

**TASK FORCE ON SCHOOL LEADERSHIP**  
**127th Maine Legislature (Resolve 2015, Chapter 46)**

**\*\*\* Preliminary Agenda \*\*\***

October 6, 2015 from 9:00 a.m. - 3:00 p.m.  
Hancock County Technical Center  
112 Boggy Brook Rd., Ellsworth, ME

**Convene (9:00 a.m.)**

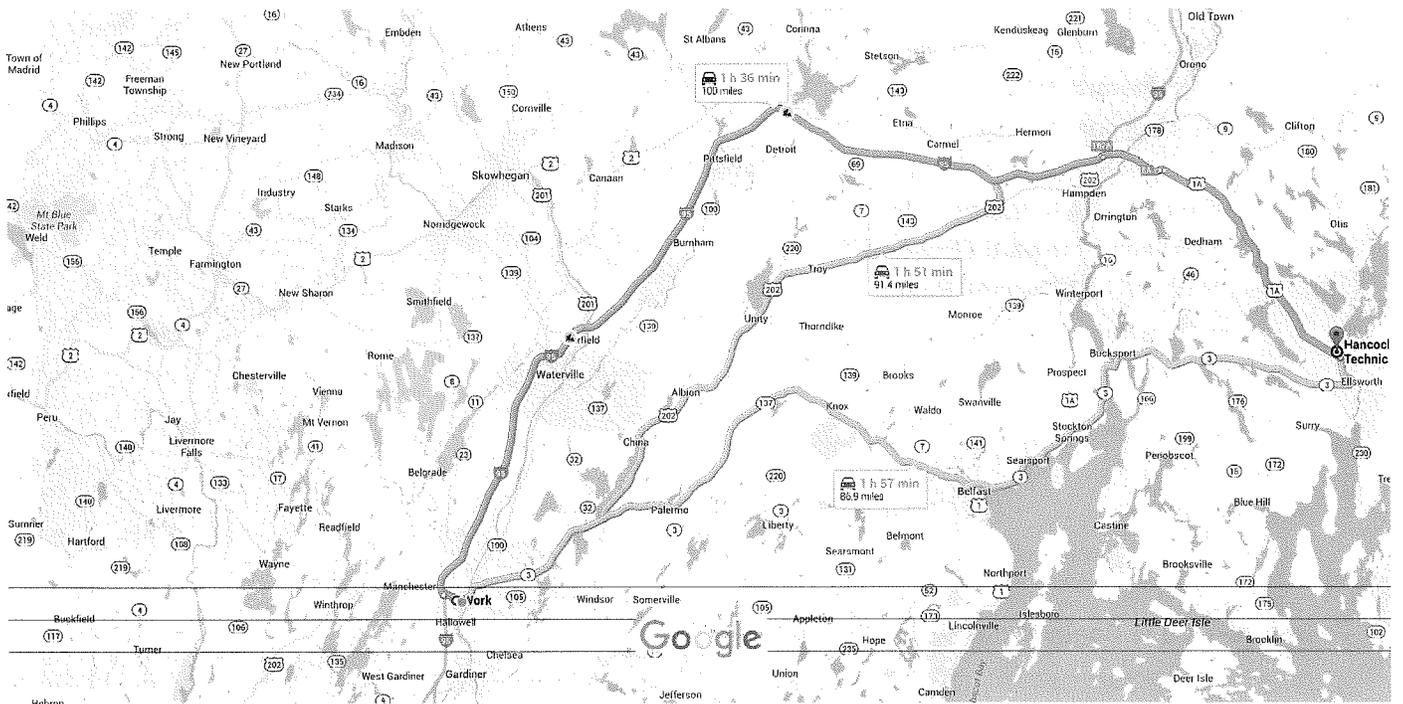
1. Call to Order and Introduction of Task Force Members and Staff (9:00 a.m.)  
(*Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair*)
2. Welcome and Opening Remarks (9:30 a.m.)  
(*Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair*)
  - Dan Higgins, Superintendent, Ellsworth School Department
  - Amy Boles, Director, Hancock County Technical Center
3. Review of Task Force Duties and “Housekeeping” (e.g., expense vouchers) (10:00 a.m.)  
(*Phil McCarthy, Senior Analyst, Office of Policy & Legal Analysis*)
4. Presentation: State Policies and Practices that Foster Excellence in School Leadership (10:30 a.m.)  
(*Kelly Latterman, School Leadership State Policy Specialist, National Conference of State Legislatures*)
  - Challenges other states face related to school leadership
  - Legislation, policy levers and best practices to promote excellence in school leadership
5. Briefing: “A Day in the Life: Legislators Learning with Principals” (12:00 p.m.)  
(*Kelly Latterman, NCSL School Leadership State Policy Specialist*)  
(*Dick Durost, Executive Director, Maine Principals’ Association*)
  - Proposal to partner Maine legislators with outstanding Maine principals

**Lunch (12:15 p.m. - 1:00 p.m.)**

6. Presentation: Evolution of School Administration in Maine Schools (1:00 p.m.)  
(*Gordon Donaldson, Professor Emeritus of Education, University of Maine*)
  - Observations of the Maine principalship from “The Maine Principal Study: Change and Stability in School Leadership 1997-2011”
7. Small Group Discussions: State policy solutions and best practices to address the problems challenging the pipeline for promoting excellence in Maine school leadership (1:45 p.m.)  
(*Facilitator: Kelly Latterman, NCSL School Leadership State Policy Specialist*)
  - Recruitment: Identifying prospective candidates for school principalship
  - Preparation: Enhancing the preparation, licensure and certification of school principals
  - Retention: Providing mentoring, professional development and training to promote the performance and professional growth of school principals
8. Next Steps and Announcements (2:45 p.m.)  
(*Sen. Brian Langley, Senate Chair and Rep. Tori Kornfield, House Chair*)
  - Agenda items and schedule for the next Task Force meeting(s)

**Adjourn (3:00 p.m.)**





Map data ©2015 Google 5 mi

### Capitol St

Augusta, ME 04330

#### Get on I-95 N from Western Ave

- ↑ 1. Head west on Capitol St toward Town and Country Rd
- ↻ 2. Turn right onto Armory St
- ↶ 3. Turn left onto Western Ave
- ↗ 4. Turn right to merge onto I-95 N toward Bangor

5 min (1.7 mi)

0.3 mi

0.2 mi

0.7 mi

0.5 mi



Follow I-95 N to US-1A E/Wilson St in Brewer.

### Take exit 6A from I-395 E

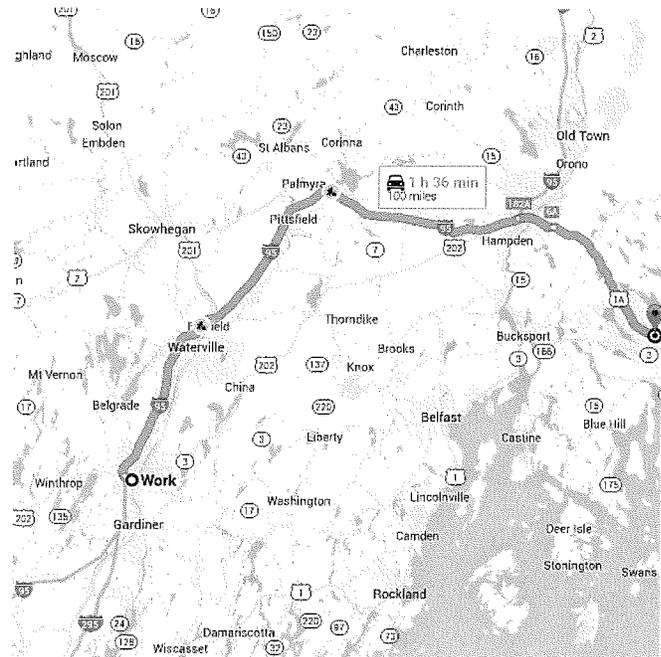
1 h 6 min (77.6 mi)

- 5. Merge onto I-95 N
- 6. Take exit 182A to merge onto I-395 E/ME-15 S toward Bangor-Brewer/U.S. 1A/ME-9
  - Continue to follow I-395 E
- 7. Take exit 6A to merge onto US-1A E/Wilson St toward Ellsworth/Bar Harbor/US-1/Coastal Route

72.6 mi

4.7 mi

0.4 mi



### Follow US-1A E to Bogy Brook Rd in Ellsworth

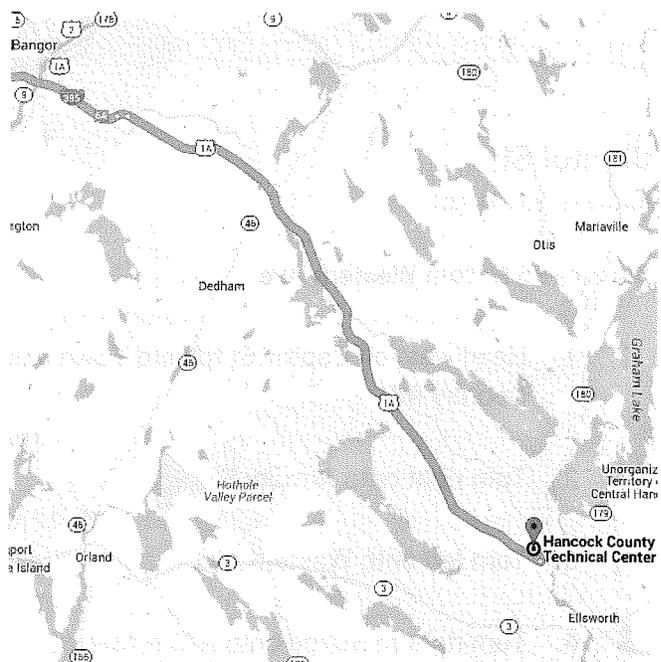
25 min (20.8 mi)

- 8. Merge onto US-1A E/Wilson St
  - Continue to follow US-1A E
- 9. Turn left onto Wittum Rd
- 10. Turn left onto Bogy Brook Rd
  - Destination will be on the left

20.3 mi

164 ft

0.5 mi



## Hancock County Technical Center

112 Bogy Brook Road, Ellsworth, ME 04605

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.

