanting to make teaching and learning better. The larger shift in education, even with the best of intentions, will take years.

The importance of creating a good climate for learning where there is academic achievement and a good learning atmosphere.

My key takeaways were not to add more to their plates; continue to focus on the limited budget as the limited resources make it challenging to provide for the students. The greatest challenges for this principle included juggling job responsibilities, meeting new state obligations including teacher evaluations and proficiency-based learning along with day-to-day work. To alleviate these challenges we need to provide the schools with more resources and provide them with great curriculum directors and assistant principals.

As a Maine politician, I have an ability to impact the state of education. Given that, I have a responsibility to spend time with professionals and get their feedback. Key takeaways are how much we depend on schools to raise our children. The principals are completely involved in all aspects of our kids' lives.

10) Was this a valuable experience? If so, how?

"Anyone serving on an education committee in any state should take this opportunity to visit schools and see, by and large, they are doing a great job." - Representative Victoria Kornfield

"This was an extremely valuable experience. I went in thinking my wife is an assistant superintendent, so I thought what would I learn? I learned a lot! We started at 6 AM and we were there until about 5 PM. The principal worked all day with the kids and then she did her paperwork at night. No one should have to work that hard. It saddens me that her evenings and weekends are filled with the work from her job description as she chooses to spend all day with the kids." - Representative Michael McClellan

"Every administrator wanted to share their goals and challenges and thoughts with me. We rarely go out into their world. This was very valuable. We do a lot of things at the state level that have great impact on schools without much feedback from practitioners." - Representative Teresa Pierce

"I was selected to participate because of my interest in education policy and this is a rare opportunity. It's a privilege to be inside the school to observe and get a basic perspective on what that means; it's reassuring. The experience cannot be replicated anywhere else. In the school you gain direct experience and can understand the school culture." - Representative Brian Hubbell

"This exercise was a great way for policy makers to understand how the job of the principal has changed dramatically in the last 20 years." - Representative Paul Stearns

This was valuable. It was good to see what we do and how it affects them.
The more we know -- about the everyday lives of administrators -- the better.

This event was enormously helpful in helping me get into a different school system and meet more professionals in education.

11) Areas to consider. Did you discuss any of the following aspects of the principal pipeline: recruitment, preparation, licensure, standards, mentoring, evaluation, retention, internship?

"Good job training and professional development that cuts across different aspects of the job -- including stress relief, balance and time management -- are things we should be offering and supporting for our school leaders." - Representative Paul Stearns

Professional development and recruiting are critical.

Being a principal in any state today is radically different than it was 10 years ago. My concerns are the training keeping up with the broad/vast job, creating a work/home life balance and needing to prevent burnout. There are always opportunities to improve educational opportunities for kids.

The states do not do enough to involve educators. It is important to involve the professionals in this process.

12) Is there anything regarding school principals or state policy that we have not discussed, but should?

"This was a great start. I'm now seeing the results of the ideas of the last few sessions in action. Legislators sitting in principal shoes for a day gave me more insight on how my votes impact the life of schools. The reality is I would now do some things differently." - Representative Michael McClellan

"It is important to listen to the field and provide them with support to meet individual challenges. What's missing is a common level of support." - Representative Brian Hubbell

"I can't think of anything better than getting into the schools. It is easy to forget when you have so many people telling you what's wrong, schools are wonderful! It's always a pleasure to be in a school." - Representative Victoria Kornfield

Mental health anxiety in kids has skyrocketed, everyone wanted me to know that.

The Donaldson report [on the University of Maine's educational leadership program] says that even if everyone who graduated from their [university's] administrator programs became principals, there would still not be enough people to fill the current vacancies in Maine. It is pretty sobering.

Sincerely,

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APPENDIX E

**Follow-up Report from the Maine Principals' Association
"A Day in the Life: Maine Legislators Learning with Principals"**

TO: Task Force on School Leadership

FROM: Dick Durost, Executive Director, Maine Principals' Association

DATE: December 2, 2015

SUBJECT: "A Day in the Life"

All thirteen Education Committee members were assigned to a school administrator. As of today, eight completed their visit, two more are scheduled for December, and three have not initiated the contact to schedule the visit.

