

9/15

School leadership Forum

THE
WHY
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- Early retirement incentives: losing teachers early
- Tremendous difficulty in hiring superintendent's → Demand for leadership
Headhunters recruiting Principals
- Hiring 20% of teachers each year - lost 10% of principal corps
- Seattle committed to identifying and developing Principal talent
- Superintendent's most work for control despite the governance structure
- Technology makes learning not geographically centered - notion of Board + Superintendent ~~is~~ based on geo. dysfunctional
- Devolution of administration and control from district to school
- Move to system where no "Sup. of schools," → "Sup. of education"
- Role of schools to create "knowledge workers" - not clear to public what they want → We have not created/articulated a vision
Teachers not focused on teaching/learning, focused on control/order/curriculum ^{follows}
- Can't recruit teachers - have no control - individuality means want to be in ^{charge}
Draw non-traditional pool for teachers + increase pay
- Schools dealing w/ social ills - health issues facilities issues - unfunded mandates around special education - need help/guidance/resources
- Federal role - increase science in education - explore science of education
 - Benchmarking student achievement nationally/internationally - ^{quality} ^{data} ^{management} ^{school}
 - Galvanize private sector to create new/viable partnership w/ schools + systems
- What does the system do to block leaders?
Principal certification - People who want limited or part time jobs
- Teachers union has to own teacher shortage - get public on your side
 - White House or Brookings conference focused on shortage of leadership
 - Focus on how we are/should prepare teachers/principals/sups

- Define focus + solve 2 or 3 biggest challenges - focus dollars + policy
- Need few, meaningful, performance based standards for certification
- Need to shift focus from ~~learning~~ teaching to learning accordingly
- Agree on student performance requirements - outputs - and judge teachers
- Performance tied to freedom - Alignment of responsibility + authority
- Change focus from equity of input to equity of output
- Can't disregard inputs - what kind of structures foster commitment + motivation?
- Organize differently to make better use of technology (not teacher/principal/sp) differently
- Create an ecosystem of schools + programs to serve different kids
- People running schools don't have the tools to manage to outputs.
 - can't hire, can't fire, can't change curriculum, can't force recalcitrant faculty
- Choice + options key to this approach
- Focus charter school \$ on those that develop + implement an alternative learning model + hold accountable for results
- Great opportunity in having to replace staff + faculty to implement new systems
- Collaboration across federal agencies to address school needs
- * Get district + school board + teachers + admin + parents to agree to experiment
 - student + business
- > "What business are you in?" District business, teacher business, school business
- Follow child w/ adjustments based on educational need
- Do not focus federal \$ for research that is not scientifically rigorous relationship
- Increase tools - ability to terminate - reconstitution - change labor/mgmt
- Must show how reforms/ideas/tools/measures work together
- Baldrige award for districts → rigorous accreditation
- Fairness is not everybody getting the same thing; it's everybody getting what they need.
- Deregulation does not help if Fed. regs. have to be pushed down
- Need to determine the right consequences to force change

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**The Role of
Leadership in
Sustaining School
Reform:
*Voices from the Field***

U.S. DEPARTMENT OF EDUCATION

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