# Task Force on School Leadership

Resolve 2015, c. 46

Tuesday, September 29, 2015

## Appointment(s) by the President

**Sen. Brian D. Langley - Chair**

11 South Street  
Ellsworth, ME 04605  
207 667-0625

Senate Member

**Kenneth Coville**

PO 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 Koblinsky**

1081 Eagle Lake Road  
Bar Harbor, ME 04609  
288-5011

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

**Maggie Allen**  
Windsor Elementary School  
366 Ridge Road  
Windsor, ME 04363  
445-2356

School principals (1 elementary and 1 middle school)

**Richard A. Durost**  
Maine Principals Association  
50 Industrial Drive  
Augusta, ME 04330  
622-0217

Staff member of the Maine Principals' Association

**Marc Edward Gousse**  
Westbrook School Department  
117 Stroudwater Street  
Westbrook, ME 04092  
854-0800

Expertise in school leadership issues

**Mark Hatch**  
Messalonskee Middle School  
33 School Bus Drive  
Oakland, ME 04963  
465-2167

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  
992-4152

Superintendent of a large urban school district

## Commissioner, Department of Education

**Rachelle Tome**  
23 State House Station  
Augusta, ME 04333-0023  
624-6705

Commissioner of Education or Designee

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### Staff:

Phil McCarthy  
Senior Legislative Analyst  
Office of Policy & Legal Analysis  
287-1670

Craig Nale  
Legislative Analyst  
Office of Policy & Legal Analysis  
287-1670

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.



## WORK PLAN: TASK FORCE ON SCHOOL LEADERSHIP -- 127th Legislature (Interim 2015)

1. **PROJECT:** Legislative Study pursuant to Resolve 2015, c. 46, (LD 1042), "Resolve, To Create the Task Force on School Leadership"
2. **OBJECTIVE:** To study issues surrounding excellence in school leadership in pre-K to grade 12 schools (Note: Legislature funded 2 task force meetings)
3. **PROJECT TEAM:** Phil McCarthy, Craig Nale, Darlene Shores Lynch, Kathy Norris (OPLA Staff)
4. **FINAL WORK PRODUCT:** Report, including findings, recommendations and suggested legislation, to the Education & Cultural Affairs Committee by December 2, 2015; (Note: Education & Cultural Affairs Committee is authorized to introduce a bill to the Second Regular Session of the 127th Legislature)
5. **INTENDED AUDIENCE:** Legislature, Executive branch officials, school administrators, teachers, school officials and the public
6. **ANTICIPATED START & COMPLETION DATES:** Start: September 15, 2015; Draft Report to Task Force: November 20, 2015; Report to Education Committee: December 2, 2015

### 7. PROJECT TASKS:

Key Elements	Person(s) Responsible	Staff Resources Needed and Type	Project Schedule Start	Project Schedule Finish	Consultation Needed With
7.1. Conduct a comprehensive study on excellence in school leadership in prekindergarten to grade 12 public schools	McCarthy Nale Shores Lynch	Policy analysis Research support	Aug 25	Nov 13	Maine Dept. of Education (MDOE) Maine School Mgmt. Assoc. (MSMA) Maine Principals Assoc. (MPA) Maine Education Assoc. (MEA) Maine Ed. Policy Research Inst. (MEPRI) Nat'l Conf. of State Legislatures (NCSL) Educ. Commission of the States (ECS)
7.2. Research the various aspects of the issues related to excellence in school leadership	McCarthy Nale Shores Lynch	Policy analysis Fiscal analysis Research support	Aug 25	Nov 13	MDOE, MSMA, MPA, MEA, MEPRI, NCSL, ECS, UM
7.3. Arrange presentations by recognized experts and practitioners in school leadership including an expert from a school administration preparation program at the University of Maine (UM)	McCarthy Nale Shores Lynch	Policy analysis Fiscal analysis Research support	Aug 25	Nov 13	MDOE, MSMA, MPA, MEA, MEPRI, NCSL, ECS, UM
7.4. Develop strategies to enhance the identification, recruitment, preparation, mentoring, evaluation, professional development and retention of effective public school principals and other public school leaders	McCarthy Nale Shores Lynch	Policy analysis Research support	Aug 25	Nov 13	MDOE, MSMA, MPA, MEA, MEPRI, NCSL, ECS, UM

## WORK PLAN: TASK FORCE ON SCHOOL LEADERSHIP -- 127th Legislature (Interim 2015)

Key Elements	Person(s) Responsible	Staff Resources Needed and Type	Project Schedule Start	Project Schedule Finish	Consultation Needed With
7.5. Factors relating to the age, experience, recruitment, retention and mobility of the State's corps of school leaders	McCarthy Nale Shores Lynch	Policy analysis Research support	Aug 25	Nov 13	To Be Determined
7.6. Any other factors that the task force considers relevant to excellence in school leadership	McCarthy Nale Shores Lynch	Policy analysis Research support	Sept 30	Nov 13	Task Force
7.7. Prepare draft report for review by Task Force	McCarthy Nale Norris	Admin. support	Nov 13	Nov 20	Task Force
7.8. Prepare report for internal review by OPLA Director	McCarthy Nale Norris	Admin. support	Nov 27	Nov 30	OPLA Director
7.9. Prepare final report for printing, transmittal to the Legislature and distribution	McCarthy Nale Norris	Admin. support	Nov 23	Dec 2	OPLA Director

**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**

**by**

**Maine Education Policy Research Institute**

**University of Southern Maine**

**MEPRI FY2012 Workplan Product Deliverable: B.4 Product**

**June 2012**

**Overview (p. 2)**

At the request of the state legislature, the Maine Education Policy Research Institute (MEPRI) at University of Southern Maine (USM) has been conducting a study of public schools that have been identified as: (1) more efficient; and (2) improving. Over the past two years, MEPRI has developed a set of metrics for identifying schools whose students are beating the odds by performing significantly better on state assessments than is predicted from student and community characteristics, and to use this same metric to identifying improving schools, school that have a record of improvement. The goal of the two-phase study has been to identify the strategies and practices that these two types of schools are using to support all learners. The basic research design used in the two phased study entailed: (1) identifying more efficient and improving schools; (2) selecting a sample of schools to study in more detail; (3) conducting case studies on the sample schools; and (4) preparing cross case analyses and final reports for each phase of the study. Phase I of the study has been completed and the report is available at [www.usm.maine.edu/cepare](http://www.usm.maine.edu/cepare). Phase II of the study is underway at this time, and the initial work has been completed on the Improving high schools. This report describes the criteria used in selecting the schools, case by case reports of each of the high schools, and a preliminary cross case analysis of the high school findings.

[...]

**Preliminary Cross-Site Research Findings (pp. 60-61)**

Research data collected during the high school Site study two-day site visits included 94 distinct classroom observations in English, math, science, history, visual/performing arts, foreign languages, health, PE courses in grades 9-12. An additional 12 observations were made of support courses (study hall, learning lab, advisory or homeroom), and 2 observations were made of student activities in the school library. These 108 observations included courses identified specifically as special education classes as well as "mainstreamed" classes including students with special education status. Observations were made at the beginning, middle and end the class period as well as throughout the school day. Researchers also conducted a total of 74 interviews of individual and groups of school staff and administration as well as an interview with at least one district administrator from each site.

A preliminary cross-site analysis of the high school Site study data revealed many findings similar to those reported in other national and international studies of improving or turnaround schools. High schools with greater improvement in student academic performance implemented visible changes and "quick wins," had higher quality leadership, and provided focused professional learning and collaboration. Each of these aspects included a focus on improving student learning through interconnected strategies that remained true to elements of a school vision or goal. In addition, Improving High Schools in Maine demonstrated some practices of intellectual work, equity and efficient use of resources seen in More Efficient Schools in Maine, as described in the report of phase I of this study More Efficient Public Schools in Maine: Learning Communities Building the Foundation of Intellectual Work. In fact, the two high schools with the most improvement in all five quantitative improvement categories over the four years of analysis for this study (2006-2007 to 2009-2010) were also the schools that most frequently demonstrated higher levels of intellectual work (transformation) in classroom observations.

[...]

#### **Leadership** (pp. 64-66)

Effective leadership can capitalize on circumstances available to change, set a course for improvement, and implement research-backed programs and strategies that would deliver improved instructional practice and student performance. While successful leadership of an Improving High School appeared to require a principal who can effectively communicate his/her vision for improvement and rally staff to make change, it also requires a collaborative effort between focused building leadership and strong teacher-leaders. It is also important to note that leadership in turnaround and improving schools may be different than traditional leadership in More Efficient Schools. It is a gargantuan task for school leaders to get all their wagons facing westward. It is an equally daunting task to assure all stakeholders that "west" is indeed the right direction. Further, in the face of substantial obstacles, it is imperative to redirect course as often as necessary in order to reach the destination with the trust of personnel and the westward vision fully intact. In short, effective leadership involves risk-taking and stamina.

**Effective leadership creates a focused vision for improvement that guides decisions about teaching and learning and, subsequently, inspires among its staff the shared belief that change is possible.**

For many of the improving Site study high schools, a purposeful, rigorous self-reflection process (brought about either by the NEASC self-study or the school's NEASC outcomes) highlighted the need for change. From this process, leadership identified areas for improvement and created a strategic plan. Decisions regarding teaching and learning were funneled through the tenets of each plan's vision. In each Site study high school, leadership procured resources that aligned with their reform strategy and allotted them to support teacher and student learning. Such leadership efforts result in an achievement and belief-based school-wide culture where genuine caring about students and their academic success is the norm.