On Monday, November 23 I contacted the school leaders with the following request:

"The Task Force on School Leadership will meet on Tuesday, December 1 and I have been asked to provide a report regarding your collective experiences. I know the timing is difficult with this being a holiday week but I am asking you to respond to this email and let me know whether or not the legislator visited you. Also, if he or she did visit please share your thoughts about the visit including any 'aha moments' that either the legislator or you may have had. Thanks and have a Happy Thanksgiving!"

I purposely provide the following in the words of the administrators. In my opinion, that is the most effective voice.

Principal Jane Stork, Principal Etna-Dixmont School and Representative Paul Stearns. We spent November 4th together. He arrived at 6:45 a.m. and had a full day shadowing me until 4:00 p.m. We had a great day. He shared in a Middle Level professional learning community, parent meeting, teacher observation, post-observation conference with another teacher, tour of the school by a student, school lunch, safety-care call, professional development session on National Board certification and some of our Teacher Incentive Fund 4 requirements, and a meeting with our school literacy coach. We also had a chance to have some excellent conversations about the state of school leadership. I thoroughly enjoyed having him with me and I believe he experienced a fairly typical day. Thank you for supporting school administrators.

There was no real "aha moment" but it was great to feel validated and understood. Representative Stearns had been in education so he would know but he was supportive and understanding of the craziness of the day which changes daily.

Principal Chris Record, Principal Gorham H.S. and Representative Teresa Pierce. I was shadowed by Representative Pierce on Tuesday, November 11. I want to compliment her for her commitment to stick with me through the day and roll with me on the proverbial punches. Upon her arrival, she immediately witnessed the plethora of issues that came my way from my secretary and my two assistant principals. I believe she saw the difference between the serious issues I face behind closed doors versus my public positive face that must be maintained despite all the challenges swirling around my mind. She happened to be here during a District Leadership Team (DLT) day, so she was able to meet all the principals in Gorham and other

district leaders. We were holding a site visit to one of our elementary schools and she tagged along as I did three 20 minute observations of elementary teachers and then experienced the discussion by the DLT about what each of us saw in the classrooms regarding clarity of instruction. She also witnessed an intense discussion regarding our proficiency-based learning implementation work in the district and the introduction of our new needs-based budgeting model by our new superintendent. We then returned to Gorham H.S. and were again inundated with a number of serious matters, including a custodian having a heart attack at the end of the school bell. She witnessed my work in trying to organize the arrival and departure of rescue while 1,000 people in the building were departing. I excused her from a Principal Effectiveness (developing district evaluation for principals) meeting at 3:30 and the National Honor Society induction held at 6:30 p.m. of which I was an active participant.

Key Take Aways:

- The number of issues principals face all at the same time;
- The pace of the job;
- The significant impact of PBL legislation and other initiatives on the principals as they try to lead their schools;
- The length and intensity of the day; and
- Significant gaps in training and support of new principals in the state.

I deeply appreciate Rep Pierce's interest and efforts.

Dan Clifford, Principal Ellsworth and Representative Brian Hubbell. Representative Hubbell visited Ellsworth HS. He saw a variety of different things. He sat in on a grade 9 and 10 team meeting and two class meetings where I introduced a new Habits of Work rubric with the five guiding principles incorporated in the Habits of Work. There was an "aha moment" because Brian said he was on the committee that helped develop the five guiding principles. He was enthusiastic throughout the day and had a lot of great questions for our teachers. This was a great idea, hope this information helps.

Jeremie Sirois, Principal Biddeford H.S. and Senator Rebecca Millett. Senator Millett came around 7:00 and stayed until about 11:00 a.m. We toured the building, talked with the superintendent about a variety of things (including funding, performance evaluation and professional growth system, etc.). She received a tour of the Center of Technology when I was called into a staff disciplinary meeting. I think her "aha moment" was that my AP had been out for a month and I've been dealing with my current job beginning at 6:00 a.m. (as usual) and often not ending until after 9:00 p.m. She got a good look as to what we have to deal with and also how things at the state makes each day a struggle at times.

My "aha moment" was that elected officials do the best they can, but they don't always know what is going on and how we have to implement things in our own schools. The State often brings about bills or law with no real guidelines and nobody to police them so districts are on their own often.

