

**LOUISIANA
EDUCATIONAL LEADERSHIP PREPARATION
TRANSFORMATION 1.0 (2004-2014)**

Elements	Descriptions
Educational Leadership Preparation Transformation Concerns/Needs in 2001:	<ul style="list-style-type: none"> • <i>Five</i> separate areas of certification for school and district-level administrators existed: Elementary School Principal; Secondary School Principal; Parish or City School Supervisor of Instruction; Parish or City School Superintendent; and Supervisor of Child Welfare and Attendance/Visiting Teacher. • BESE required preparation programs to deliver specific <i>courses</i> for certification (e.g., school law, school finances, organizational management, etc.). • Educational leadership preparation programs were <i>not</i> required to address <i>standards</i> for educational leaders. • Programs were <i>not</i> required to provide candidates with real-world, <i>job-embedded experiences</i>. • Perception that principal and administration degrees were money-making programs that produced <i>large numbers</i> of graduates but lacked quality.
Purpose of Educational Leadership Preparation Transformation 1.0:	To deliver educational leadership programs that provided real life problem-based learning experiences that directly impacted improvement in schools and districts.
Primary Stakeholders to be Engaged in Educational Leadership Preparation Transformation 1.0:	Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, public universities, private universities, private providers, K-12 school/district partners, educator organizations, business/community partners, parents, and other interested partners.
Aspects of Educational Leadership Preparation Programs that Mattered the Most in 2001:	<ul style="list-style-type: none"> • Consolidate the five areas of certification into one certification area for “<i>Educational Leader</i>.” • <i>Align</i> preparation programs to state and national <i>educational leadership standards</i>. • Provide site-based experiences that allowed candidates to demonstrate leadership in <i>real-life situations</i>. • Deliver <i>smaller sized programs</i> that produced higher quality educational leaders. • Provide <i>different pathways</i> for educational leadership certification.
Initiatives That Support Educational Leadership Preparation Transformation 1.0:	<ul style="list-style-type: none"> • BESE set higher expectations and adopted new certification requirements for educational leaders. Universities and school districts were expected to: <ul style="list-style-type: none"> ➢ Redesign their programs and work collaboratively during all stages of the redesign process (program structure, curriculum, delivery, and evaluation). ➢ Jointly establish criteria for selection of candidates for the educational leadership programs; ➢ Jointly identify educational leadership candidates who met the criteria and exhibited leadership characteristics. ➢ Jointly create a curriculum in which one-third of the courses were focused upon instruction and the improvement of student achievement. ➢ Jointly identify competencies that required all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy. ➢ Jointly create learning activities that were focused upon problem-based learning while addressing state and national educational leadership standards. ➢ Jointly develop relevant site-based experiences and internships that allowed candidates to demonstrate leadership competencies in real-life situations. • BESE policy created a Teacher Leader Endorsement and provided 4 pathways for educational leadership certification: <ul style="list-style-type: none"> ➢ Master’s Degree Pathway. ➢ Alternate Pathway 1 for persons who already possessed a Master’s Degree in an area other than Educational Leadership and completed Educational Leadership coursework. ➢ Alternate Pathway 2 for persons who already possessed a Master’s Degree in an area other than Educational Leadership and provided documentation of leadership experience. ➢ Alternate Pathway 3 for persons who possessed a baccalaureate degree and completed a competency-based educational leader practitioner (residency program). • University/district redesign teams were created and all educational leadership programs were