For example, following the loss of NEASC accreditation and a community's effort to revitalize the school's physical plant, one high school's former principal—described as a “visionary” by the current superintendent—set forth a clear vision and high expectations for students and teachers with the implementation of a standards based curriculum. The principal set high standards for all students with rigorous graduation requirements, and with the implementation of a robust interventions system, he expected that all students would meet these expectations. He said of the implementation process, “We spoke in absolutes. All students would....” He was action-plan oriented and his communication skills inspired confidence among his staff and community. He created a culture of collaboration and collegiality using a fist-to-five consensus protocol with most major initiatives. In fact, with any issue that came up, there was conversation that invited all stakeholders to the table.

It is worth mentioning, however, that a commitment to change brings with it a level of exhaustion. A veteran teacher said: “This is my most tiring year yet.” A teacher group said: “Constant revision of rubrics...kids who don't meet standards again and again are a lot of energy...we are tired...but not discouraged.” It is clear that school reform requires a significant amount of stamina. For this reason, school staff indicated that it was imperative that a cohesive vision be in place to guide and consistently reinforce these efforts.

### **Effective leadership empowers teachers to lead resulting in a shared accountability toward improvement.**

Leadership in improving schools does not always need a principal with a dynamic, visionary personality. However, leadership does require a principal to initiate progress and effectively communicate the school's vision for improvement, and then enlist the talents of teacher-leaders to create a collaborative culture of systemic change. Many teachers who felt valued by their building leadership felt they had something of worth to contribute to their school. They stepped into leadership roles and served as internal experts, staff advocates, and advisors to their building leadership.

Building this culture of leaders first involves valuing and empowering teachers to lead. At one school, it was clear that the former principal valued all faculty and staff for what they could bring to the table. The assistant librarian said that the principal's effectiveness as a leader rested on the belief that “every staff member is a potential leader in terms of instruction and [intellectual] gifts.” In another school, the Leadership Team felt supported by their principal and assistant principal in their role as “liaison between teachers and administration.” Building leadership also supported their emerging role as advocates for instructional learning as evidenced by their restructuring of the district-mandated “Teacher Rounds.” Many teachers commended the current principal as an “encouraging force in pulling together teacher-leaders” in the school's efforts to implement the SIG plan. The assistant superintendent indicated that she is a good source of “encouragement” for staff and “has potential” and “creates buy-in.” The principal's supportive nature was reflected in the willingness of several veteran staff that volunteered for leadership roles with various SIG initiatives.

Literature suggests that successful principals in improving schools know how to place “right people in right roles,” observed in the appointment of “effective leadership teams.” At one school, the Leadership Team was commissioned by administrative leadership to advise the principal on matters that affected teaching and learning, such as school culture and best practice. They saw their role as a consulting group for the principal, who would often present them with the “big idea” and they would help to implement it. It was evident that this group reflects a continuous effort to improve. For each of these schools, with the “right people in right roles”, administrative leadership empowers teacher-leaders to create a school culture conducive to continuous improvement, not complacency. Building leadership encouraged time for their teachers to learn more deeply about their craft and supported their professional endeavors outside the classroom. The teachers we observed and spoke with who held leadership roles within their school came across as empowered, generally supportive of their building leadership, energized, and appeared to take ownership of their school’s progress and successes, but by no means rested on their laurels. Energized by their school’s direction, they felt the work still to be done was worth doing.

# CERTIFICATION & EVALUATION REQUIREMENTS FOR MAINE SCHOOL ADMINISTRATORS

CERTIFICATION	RECERTIFICATION	PERFORMANCE EVALUATION
<p>Applicants must:</p> <ul style="list-style-type: none"> <li>• Meet the basic application completeness requirements and college transcript requirements;</li> <li>• Meet basic age, character, education and criminal history check requirements;</li> <li>• Have 3 years of satisfactory teaching experience or an equivalent experience;</li> <li>• Possess academic or professional knowledge as demonstrated through the completion of required graduate or undergraduate courses or programs, performance in examinations or completion of specialized programs approved for this purpose;</li> <li>• Possess a basic level of knowledge in competency areas determined by the state board; and</li> <li>• Show satisfactory completion of an approved internship or practicum relating to the duties of a superintendent.</li> <li>• Applicants for an initial superintendent certificate must provide evidence of previous administrative experience in schools or equivalent experience.</li> </ul> <p><i>See 20-A MRSA §§13019-A &amp; 13019-B; 05-071 C.M.R. Ch. 115, Parts I &amp; II.</i></p>	<p>Applicants must:</p> <ul style="list-style-type: none"> <li>• Meet the basic application completeness requirements and college transcript requirements;</li> <li>• Meet the same basic age, character, education and criminal history check requirements as in an initial certification;</li> <li>• Complete an approved administrator action plan (for first renewal); and</li> <li>• Document at least 30 additional credits of approved study or equivalent professional development beyond the master's degree required for the initial professional certificate.</li> </ul> <p><i>See 05-071 C.M.R. Ch. 115, Parts I &amp; II.</i></p>	<p>A rating system for educator effectiveness adopted by a school administrative unit must contain the following elements:</p> <ul style="list-style-type: none"> <li>• Standards of professional practice;</li> <li>• Multiple measures of effectiveness, including student learning and growth;</li> <li>• A rating scale based on standards of professional practice and measures of educator effectiveness;</li> <li>• Professional development;</li> <li>• Implementation procedures that include evaluation on a regular basis; ongoing training to ensure educators can participate in the rating system; peer review; and continuing review of the performance evaluation and professional growth system; and</li> <li>• A professional improvement plan.</li> <li>• <i>Educator effectiveness performance evaluation applies to teachers and principals (not superintendents).</i></li> <li>• <i>Educator effectiveness requirements apply beginning in the 2016-2017 school year; and pilot projects must begin by the 2016-2017 school year.</i></li> </ul> <p><i>See 20-A MRSA Ch. 508; 05-071 C.M.R. Ch. 180.</i></p>



# STATE EDUCATION POLICY CHECKLIST

Use the following questions to help guide the development of state education policy and maximize future success.

1. What is the problem you're trying to address?

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What is the root cause of the problem?

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What is the policy solution?

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2. Has this problem been addressed by a previous federal, state, or local policy? (circle one)

YES



Why hasn't the existing policy solved the problem?

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Can the existing policy be amended?

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Do any existing policies contradict the goal of the new policy?

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NO



(Go to question #3)

3. Have you completed an impact analysis? (If no, please complete one before moving on)

Does the impact analysis consider all of the following?

- |   |  |            |
|---|--|------------|
| <input type="checkbox"/> State Education Agency capacity  | <input type="checkbox"/> Funding mechanisms    |            |
| <input type="checkbox"/> Local Education Agency capacity  | <input type="checkbox"/> The overall workforce |            |
| <input type="checkbox"/> Those impacted most by the policy ... and do they agree this is a problem that needs to be solved? |  |            |
| + Superintendents   | + Teachers                                     | + Students |
| + Principals  | + Parents                                      |            |

4. Has an implementation plan been drafted? (If no, please complete one before moving on)

Does the implementation plan include all of the following?

- |   |  |
|---|--|
| <input type="checkbox"/> Communication plan                             | <input type="checkbox"/> Assignment of responsibilities  |
| <input type="checkbox"/> Timeline for stakeholder engagement            | <input type="checkbox"/> Identification of requisite resources, including time, personnel, and money |
| <input type="checkbox"/> Integration with other policies and priorities |  |

5. Does the new policy... (check all that apply)

- Create something positive?
- Solve a problem?
- Open an opportunity?
- Provide needed information?
- Consider the perspectives and needs of stakeholders?

Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Has the policy been reviewed critically to consider all of the following:

- Peer input?
- Relevant evidence-based research?
- Potential bias from the research source?
- How has similar policy played out in other jurisdictions?

7. Has a cost/benefit analysis been completed? (If no, please complete one before moving on)

List the results:

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

+ \_\_\_\_\_

Taken collectively, do the findings from this checklist, including agency capacity, availability of funding, and the results of the impact and cost/benefit analyses indicate that the policy should move forward? (circle one)      YES      NO

8. List the leading indicators of progress towards the policy goals:

Time	Indicator	Measures
<i>(i.e., annual)</i>	<i>(i.e., growth in teacher and parent support)</i>	<i>(i.e., teacher feedback survey or teacher focus groups, community feedback survey)</i>



[www.ecs.org](http://www.ecs.org)



[www.aspeninstitute.org](http://www.aspeninstitute.org)



[www.ccsso.org](http://www.ccsso.org)



[www.sllf.org/](http://www.sllf.org/)

## Maine DOE overviews updated educator effectiveness expectations

Posted on March 19, 2015 by Maine Department of Education

Maine's educator evaluation expectations have changed as a result of legislative action initiated by the Department to ensure the state could maintain flexibility from burdensome federal requirements.

In order for Maine to maintain its ESEA waiver and move forward later this month in submitting an application for a three-year renewal, the U.S. Department of Education required the state to make several changes to how it supports effective instruction and school leadership. Losing the waiver would have resulted in every Maine school being labeled as failing and greatly restrict how Title I funding could be used by districts.

While much of the public attention has been on the U.S. DOE's requirement that student progress on state assessments be used in the evaluation of teachers and principals, the U.S. DOE also cited several other issues Maine needed to address that necessitated changes to Maine Revised Statute Title 20-A, Chapter 508, Educator Effectiveness and to Rule Chapter 180, which were advanced in a **Governor's bill** approved by the Maine Legislature and signed into law by Governor Paul R. LePage on Tuesday.

As part of its waiver renewal application, the Department will additionally propose an adjusted timeline that will allow for a more comprehensive pilot of locally developed Performance Evaluation and Professional Growth (PEPG) systems in 2015-16 than the current timeline allows. The Department's interest in the extended timeline is shared by many stakeholders and is conveyed in **LD 38**, An Act To Allow Sufficient Time for Implementation of the Performance Evaluation and Professional Growth System for Educators. LD 38 received unanimous support from the Legislature's Education and Cultural Affairs Committee and is currently awaiting expected approval from the full legislature.