Eric Klein, Principal Yarmouth H.S. and Representative Richard Farnsworth. One of my biggest takeaways or “aha moments” was the realization that it’s not just a perception that schools have had more social service expectations placed upon their shoulders, it’s now a legislative requirement and responsibility. Other takeaways include:

- Truancy laws make it the school’s responsibility to develop a plan to get kids to attend school.
- Bullying and harassment laws make it the school’s responsibility to address and ameliorate mean behavior.
- Restraint laws ironically place restrictions on the school personnel trying to address, ameliorate, or stop mean behavior.

While we are attempting to institute this aforementioned unfunded legislation, we have brand new curriculum expectations that drastically reform traditional practices and require inordinate public relations with parents unfamiliar and openly opposed to it. The addition of charter schools has not made things any easier, as we now are being told we need to compete with these schools by providing more services to keep on par with the specialized schools -- again, unfunded.

Bill Leithiser, Principal Brewer Community School and Representative Tori Kornfield. I’ll quote a couple of passages from Rep Kornfield’s thank-you note to BCS.

- “I loved being back in classrooms, and I learned a great deal from the teachers I spoke to.”
- “The burden of data collection and paperwork was loud and clear from those I talked with. I know that all teachers want to be able to get back to teaching kids.”

She was a very willing and gracious listener, who told us that her visit renewed her commitment and enthusiasm. She realized that her thoughts were shared by many who are still in the classroom.

Perhaps an “aha moment” was meeting two of her former students, one a college grad and one not, who told her that she made learning relevant for them, regardless of their future career path. She saw two different former students, from two different backgrounds, both achieving their own definition of success. Not everyone has to be a four-year college grad in order to be successful, and she left here with a reaffirmation of that belief.

Paul Theriault, Principal Shead H.S. and Eastport Elementary School and Representative Joyce Maker. I was visited by Rep Maker from Calais November 4. We started the day with an administrative meeting at 7:00 a.m. It was a busy day in that we visited many classrooms in both the elementary and high schools. We had a presentation at the Eastport Port Authority with our students who built a new conference table for their new building. In a couple of classes, teachers wanted to have Joyce explain her job as a legislator. The day finished with a joint staff meeting after school. The superintendent gave a presentation on the new performance evaluation and professional growth (PEPG) system that is being piloted this year. The day went until about 4:00 p.m. for her.

I think the staff meeting was eye-opening in that the topics surrounding PEPG, standards grading (different problems for different buildings), and a reminder about dealing with potential behavioral issues with the upcoming holiday season. The teachers are very passionate and did not change their normal discussions just because we had a visitor. Joyce got to hear some of the unintended problems that come from legislation.

Bouncing back and forth between buildings when there were a few behavioral issues that needed attending kept us on the move. (Funny how sometimes you seem to always be in the wrong building at the wrong time!) We have busy days and I think she saw it. It was a good day.

APPENDIX F

Acknowledgement of Key Resource People and Organizations

Acknowledgement of Key Resource People and Organizations

The members and staff of the Task Force on School Leadership wish to recognize and thank the key resource people and organizations for assisting us in conducting this study.

- ⊕ Gordon Donaldson, Professor Emeritus of Education, University of Maine
- ⊕ George Marnik, Professor in the Graduate Program in Education Leadership, University of Maine
- ⊕ Kelly Latterman, School Leadership State Policy Specialist, National Conference of State Legislatures
- ⊕ Dick Durost, Executive Director, Maine Principals' Association
- ⊕ Chris Record, Gorham High School Principal and Doctoral Student,
- ⊕ Rachelle Tome, Chief Academic Officer, Maine Department of Education
University of Southern Maine
- ⊕ Angel Martinez Loreda, Higher Education Specialist, Maine Department of Education
- ⊕ Susan Williams, Professional Development Coordinator, Maine Schools for Excellence, Maine Department of Education
- ⊕ Troy Gipps, Retired Major, (ARNG), Regional Coordinator, New England Troops to Teachers
- ⊕ Amy Boles, Director of the Hancock County Technical Center
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- ⊕ Education Leaders Experience Program (directed by Maine Principals' Association; Educate Maine and Unum)