	<p>redesigned to address state/national standards and address the new State expectations.</p> <ul style="list-style-type: none"> • National experts from the national Educational Leadership Constituent Council and Southern Regional Education Board interviewed redesign teams and evaluated all redesigned educational leadership programs to determine if they had met state expectations and addressed state/national standards. All pre-redesign educational leadership programs were terminated and programs were not approved by BESE and the BoR unless they met the higher state expectations. • BESE later changed the educational leadership licensure structure in order for Level 1 certificates to serve as an entry-level certificate for individuals seeking to qualify for school and/or district Educational Leadership positions and individuals moving to Level 2 certificates after successfully meeting standards of effectiveness as an Educational Leader for three years and completing the required years of experience.
<p>Extension of Redesign Work</p>	<ul style="list-style-type: none"> • Grant from The Wallace Foundation - \$4.2 Million – December 1, 2004 to June 30, 2008: Grant from The Wallace Foundation to the Office of the Governor for the BoR, LDOE, and educational leadership preparation programs to develop a cohesive educational leadership system in Louisiana. The grant supported the following for educational leadership preparation. <ul style="list-style-type: none"> ➤ Selected four university/district partnerships (ULL/Lafayette; SUBR/EBRP, SLU/Region 2, and UNO//Orleans/SLC/RSD) to receive funding from The Wallace Foundation grant to pilot innovative designs for Teacher Leader Endorsements and Educational Leadership Master’s degrees that involved “tapping” of teacher leaders by districts and use of cohorts selected by districts for participation in educational leadership preparation programs that examined the use of residencies in schools. ➤ Selected two universities (UL-M and LSU-S) to implement a Louisiana Leader Fellows Pilot Program that identified the very best teacher leaders in Louisiana who were nominated by their school districts and provided funding for selected teacher leaders to participate in innovative, streamlined delivery models for an M.Ed. in Educational Leadership that utilized full time educational leadership residencies, interactive technology-based instruction, and face-to-face interaction during a 13 month time period. ➤ Provided funding for educational leadership preparation faculty to participate in SREB Leadership Curriculum Module training (e.g., Developing a Culture of High Expectations; Designing a Standards-Based instructional System; Implementing Data-Based Improvement, etc.) for integration into redesigned educational leadership preparation programs. ➤ Worked with SREB to adapt the SREB Mentoring Module to address Louisiana needs and provided training to faculty from all educational leadership preparation programs to train faculty at their universities to deliver the mentor modules to increase the effectiveness of mentors working with educational leadership candidates. ➤ Obtained BESE approval for new Interstate School Leaders Licensure Consortium (ISLLC) standards to be approved as the State standards for principals in Louisiana. • Grant from The Wallace Foundation – \$3.4 Million - July 1, 2008 to June 30, 2015: Grant from The Wallace Foundation to the Office of the Governor for the BoR, LDOE, and educational leadership preparation programs to further expand efforts to build a cohesive educational leadership system in Louisiana. The grant supported the following for educational leadership preparation: <ul style="list-style-type: none"> ➤ Aligned all redesigned educational leadership preparation programs and the LDOE Educational Leader Induction Program with the new ISLLC educational leadership standards that were adopted by BESE in 2007 and provided documentation to the LDOE/BoR. ➤ Created district/university teams, had district partners complete the SREB Core Conditions and Indicators of Program Redesign to rate the educational leadership programs, and worked collaboratively to identify strategies to address identified needs. ➤ Had district/university teams develop Memorandums of Agreements to address district and university needs identified through the SREB Core Conditions document. ➤ Provided educational leadership preparation faculty with training to: <ul style="list-style-type: none"> ❖ Integrate the School Administration Manager (SAMS) model into their educational leadership preparation programs. ❖ Integrate the SREB University-District Partnerships module into their educational leadership programs. ❖ Integrate the components of the Compass Principal Evaluation System into university educational leadership preparation programs. ➤ Provided training to 5 universities (Louisiana Tech, UL-M, LSU-S, Nicholls, and Xavier University) to deliver a Regional Turnaround Specialist Program developed by the University

of Virginia and LDOE for principals identified by the LDOE to participate in a program to help them turnaround low performing schools and receive a Turnaround Specialist Endorsement from the LDOE.

- Had the State identify principals leading High Poverty/High Performing schools in Louisiana, collected information from HP/HP principals about best practices, developed resources and videos that described best practices of the principals, provided training for educational leadership preparation programs to use the resources to improve the effectiveness of educational leaders in low performing schools, and had HP/HP principals use the resources to provide support to principals identified by the LDOE as leading High Poverty/Low Performing schools.
- Conducted a research study entitled “Personnel Policy Study: Educational Leader Supply and Demand in Louisiana” by Jayne Fleener, Laura Jewett, and Jolanta Smolen. (Louisiana State University)
- Conducted a research study entitled “Working Conditions Survey: A Closer Look at the Perspectives of Current School Leaders from Four Louisiana School Districts” by Larry Garrison, Kevin Krug, Julie Bergeron, and Ruth Ray. (Louisiana State University at Shreveport)
- Provided recommendations for an Educational Leadership Accountability System for all educational leadership programs.

Types of Evidence to Report to the Public:

- As a result of the redesign process, all pre-redesign educational leadership programs were terminated, and by July 1, 2006, the following occurred:
 - 1 university was recommended for full approval by the national consultants.
 - 9 universities addressed all stipulation identified by the national experts and were recommended for approval.
 - 4 universities were not initially recommended for approval due insufficient partnerships and other stipulations but later approved after developing deeper partnerships with school districts to redesign the programs and submitting new proposals that were evaluated by the national experts.
 - 1 university was not approved and chose not to offer an educational leadership preparation program.
- Institutions now have smaller programs that are aligned with state and national standards and place a greater emphasis on site-based experiences in schools.

Number of Completers of Redesigned Educational Leadership Programs – Master’s Degree							
Universities	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grambling			9	12	3	3	4
LSU			4	12	14	12	6
LSU-S	8	9	21	11	9	17	12
LA Tech	1	3	5	20	15	13	15
McNeese	5	36	25	44	27	23	40
Nicholls	3	20	45	28	36	28	45
Northwestern	1	14	15	18	9	14	10
SLU	22	32	35	113	71	85	84
SUBR		48	16	25	20	16	17
ULL	17	20	17	21	18	22	18
ULM	23	18	22	21	22	18	16
UNO	12	15	17	18	10	13	8

- The *New York Times* identified five states that were leading other states in improving the preparation of new teachers and educational leaders. A video clip and written information pertaining to the redesign of all teacher preparation and educational leadership programs was provided as part of the New York Times Knowledge Network. (2006)
- A publication by SREB entitled *Schools Can’t Wait: Accelerating the Redesign of University Principal Preparation Programs* identified Louisiana as a state that had already started redesigning their programs and described a process for other states to use that was similar to the process that has been used in Louisiana to redesign their programs. (2006)