A summary of changes to Title 20-A and Rule Chapter 180 as a result of the enactment of LD 692 and the expected enactment of LD 38, is as follows:

### Student Learning and Growth Measures

1. The Maine Educational Assessment for Mathematics and English Language Arts/Literacy statewide assessment results must be used as one measure of student learning and growth for teachers in the corresponding grades and subjects (for PEPG, teachers of grades 4-8).
2. In the submittal of a PEPG plan, the school administrative unit (SAU) will be asked to explain how they have made the student learning and growth element of a PEPG system a significant factor in an educator's summative effectiveness rating.
3. SAUs must use a student learning objective framework or comparable structure to develop and record student learning and growth measures, and the school administrative unit must establish in its PEPG system handbook criteria for:
  - A. The identification of content standards;
  - B. The selection of assessments;
  - C. Setting growth targets, if applicable;
  - D. The size of an instructional cohort; and

E. The length of the instructional interval of time.

4. SAUs must implement a system for the selection, development, review and approval of individual educators' student learning and growth measures.
5. At the teacher's discretion, large scale assessments (such as the State assessment) may be used solely in satisfying the requirement for multiple measures of student learning and growth.
6. An Individual Education Program (IEP) may not be used as a growth measure.

#### Professional Practice

1. Recently approved professional practice models have been added to the list of Maine DOE approved models: Kim Marshall Teacher Evaluation Rubrics; MSAD 49 Teacher Evaluation Rubric, based on the Kim Marshall Teacher Evaluation Rubrics; Marzano School Leader Evaluation Model; and Kim Marshall Principal Evaluation Rubrics.

#### Professional Growth Plans

1. An educator who receives a summative effectiveness rating higher than ineffective must develop a professional growth plan that is based on clearly articulated goals related to targeted areas of practice and student performance.

#### Frequency of Evaluations

1. An educator whose summative rating is ineffective will receive an annual summative evaluation and rating until the rating improves.

#### Monitoring

1. Maine DOE is authorized to conduct ongoing monitoring of the implementation of any and all elements of PEPG plans.

#### Implementation Timeline: In anticipation of LD 38's passage and the U.S. DOE's renewal of the ESEA Waiver as proposed by the Maine DOE:

1. SAUs will submit to the Maine DOE an intent to pilot by July 15, 2015.
2. SAUs will submit their PEPG plans for Maine DOE approval at the end of the 2015-16 pilot year.

#### Pilot

1. School board approval of a PEPG system may occur prior to, simultaneously with, or after submittal of the plan to the Maine DOE for approval, but Maine DOE final approval is contingent upon school board approval.
2. Evidence and data collected during the pilot year may be used to inform professional growth plans and differentiated evaluation cycles beginning during the first year of implementation, but performance ratings assigned during the pilot year may not be used in any action related to employment or compensation of an educator.

3. The pilot project must include student growth measures based on state assessments in English language arts and literacy and mathematics and a portion of the district-defined growth measures intended for use in content areas other than English language arts and literacy and mathematics.

### Clarifications

*These items do not constitute changes to current requirements or provisions. Instead they clarify sections of the rule that have caused confusion or raised questions.*

1. Language is added to the definition of “principal” to provide that “principal” means a person who supervises teachers in delivering the instructional program of a school.
2. The definition of school administrative unit is amended to include public charter schools.
3. The requirement for descriptors of performance levels as part of a PEPG system is clarified as pertaining to summative effectiveness rating categories (as opposed to rating categories for professional practice).
4. Language describing permissible measures for teacher of record is refined.
5. The distinction between collective measures and multiple teachers of record is made clearer.
6. SAUs are permitted to collaborate in establishing and monitoring the list of students for whom the teacher will be the teacher of record.

For more information about educator effectiveness or technical assistance, visit

**[www.maine.gov/doe/effectiveness](http://www.maine.gov/doe/effectiveness)** or contact Maine DOE Educator Effectiveness Coordinator Mary Paine at **[mary.paine@maine.gov](mailto:mary.paine@maine.gov)** or 624-6748.

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# Principal Evaluation System

September, 2013

## Introduction

School districts, educational organizations, state governments, and the federal government recognize not only the key role that principals play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, *How Leadership Influences Student Learning* (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

At the state level, all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for educators (teachers and principals) for full implementation by the 2015-2016 school year. The elements of an approved PE/PG system must include:

- Standards of professional practice by which teachers and principals are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Maine Principals' Association (MPA) Supervision and Evaluation Committee has taken the initiative to review existing models of principal evaluation, and to develop a tool that incorporates performance-based standards *and* a process to ensure professional growth. Therefore, the committee offers the following Principal Evaluation System for use by school administrative units in full or with revisions made at the local level.

This Principal Evaluation System is based on the **ISLLC Standards**. To create the system, the committee used *Rethinking Principal Evaluation* (2012), the comprehensive, research-based framework for principal evaluation system, resulting from a two-year initiative of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in developing the six key domains. Those two organizations collaborated in order to give principals a voice in response to the national focus on revised teacher and principal evaluation systems that are tied to student achievement. In addition, the committee relied on *The Marzano School Leadership Evaluation Model* (2012) and *New Leaders Principal Evaluation Handbook* (2012) for measurement examples and rubric language.

There are six key domains of principal leadership incorporated into this model:

- *Professional Growth and Learning*
- *Student Growth and Achievement*
- *School Planning and Progress*
- *School Culture*
- *Professional Qualities and Instructional Leadership*
- *Stakeholder Support and Engagement*

This is only a first step. We need to ensure that evaluation systems are used consistently and with integrity in order to have valid performance results. In fact, the *Rethinking Principal Evaluation* report states: “Existing research does suggest that the quality of **how** principal evaluations are conducted might be even more important than the content of **what** the evaluations contain.” Without question, the evaluation process should result in a clear path to improved performance.

The committee asserts that this system is a valid and authentic measurement system by which superintendents and other school leaders can accurately assess the effectiveness of principals. The committee also recognizes the recent trend of holding principals accountable strictly for student achievement data and instead proposes this more balanced system whereupon principals ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. The committee recognizes that the six domains that frame this system comprise the spheres of influence that a principal can reasonably claim. We reject the practice of using student achievement data as the sole determining factor of principal job performance.

The Principal Evaluation System builds on the six domains recommended in NAESP and NASSP’s *Rethinking Principal Evaluation* framework by creating standards and rubrics linked to these domains. The Principal Evaluation System includes:

- *Description of the process*
- *Description of each domain*
- *Formal evaluation tool with standards and rubrics*
- *Self-reflection tool*
- *360-degree survey tool*
- *An annual timeline/work flow involving the principal and supervisor*

That time has arrived! In many districts, building administrators are not evaluated at all, and evaluation tools either simply do not exist or are inadequate. We can do better. It is of critical importance that school leaders be evaluated as part of a comprehensive and effective supervision and evaluation system on a regular basis. The work of a school leader is too valuable for improving student learning in our state to leave the evaluation process to chance.

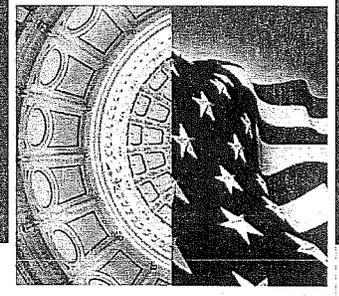
The MPA Supervision and Evaluation Committee trusts that this Principal Evaluation System meets your needs. As you embark on this process, your feedback and comments will be greatly appreciated. We wish you the best as you and your district move forward.

Roy Allen, Center Drive School, Orrington  
Amy Boles, Hancock County Technical Center  
Diane Gagne, Buxton Center Elementary School  
Roberta Hersom, Lawrence Junior High School  
Julie Kimball, SeDoMoCha Elementary School  
Maria Libby, Camden-Rockport Middle School  
Linda MacKenzie, Stearns High School, Millinocket  
Cari Medd, Poland Regional High School  
Joshua Ottow, Yarmouth High School  
Beth Schultz, Gray-New Gloucester High School  
Lori Smail, Farrington Elementary School, Augusta



# NCSL

## School Leadership Resource Guide 2015



### 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.

### Your NCSL Resources

NCSL gathers and conducts research on education topics important to states, provides legislative summaries and technical assistance to legislators and legislative staff on important state policy trends, highlights education policy news and disseminates information on best practices relating to state and federal education issues. As your NCSL topic expert, Kelly Latterman is available as a resource on all state school leadership policy issues.

### A Day in the Life: Legislators Learning with Principals

NCSL has partnered with the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP) to bring principals together with legislators for a one-day observation of principals in action. This observation will take place in October 2015, National Principal's Month. Eight to 12 legislators from different states will be paired with a superior principal in their state identified by NASSP or NAESP. Legislators will be prepared for their visit in advance and will be asked to bring their impressions to an online roundtable discussion with other participating legislators to discuss what they learned. NCSL will lead the online discussion and ask legislators who participated to speak at the upcoming NCSL Forum in Washington, D.C.

### In-State School Leadership Briefing

NCSL, with support from The Wallace Foundation, is able to work closely with states to provide a half-day in-state workshop for legislators and legislative staff on building a strong principal pipeline. This is an opportunity for personalized assistance for your state. NCSL will work with you to develop a customized program that can include research, state policy levers and the state-district connection. We are here as your resource, so reach out to us if interested.

### Casting call for Legislators: Taking Charge on State School Leadership Policy

NCSL will interview legislators who have sponsored innovative school leadership legislation that has been enacted. These interviews will take place in the summer and fall of 2015 and will ask legislators to paint a picture of the policy landscape before their bill was introduced, what inspired the legislation, and how you built consensus for the bill. The interviews will inform a legislative brief that will be widely distributed to lawmakers around the country. Help us share your story.

### Online Resources

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

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

**Kelly Latterman**  
School Leadership State Policy Specialist  
National Conference of State Legislatures

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# EDUCATION POLICY BRIEF

March 2014

## Effective School Principals: A Lever for School Improvement

### LEADERSHIP MATTERS – A LOT

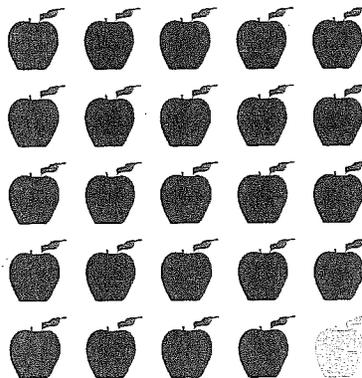
Effective school principals are key to improving schools and raising student achievement. In fact, principals are second only to teachers among school-related influences on student learning. Nearly 60 percent of a student's performance is attributable to teacher and principal effectiveness, with principals accounting for about a quarter of a school's total impact on a student's academic success. There are virtually no documented instances of troubled schools being turned around without intervention by an outstanding principal.

### A GOOD INVESTMENT

While teachers have a direct impact on students in their classroom, principals affect all students in the school. A good principal is the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to provide students consecutive years of excellent teaching. The combination of effective teachers and strong principals—not one or the other—will improve student academic performance. Targeted investments in good principals can be a particularly cost-effective way to improve teaching and learning because principals ensure that excellent teaching and learning spread beyond single classrooms. They also play a critical role in implementing school-wide reform efforts.

### GREAT LEADERS ATTRACT AND RETAIN GREAT TEACHERS

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

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### NCSL CONTACT

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Education Program  
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### STATE POLICY APPROACHES: TAKE ACTION

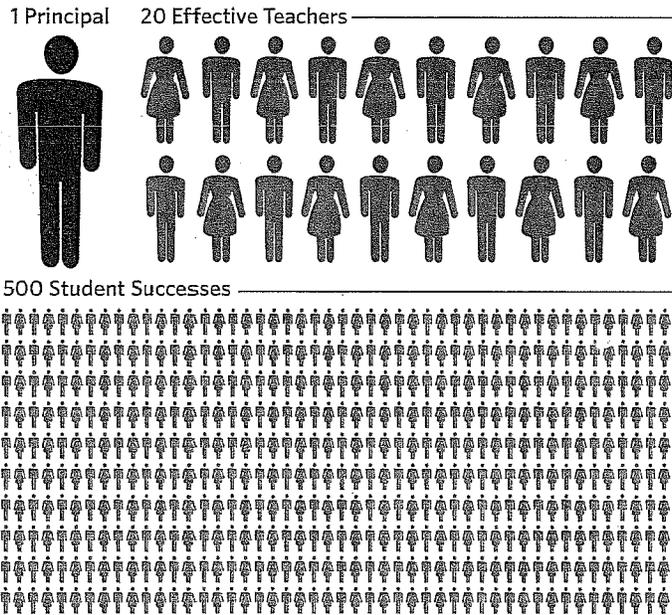
State legislators can play a significant role in building a pipeline of effective school principals. States can develop a policy framework that supports principals throughout their career, including 1) setting standards, 2) preparation program design and approval, 3) licensure, 4) professional development and 5) evaluation and ongoing support. These also can be linked to compensation, promotion and dismissal.

### Strengthen a Principal's Career Continuum Through Key Policy Levers

**PRINCIPAL STANDARDS.** Revise or adopt statewide standards that reflect what school principals should know and be able to do. Standards provide a framework to guide recruitment and selection, principal preparation program design and approval, licensure, mentoring, professional development and evaluation and ongoing support.

**DESIGN AND APPROVAL OF PREPARATION PROGRAMS.** Urge preparation programs to design their programs based on rigorous standards, current research and best practices in the field to ensure principals are graduating ready for the job. Collect and monitor data on the effectiveness of preparation programs, including data on the people who become principals and whether they are effective once on the job. Consider allowing non-

## PRINCIPALS HAVE A MULTIPLIER EFFECT



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## WHAT DO EFFECTIVE PRINCIPALS DO?

- Shape a vision of academic success for all students based on high standards.
- Create a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivate leadership in others so that teachers and other staff assume their part in realizing the school vision.
- Improve instruction so teachers can teach at their best and students can learn at their utmost.
- Manage people, data and processes to foster school improvement.

Source: *The Wallace Foundation, The School Principal as Leader: Guiding Schools to Better Teaching and Learning, 2012.*

university-based programs that meet rigorous standards to prepare principals.

**LICENSURE.** Redesign licensure systems into cohesive, performance-based, tiered systems that are aligned with principal standards, professional development and evaluation and ongoing support, and urge principals to demonstrate effectiveness in developing and supporting teachers and improving student achievement. Consider alternative licensure.

**MENTORING AND INDUCTION PROGRAMS AND PROFESSIONAL DEVELOPMENT.** Ensure that new principals receive meaningful mentoring and induction. Provide targeted, ongoing professional development to principals throughout their careers. Mentoring and professional development should be aligned with standards, licensure and evaluation and ongoing support.

**EVALUATION AND ONGOING SUPPORT.** Develop and support school principal evaluation systems that are fair and equitable and based on rigorous standards. These systems should promote continuous improvement, steer preparation program

design and approval, guide professional development and licensure renewal, improve working conditions and direct personnel management decisions.

**Create a State Commission or Task Force** to develop recommendations to strategically improve school principal recruitment and selection, preparation, licensure, mentoring, professional development and/or evaluation and ongoing support that includes legislators, practitioners and such key stakeholders as the chief state school officer, state board of education and governor's office.

**Develop and Support Statewide Longitudinal Data Systems** to track principal vacancies, mobility and retention rates; completion of preparation programs; principal performance on the job; number of licenses granted annually; and the types of support principals need on the job. This information can help state and district leaders make strategic decisions and targeted investments to improve the principalship.

**Improve working conditions** by giving principals more autonomy over bud-

gets, staffing and curriculum, and access to timely and useful data in exchange for greater accountability.

**Align all components** of a principal's career continuum, including recruitment and selection, preparation, licensure, mentoring, professional development and evaluation and ongoing support, as well as state and district policies to improve and support principals.

**Direct resources** to programs and policies that are proven to be effective in recruiting, preparing, supporting and evaluating effective principals.

## RESOURCES

NCSL School Principals Webpage:  
[www.ncsl.org/research/education/school-principals](http://www.ncsl.org/research/education/school-principals)

The Wallace Foundation:  
[www.wallacefoundation.org](http://www.wallacefoundation.org)

New Leaders: [www.newleaders.org](http://www.newleaders.org)

The George W. Bush Institute's Alliance to Reform Educational Leadership: [www.bush-center.org/education-reform/alliance-reform-education-leadership](http://www.bush-center.org/education-reform/alliance-reform-education-leadership)

# ASK THE TEAM

BY DANIELA DOYLE

February 2015

## Leadership and Lattices: New Pathways Across the Teaching Profession

### Question From the Field

How are states creating teacher-leader models that keep accomplished teachers in the classroom while building a sustainable leadership pipeline?

Teachers need career pathways that provide new challenges and sustained opportunities for leadership without leaving the classroom. Better opportunities for leadership and innovative pathways help increase the retention of strong teachers. Although few such programs existed several years ago, a growing number of states, districts, charter schools, and other organizations have recently introduced some kind of teacher-leader program (Natale, Gaddis, Bassett, & McKnight, 2013). To support these efforts, in 2014 the U.S. Department of Education and the National Board for Professional Teaching Standards jointly launched the Teach to Lead initiative. Designed to help expand opportunities for teacher leadership while also allowing teachers to stay in the classroom, the initiative hosts an online community, Commit to Lead, as well as regional Teacher Leadership Summits.

In this Ask-the-Team brief, we summarize the cross-sector research related to leadership programs, outline three best practices from existing teacher-leader programs, and provide next steps for state leaders interested in implementing a teacher-leader system. Throughout, we highlight different programs and strategies that have had some success in the field.

To identify successful teacher-leader programs, we first examined cross-sector research (e.g., business and medicine) that identified strategies for leadership

*“Our failure in education to create a modern career progression for teachers where they have opportunities to apply their talents in different and more challenging ways while continuing to work directly with students is out of step with where we are as a society. Few people entering the workforce expect to do the same job for 10 years, let alone 40.”*

—Amanda Kocon, Vice President, TNTP

#### Tip

#### What Is a “Teacher-Leader” Model?

In this brief, we define a teacher-leader model as any program or policy that includes a career pathway (or “career ladder”) for teachers, whereby excellent teachers are recognized for their performance and leadership skills.

programs that aim to increase the retention of high-performing employees. We then scanned dozens of teacher-leader programs<sup>1</sup> and identified programs with some evidence of a positive impact. Because so many of these models are new, however, little research or documentation exists to demonstrate their effectiveness. Our search identified only five programs with some evidence of success, such as increasing student achievement or teacher retention. Although these programs are not exemplars, they offer valuable lessons learned for developing teacher-leader systems.

## Lessons From Cross-Sector Research

- **Lesson 1. Opportunities for achievement, recognition, advancement, and growth matter to high performers in education and other professions.** Although salary increases typically accompany progress within an organization, opportunities for other types of advancement can boost retention among high-performing employees (Ableidinger & Kowal, 2010). Unlike pay increases, the ability to create or expand opportunities for career progress is not necessarily bound by budgetary constraints. Research also shows that high-performing employees are more attracted to promotion opportunities compared with low-performing employees, and they also are more likely to leave a position because of a lack of opportunity for advancement (Steel, Griffeth, Hom, & Lyons, 2002).
- **Differentiated pay structures make it more likely that high performers will stay in the profession.** When a company ties even a portion of its employee compensation to performance, the best workers increasingly remain, whereas low performers continue to depart (Ableidinger & Kowal, 2010). Sometimes, these staffing changes improve the overall value of a company's workforce by increasing the number of high performers and decreasing the number of low performers. As a result, about 90 percent of major companies in the United States use performance pay to both retain employees and increase their motivation and productivity ("Driven to Distraction," 2010). It is not enough to offer high performers more, though. Performance pay systems also must be designed well, meaning that compensation is competitive and raises are timely (Ableidinger & Kowal, 2010).

### Food for Thought

Researchers found that excellent teachers were more likely than low-performing teachers to cite dissatisfaction with career advancement opportunities as a reason for leaving the profession (TNTP, 2012). In addition, a 2012 survey indicated that teachers view higher pay as a key way of elevating the profession and boosting the quality of and the respect for teaching (Teach Plus, 2012).

<sup>1</sup> Our scan included winners of Teacher Incentive Fund grants and Teacher Advancement Program sites, as well as school systems and other organizations with a reputation for being leaders in this field.

## Program Spotlight

Leading Educators is a nonprofit organization that offers a two-year fellowship to help teachers currently serving in leadership roles develop their leadership skills. Fellows participate in a series of training sessions, visit excellent schools, work with a peer cohort, and work with a coach throughout the school year. In addition, all fellows must design and implement a two-year project aimed at raising the achievement of a target student group and developing the capacity of the adults they oversee.

- Fellows do not receive additional pay as Leading Educators fellows; however, as of 2013 more than one half of all fellows had been promoted to new leadership roles since participating in Leading Educators.
- Ninety-eight percent of past and current fellows continue to serve high-need populations.
- In Kansas City, fellows' students showed five times the academic growth of their counterparts across the district.
- In New Orleans, fellows' students grew 12 times more than their counterparts did across the district.

In collaboration with the Aspen Institute, Leading Educators recently published a series of briefs sharing lessons learned on teacher leadership programs in Denver, Colorado; Tennessee; and Pritzker College Prep in Chicago, Illinois.

Sources: *Leading Educators Factsheet* ([http://www.leadingeducators.org/resource/1362157767000/aboutus\\_impact\\_docs/LE\\_Factsheet\\_Nat\\_2012-1221.pdf](http://www.leadingeducators.org/resource/1362157767000/aboutus_impact_docs/LE_Factsheet_Nat_2012-1221.pdf)) and *Leading Educators: What We Do* (<http://www.leadingeducators.org/whatwedo>)

## District Spotlight

Teach Plus runs several programs aimed at demonstrably effective urban teachers who want to stay in the classroom while expanding their impact as leaders. Its programs are designed to give urban teachers the skills and pathways to effect both school- and system-level change.

The **Teaching Policy Fellowship** is a highly selective, 18-month program for teachers who want to have a voice in the policy decisions that impact their classrooms. The **Teach Plus Network** is an expanding series of in-person and virtual forums that provides more than 12,000 teachers nationwide with opportunities to advocate for policies that elevate the teaching profession and retain effective teachers.

In addition, the **T3 Initiative** is a first-of-its-kind program designed to ensure that students have increased access to excellent, experienced teachers by placing cohorts of highly effective teachers as teacher leaders in the schools that need them most. The T3 Initiative recruits, develops, and supports experienced and highly effective teachers to become turnaround specialists who then serve as leaders in high-need schools.

- Data from the first two cohorts show that many T3 teachers have eliminated achievement gaps with other schools in the Boston Public Schools system and are now exceeding the district average.
- T3 schools' student achievement results also surpassed other turnaround schools in Massachusetts. Schools of both T3 cohorts have outpaced turnaround school gains in Massachusetts by 10 or more percentage points.

Sources: *T3: Closing the Gap: Progress Over Two Years in T3 Schools* (<http://www.teachplus.org/our-impact/practice/student-outcomes>) and *Ready for the Next Challenge: Improving the Retention and Distribution of Excellent Teachers in Urban Schools: A Proposal by Teachers* ([http://www.teachplus.org/sites/default/files/publication/pdf/ready\\_for\\_the\\_next\\_challenge-improving\\_the\\_retention\\_and\\_distribution\\_of\\_excellent\\_teachers\\_in\\_urban\\_schools.pdf](http://www.teachplus.org/sites/default/files/publication/pdf/ready_for_the_next_challenge-improving_the_retention_and_distribution_of_excellent_teachers_in_urban_schools.pdf))

# STRATEGIES FROM CURRENT TEACHER-LEADER SYSTEMS

## 1. CREATE A CAREER LATTICE Ensure Multiple Routes to Advancement

Many teacher-leader models offer only one kind of advanced role—helping other teachers. Excellent teachers are diverse and may or may not have an interest in or the skill set to succeed as instructional coaches or mentors. An ideal career structure is a lattice in which great teachers can pursue different paths that best fit their strengths and career interests. The career lattice could include leading peers or provide roles such as reaching more students using technology, serving as a multiclassroom teacher, and specializing in a particular subject or grade combination.



In Denver Public Schools, the district implemented a Differentiated Roles Pilot to address the challenge of principals' overburdened plates, especially for classroom observation and feedback. As part of the pilot, teacher leaders serve as team leads for six to 10 colleagues. Team leads teach for one half to three quarters of the day and devote the rest of their time exclusively to management responsibilities, including the following tasks:

- "Observe six to ten colleagues as regularly as once per week and provide feedback in one-one-one meetings
- Lead regular team meetings to discuss problems of practice and common areas for development
- Conduct formal evaluations" (p. 2)

Team leads are provided training on topics such as approaches to coaching, debriefing, and difficult conversations, and they receive a \$5,000 annual stipend. The program costs approximately \$100,000 per school to operate. The district plans to expand the pilot in the 2014–15 school year.

Source: *Sharing the Load: Denver Public Schools' Differentiated Roles Pilot* ([http://www.leadingeducators.org/resource/1413573107000/pubs\\_2014\\_oct/AES\\_LE\\_Sharing-the-Load-Denver\\_101614.pdf](http://www.leadingeducators.org/resource/1413573107000/pubs_2014_oct/AES_LE_Sharing-the-Load-Denver_101614.pdf))

## 2. RESTRUCTURE YOUR BUDGET Create a Sustainable Model Using Existing Funds

As cross-sector research illustrates, creating meaningful teacher-leader systems that provide opportunities for teachers to extend their impact and incentives to remain in the profession require that excellent teachers earn more. Although the research base on the effects of compensation reform in education is nascent and inconclusive (Allen, 2005; Hough, 2012), several studies have shown that salary increases or bonuses can increase teacher retention and attract new, high-quality talent to the field (Clotfelter, Glennie, Ladd, & Vigdor, 2007; Teach Plus, 2012). Funding pay increases in a sustainable fashion, however, has been a major challenge in new career

### Tip

The Center on Great Teachers and Leaders offers an online tool called the Innovation Station. This tool is a one-stop resource for the latest information and tools on recruiting and selecting, retaining, rewarding, and extending the reach of excellent teachers, including teacher-led professional learning. Check out the site to find the latest cutting-edge tools and resources, share strategies, and receive input and feedback from experts.

pathways. In most systems, teacher-leader roles are funded on top of existing school budgets. As grants run out or the leader championing the program leaves the district, the program is likely to end if it does not have a sustainable funding mechanism.

## State Spotlight

The Missouri General Assembly launched Missouri's Teacher Career Ladder Program in 1985, which serves as an instructive case for the importance of financial sustainability. The program ended in 2010–11 as a result of budget cutbacks (Livengood, 2010), but it operated successfully for 25 years. The goals of this program were twofold: (1) improve student achievement and (2) attract and retain effective teachers. It was a voluntary program for districts that offered teachers additional pay for performing additional teaching responsibilities. What were the characteristics of the program?

- The program provided teachers who had at least five years of teaching experience supplemental pay in three stages. To earn additional pay, teachers had to assume additional responsibilities, such as private tutoring, participating in professional development, providing students with opportunities for enhanced learning experiences, and leading extended-day activities:
  - **Stage 1.** Up to \$1,500 per year in additional pay for at least two additional teaching responsibilities requiring 60-plus hours per year.
  - **Stage 2.** Up to \$3,000 per year in additional pay for at least three additional teaching responsibilities requiring 90-plus hours per year.
  - **Stage 3.** Up to \$5,000 per year in additional pay for at least four additional teaching responsibilities requiring 120-plus hours per year.

In one study, teachers in districts participating in the Teacher Career Ladder Program were less likely to leave their schools and less likely to leave teaching compared with teachers from nonparticipating districts (Booker & Glazerman, 2009).

Source: *Missouri's Teacher Career Ladder Program* ([https://my.vanderbilt.edu/performanceincentives/files/2012/10/Booker\\_et\\_al\\_for\\_posting1.pdf](https://my.vanderbilt.edu/performanceincentives/files/2012/10/Booker_et_al_for_posting1.pdf))

## District Spotlight

Financial sustainability is one of the five principles guiding reform efforts of Project L.I.F.T. in Charlotte-Mecklenburg, North Carolina. In 2012, Project L.I.F.T. became the first implementation site in Public Impact's initiative to extend the reach of excellent teachers and build an Opportunity Culture for teachers and students (Public Impact, 2013). Four schools worked with Public Impact to develop new staffing plans that include career pathways and sustainable higher pay for teachers filling those roles.

Teachers in new reach-extending roles earn pay supplements of up to \$23,000, which is approximately 50 percent higher than the average teacher pay in North Carolina. The supplement depends on the number of students a teacher reaches, and, in the case of teacher leaders, the number of teachers they oversee. All pay increases, however, are supported through regular per-pupil funding resulting from position exchanges and other funding reallocations, not temporary grants.

In January 2015, the district announced plans to scale up the initiative—adding 17 schools implementing the new models in 2015, with plans to add more in the future.

Sources: *Charlotte, N.C.'s Project L.I.F.T.: New Teaching Roles Create a Culture of Excellence in High-Need Schools* ([http://opportunityculture.org/wp-content/uploads/2013/06/Charlotte\\_N.C.\\_Project\\_L.I.F.T.\\_An\\_Opportunity\\_Culture\\_Case\\_Study-Public\\_Impact.pdf](http://opportunityculture.org/wp-content/uploads/2013/06/Charlotte_N.C._Project_L.I.F.T._An_Opportunity_Culture_Case_Study-Public_Impact.pdf)); *Charlotte-Mecklenburg Schools and Project L.I.F.T.* (<http://opportunityculture.org/our-initiative/participating-sites/cms-project-lift/>); and *Recruiting in an Opportunity Culture: Lessons Learned* ([http://opportunityculture.org/wp-content/uploads/2015/01/Recruiting\\_in\\_an\\_Opportunity\\_Culture-Public\\_Impact.pdf](http://opportunityculture.org/wp-content/uploads/2015/01/Recruiting_in_an_Opportunity_Culture-Public_Impact.pdf))

### 3. MOVE UP WITHOUT MOVING OUT Keep Great Teachers in the Classroom

New career opportunities often pull great teachers out of the line of responsibility for students. As a result, “moving up” means that many of the best teachers often have limited influence over their peers and even less opportunity to impact student learning. In addition, teachers who are pulled out of the classroom must be replaced, and there is no guarantee that their positions will be filled by equally effective educators.

#### Food for Thought

Teachers have indicated that leadership opportunities that keep them connected to their own classrooms can be a motivating force in remaining in the profession. The current lack of diverse career opportunities is a significant source of dissatisfaction within the profession (Hart, 1987, 1994, 1995; Rinehart, Short, Short, & Eckley, 1998).

#### State Spotlight

Recommendations from the Iowa Department of Education’s Task Force on Teacher Leadership and Compensation aim to provide new career pathways for teachers and increase compensation while making sure that excellent teachers can continue to teach. The initiative was formally adopted in the state’s education reform package passed by the Legislature in 2013.

In teachers’ first two years, they will be called “initial” teachers. When they enter their third year, they are promoted to “career” teachers and become eligible to apply for one of three leadership positions:

- **Model teachers.** These teachers become part of a database of teachers willing to invite others to observe their classrooms.
- **Mentor teachers.** These teachers teach 70 percent of the time and mentor other teachers 30 percent of the time.
- **Lead teachers.** These teachers teach 50 percent of the time and mentor other teachers 50 percent of the time.

Thirty-nine districts were chosen to implement the first teacher leadership systems in fall 2014. An additional 126 districts were chosen to put in place local plans—76 of them during the 2015–16 school year and another 50 during the 2016–17 school year. The districts serve a mix of urban, suburban, and rural communities. Iowa’s goal is to have all districts participate in the optional system by 2016–17.

Source: *126 School Districts Chosen for Teacher Leadership System* (<https://www.educateiowa.gov/article/2014/12/22/126-school-districts-chosen-teacher-leadership-system>)



## WHAT'S MY ROLE? OPTIONS FOR STATE LEADERS

Our scan of teacher-leader programs showed that the majority of them have been developed at the district level, not the state level. State departments of education can still play an important role in motivating and shaping programs at the district level by setting guidelines for robust teacher-leader systems. The guidelines should include career paths that have the following characteristics:

- Diversity.** The career paths are diverse, offering excellent teachers multiple routes toward advancement and to build on their skills.
- Expandable.** Expand the number of students for which teachers are responsible versus removing excellent teachers from the classroom by default.
- Pay commensurate with responsibility.** Pay teachers more in exchange for taking on additional responsibilities.
- Sustainable.** The career paths are financially sustainable on existing per-pupil funds.

A state department of education could create a model teacher-leader system that districts can adopt, or propose different programs that meet the same standards. Alternatively, a state could help a few districts pilot new systems or sponsor a grant program for district proposals of teacher-leader systems that meet the guidelines. The state also could convene conferences or webinars to help districts share ideas and resources for creating a teacher-leader system.



The Arizona Career Ladder Program provides a clear path to career advancement for teachers who wish to remain in the classroom, and it is one of the oldest continuous teacher incentive programs in the country. Although responsibility for funding the program has shifted from the state to individual districts in the years since the program's 1985 launch, 28 districts still participate, and approximately 40 percent of the state's teaching workforce participates in the program. The characteristics of the program are as follows:

- **Pay with a purpose.** Participating districts must use a performance-based compensation system, which they create.
- **Opportunities for advancement.** Participating districts design their own career ladders, which must do the following:
  - Establish a multilevel system of teaching positions.
  - Provide opportunities for continued professional development.
  - Require improved or advanced teaching skills, higher level instructional responsibilities, and demonstration of pupil academic achievement.
- **Impact.** Participating districts have seen significant improvements in student achievement in reading, mathematics, and writing.

Sources: *The Effects of the Career Ladder Program on Student Achievement* (<http://www.azed.gov/wp-content/uploads/PDF/CareerLadderReport.pdf>) and *Arizona Career Ladder Program: Participating Districts* ([http://www.azed.gov/wp-content/uploads/PDF/Participating\\_Districts.pdf](http://www.azed.gov/wp-content/uploads/PDF/Participating_Districts.pdf))



## I WANT TO KNOW MORE!

### Resources

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**For more examples or information on this topic**, please e-mail [gtlcenter@air.org](mailto:gtlcenter@air.org).

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September 29, 2015

To: Maine Task Force on School Leadership

From: Gordon Donaldson

Here are a few observations I've made about the past few decades of school leadership in Maine. I hope you find them helpful in giving our work some context.

1. Prior to 1960, administration was "bare bones" by today's standard.
  - Maine schools were administered mostly by teaching principals, most of whom were women at the elementary level;
  - Maine districts (the vast majority were School Unions) employed a single superintendent and a clerical staff;
  - 2.3% of total operating expenditures was for "administration" (Table B-4); and
  - Principals and superintendents were expected to "keep schools open and running smoothly" – largely a *management* function.
  
2. Between 1960 and 2000, the number of administrators and clerical staff grew very fast as the expectations of schools (and of administrators) changed considerably.
  - The number of "instructional personnel" nearly tripled, particularly in the areas of special education, gifted and talented, remedial programming, and school-to-work;
  - Most principals became full-time principals, sometimes with multiple schools to supervise;
  - The vast majority of central offices added administrators and clerical positions for Business, Special Education and Curriculum Coordination; many employed Assistant Superintendents and Supervisors of Food Service, Facilities, and Transportation. (See Table A-8); and
  - 9.3% of total operating expenditures was for "administration" in 2000. This figure does NOT include the management costs of Special Education or Supervisors of Food Service, Facilities, Transportation. (Table B-4).
  
3. Expectations of our schools leaders have changed to now include:
  - Provide "instructional leadership", not merely "management"; principals and superintendents need to be expert at "school improvement";
  - Understanding special populations and how staff should serve them well;
  - A steady diet over 30 years of mandates and initiatives aimed at ensuring that "all children will learn to high standards" and heightened public exposure to each school's "outcome measures";
  - Larger state & district bureaucracies and thicker "policy books" to follow
  - Funding programs on tighter and more politically contested budgets; and
  - More resources to support and guide administrators toward leadership.



**MAINE TEACHERS, MANAGEMENT PERSONNEL, AND COSTS OF ADMINISTRATION: 1900 – 2000**  
 (Source: Donaldson (2014) *From Schoolhouse to Schooling System; Maine Public Education in the 20<sup>th</sup> Century*)

**Table A-7. Instructional Personnel and Average K-12 Student-Teacher Ratios: 1900 – 2000**  
 (Sources: Maine Biennial Reports; Maine Educational Staff; Maine Educational Facts; U.S. Census)

	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
Elem Teachers	4,783	4,863	4,779	4,988	4,991	4,449	5,443	8,337			
Sec Teachers	669	771	1,211	1,203	1,548	1,762	2,363	4,577			
Total Teachers <sup>1</sup>	5,452	5,634	5,990	6,191	6,539	6,211	7,806	12,914	13,660	16,147	17,330
Tot Classrm Teachers									11,979	13,710	14,563
Elem Classrm Teachers									6,643	8,480	9,163
Sec Classrm Teachers									3,503	3,895	4,307
Comb El-Sec Clsrn Teachers									1,833	1,335	1,093
Spec Ed Teachers									1,217	1,793	2,159
Itinerant Teachers									464	644	608
Asst/Assoc Teachers									743	1,055	3,538
Teacher Aides									1,215	2,172	1,814
Total Instructional Personnel									15,618	19,374	22,682
K-12 Av. Student/Teacher Ratio <sup>2</sup>	26	31	26	27	29	25	23	19	19	15	14

1. Totals prior to 1980 did not identify specialist teachers; I assume they counted all certified teachers. Total Teacher counts for 1980-2000 include Classroom, Special Education, and Itinerant Teachers.
2. K-12 Student-Teacher Ratio calculated by dividing K-12 Net Enrollment by Total Teachers

**Table A-8. School Districts and Committees and Non-Teaching Personnel in Maine: 1900 – 2000**

(Sources: Maine Biennial Reports; Maine Educational Staff; Maine Educational Directories)

	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
Tot Local Ed Agencies <sup>1</sup>	9	72	140	145	129	114	141	165	179	184	192
Tot School Committees <sup>2</sup>	521	572	605	640	620	594	550	294	319	313	337
Superintendents (positions)	20	66	132	144	123	114	119	132	147	154	152
Asst Supt/CurrSpvsr/ SPed Dir (posit)							44	74	200	273	340
Bus Mgr/Spvrs Bldgs/ Transp/ Food Svc							8	198	266	393	
Total Central Office <sup>3</sup>							214	545	693	885	
Total Principals (Pub & Priv positions)			239				743	754	675	829	886
Princ'l's Elementary			33				580	600	291	442	513
Princ'l's Comb'd El-Sec									168	145	109
Princ'l's Secondary			206			246	234	154	216	245	264
Food Service Pers'l									1,657	1,635	2,301
Transportation Pers'l									1,322	1,497	1,564
Custodians											2,186
Expended for "Supervision" (\$1,000's)	NR	84.2	232.6	404.3	211.1	1,254.9	1,585.1	4,647.2	11,348	82,999	130,838
Per Pupil Admin Expense (based on Net Enrollment)		\$0.58	\$1.49	\$2.44	\$1.25	\$7.93	\$8.12	\$19.27	\$49.89	\$399.78	\$631.95

1. School Unions, Community School Districts, School Administrative Districts, and Municipal units  
 2. School Committee counts before 1970 refer to municipal committees; from 1900 – 1919, many Common Schools were served by "district" (neighborhood) school committees numbering between 3,000 and 3,600.  
 3. Not including clerical, receptionist, bookkeeping and accounting positions.

**Table B-4. Percentage of Total Maine School Expenditures by Function: 1900 – 2000**

(Sources: Maine Biennial Reports; Maine Educational Statistics; Maine Performance Report; MDOE Website)

	1900	1910	1920	1930	1940	1950	1960	1970	1980	1989	2000 <sup>2</sup>	2010
<b>Reg Instruction</b>	71.0%	54.8%	61.2%	56.6%	59.4%	55.4%	54.8%	65.4%	46.7%	47.3%	46.0%	40.3%
<b>Special Instruction<sup>1</sup></b>		2.1%	2.9%	3.1%	3.0%	1.6%			8.1%	9.2%	14.6%	16.8%
<b>Other Instruction</b>			0.4%	0.3%	0.2%	0.2%	0.3%	1.0%	4.2%	2.9%	1.8%	2.7%
<b>Tuition</b>		0.4%	3.5%	4.4%	5.8%	6.2%	2.8%	1.8%	2.8%	3.4%		
<b>Student/Staff Support</b>			0.1%	0.3%	0.3%	0.2%	0.5%	0.5%	0.7%	3.6%	5.1%	8.0%
<b>Administration</b>	3.4%	2.5%	2.6%	3.6%	3.8%	1.4%	2.3%	2.6%	3.1%	9.4%	9.3%	8.3%
<b>Facil Maint</b>	10.0%	19.5%	14.2%	12.9%	14.3%	13.5%	12.7%	9.8%	12.7%	11.0%	11.1%	11.6%
<b>Tran &amp; Buses</b>		4.0%	4.7%	5.5%	6.9%	11.5%	6.2%	5.4%	7.5%	6.7%	5.4%	5.3%
<b>Fixed Charges</b>			0.6%	1.0%	1.0%	0.0%	1.1%	1.8%	4.6%	0.6%		
<b>Capital Outlay</b>	15.9%	16.6%	9.8%	12.5%	5.3%	10.2%	10.9%	1.7%	1.4%	1.1%		
<b>Debt Svce</b>							7.0%	9.4%	7.1%	4.5%	6.3%	6.4%
<b>All Other (incl Sch Lunch)</b>							1.4%	0.6%	1.2%	0.4%	0.3%	0.2%
<b>Grand Total (Sum)</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: This table is based on Table B-3.

Academy expenditures are not included in this table. Definitions of Functions changed somewhat over time.

1. Special Instruction is largely vocational, arts, and Physical Education from 1910 to 1950. In 1960 and '70, vocational and "special education" spending appear to have been included in either Regular Instruction or Other Instruction. For 1980 through 2000, "Special Instruction" includes Special Education and Vocational/CTE (See note in Appendix Introduction.)

2. In 2000, Tuition was included in Regular Instruction; Fixed Charges in Facilities/Maintenance; and Capital Outlay in Debt Service.

Source: Donaldson (2014) *From Schoolhouse to Schooling System; Maine Public Education in the 20<sup>th</sup> Century*



**THE MAINE PRINCIPAL STUDY**

**Change and Stability in School Leadership: 1997 – 2011**

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College of Education and Human Development  
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**In Collaboration with the  
Maine Principals' Association**

**October, 2012**



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## Introduction

Students, parents, school boards, and teachers across the state of Maine put a lot of stake in the principals of their schools. The professional knowledge and skills of these key educators can spell the difference between a school where everyone knows that “every child is learning” and one where many doubt the quality and focus of the educational program. Principals’ ability to work well with a wide variety of people, their capacity to address with others the many educational challenges in a busy school, and their personal resilience are extremely important.

The Maine Principal Study (MPS) has documented since 1997 how Maine principals experience their work and feel about their effectiveness. The insights gleaned from it are, we think, critical to maintaining and growing the quality of school leadership in the state. As Maine and the nation have rallied to improve schools, concerns about school principal quality, recruitment, turnover, and work conditions have risen. Since the mid-1980s, we have witnessed a steady stream of articles and studies raising doubts that the principalship is in good health (Center for Public Education, 20012; Fenstermacher, 1999; Murphy, 1992). A recent study by the Wallace Foundation (Seashore-Louis, et al, 2010) noted the importance to a school’s success of principal continuity, the principal’s engagement in instructional supervision and improvement, and district support for principals’ instructional leadership and professional learning.

In our 2005 report, we noted that Maine school boards, educator associations, and school administrators agree that the principal is a key player in the health and success of our schools. They agree, as well, that our state has yet to address directly the “school leadership crisis” highlighted in 1999 at a Select Seminar conducted by the Maine Leadership Consortium.

Indeed, as performance demands on Maine schools, educators, and communities have continued to rise, the challenges detailed in two 1998 studies on the principalship (Educational Research Service, 1998; Keller, 1998) and reinforced by our three earlier studies of Maine principals have grown steeper. These, in brief, are: 1) attracting the best educators to the principalship; 2) supporting them professionally so that the management requirements of running the school do not eclipse the leadership of top-notch learning programs for children and teachers; and 3) making this work manageable and personally rewarding – not at the cost of personal commitments and priorities.

A team from the University of Maine led by Gordon Donaldson has, since 1997, sought to provide a research base to inform the state's efforts to strengthen school leadership. Following the first administration of the Maine Principal Survey to all principals and assistant principals by Donaldson and Charles Hausman in 1997, the MPS was again administered by Donaldson, Don Buckingham and Ted Coladarci in 2001; and again by Donaldson, Buckingham, and George Marnik in 2005. These earlier studies were reported through publications (Donaldson & Hausman, 1998; 1999; Hausman et al., 2002; Donaldson, Buckingham, and Coladarci, 2003; Donaldson, Buckingham, and Marnik, 2005) and presentations in Maine and to national audiences.

This monograph describes the results of the 2011 survey and compares the profile of Maine principals that emerges with the 1997, 2001, and 2005 profiles. The trend data reported here can provide a powerful basis for districts, professional groups, and policy makers to use in planning the improvement of conditions for leadership in Maine schools.

For more detailed data or to share observations and comments, readers are encouraged to contact the authors at ([gordon.donaldson@umit.maine.edu](mailto:gordon.donaldson@umit.maine.edu)) or [george.marnik@umit.maine.edu](mailto:george.marnik@umit.maine.edu).

### **The Survey**

The 2011 Maine Principal Study survey (see Appendix A) differed from previous surveys in two respects: it was distributed electronically; and several items were dropped because they had not yielded particularly useful information during previous administrations. In the past, cover letters and surveys had been mailed to school leaders throughout the state; data were hand entered or scanned, then analyzed with statistical software. In 2011, electronic distribution through the Maine Principals' Association (MPA) membership list permitted a higher rate of return, more convenient data analysis, and lower cost. The research team used "Qualtrics", a web-based survey software available for use by all University of Maine faculty, students and staff, for this iteration of the survey.

In November 2011 emails were sent to PK-12 school principals and assistant principals throughout the state asking them to participate in the survey and linking them to the designated web site where it could be taken. Two departures from the past were implemented at this point. First, the survey timeframe was shifted to late fall from the springtime in a further attempt to increase the rate of participation. Second, the Maine Principals Association agreed to support this effort by electronically distributing the emails to all of their membership and encouraging their support of this initiative.

Of the 718 notices about the survey emailed to MPA members, 479 were returned and were usable in the final study, a response rate of 67%. This rate of completion is in comparison

to 43% in 2005, 53% in 2001 and 63% in 1997. Of these respondents, 24% were assistant principals, 6% teaching principals and 70% supervising principals. By our calculations these 347 principals and teaching principals represent 60% of the total population of principals and assistant principals on the Maine Department of Education roster for the year. These figures also indicate a higher rate of participation compared to those in our 2005 study (46%). With these increases over past participation rates, the research team believes an even more valid view of leadership in Maine schools is provided.

The researchers compared the sample of responding principals with the state's principal population and found that it approximately matches the statewide distribution of principals with respect to gender, length of tenure, education level and several attributes of the schools they served, including size, rurality, and percentage of students eligible for free/reduced lunch. Although there is reason to see the sample as representative of the whole population, readers need to be cautious about claims made on the basis of these findings. It is likely that school leaders who did not respond differed in experience, attitude, and demographic characteristics from those who did in some respects. We conjecture, for example, that principals who felt most burdened by their work in November 2011 and who were less interested in the goals of the survey were less likely to have responded.

The 2011 Maine Principal Study survey itself was identical to the 2005 survey with two exceptions. In 2005 and before, we asked principals to rate not only how frequently they were involved in a range of typical principal activities, but also the "impact" each activity had on their success as a principal. In the 2011 survey, we dropped the "impact" dimension of this item. See Table 5. Beyond that, we removed several items that in the past yielded results quite similar to closely-related items in the "activity" section (E) and the "worklife" section (F).

**Maine Principal Study 2011**  
**Executive Summary**  
**Observations About Maine Principals: 1997 – 2011**

Based on the responses of 479 Maine principals (67% return rate) to the 2011 Maine Principal Study survey:

- ❖ 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;
  - is supervising a school where more students are eligible for Free or Reduced-price Lunch (54% reported over 50% of their students qualify)
- ❖ 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.”
- ❖ 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.
- ❖ The vast majority – 80% to 95% -- of Maine principals continue to find their work rewarding, energizing, and enjoyable.
- ❖ Similar majorities believe they are “making a positive difference for students at my school” and that “I am making progress at my school.”
- ❖ 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”.
- ❖ 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.”
- ❖ 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.

- ❖ 14 % say, if they had the choice to make again, they would “definitely not” or “probably not” become a principal; 15% were “unsure”. This is a consistent finding over 14 years.
- ❖ 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.
- ❖ In general, they feel that parents and community have positive views of their schools.
- ❖ 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;
  - is directly related to their perception that the community, district, and staff are in consensus about the positive direction of their school.
- ❖ 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.