LOUISIANA
EDUCATIONAL LEADERSHIP PREPARATION
TRANSFORMATION 2.0 (2015-Future) (3.31.15)

Elements	Descriptions
Educational Leadership Preparation Transformation Concerns/Needs in 2015:	• A need exists to sort out which competencies need to be taught by the educational leadership preparation programs, which need to be heavily weighted in field experiences within the school/districts, and which are district specific and need to be addressed as new principals are mentored by experienced principals in the districts. • Educational leadership preparation programs need to further develop collaborative relationships that build on open communication with their different community and district partners. • Educational leadership preparation programs need to be based upon the most current state and national standards, relevant leadership skills, and diverse clinical experiences that prepare educational leaders for leadership in urban, rural, charter, and other school settings. • Educational leadership candidates need to be provided cohesive, sustained clinical experiences in a variety of schools and settings under the mentorship of effective leaders. • Educational leadership candidates need to exit preparation programs with the ability to collect, analyze, interpret, and use data when working with teachers to improve instruction and student learning. • Educational leadership candidates need to exit preparation programs possessing the knowledge and skills to create a positive school culture that embraces diversity, focuses on issues of poverty, deals with different cultures, and addresses varying needs (e.g., exceptional, ESL, ESCL).. • Educational leaders in Louisiana need to be better prepared to lead high schools that offer Jump Start TOPS Tech Career Diplomas that prepare students for the workforce. • Formal pipelines are needed between schools/districts and preparation programs to identify who is being hired and for what positions. • Preparation programs and schools/districts need to gather more qualitative data from program completers and the districts that hire them to clearly identify needs and strategies to improve leader effectiveness. • Educational leadership programs need to use a variety of technologies and be aware of the most effective ways to use them when interacting with candidates within courses/modules.
Purpose of Educational Leadership Preparation Transformation 2.0:	To prepare new educational leaders for schools in which students demonstrate growth in learning for success in college and careers.
Primary Stakeholders to be Engaged in Transformation 2.0:	Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, legislators, 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 Matter the Most in 2015-Future:	• Preparation of educational leaders who:
	  ➢ Possess the ability to shape a vision for academic success.
	  ➢ Understand group dynamics/team building to cultivate leadership in others.
	  ➢ Create a school culture and effective relationships with students, teachers, parents, and communities.
	  ➢ Possess the necessary knowledge to build and support a rigorous school curriculum.
	  ➢ Possess the ability to analyze data and use the data to make decisions.
	  ➢ Guide teachers and school personnel to ensure the academic success of all students (e.g., college-bound, career bound, high poverty, exceptional, ESL, etc.) to be college- and career-ready.
	  ➢ Maintain effective and ethical stewardship of physical and fiscal assets.
	  ➢ Possess entrepreneurial dispositions to hire and recruit school personnel, gain resources, communicate needs, and deliver specific programs for diverse communities.
	  ➢ Possess a working understanding of culturally responsive pedagogy and means for facilitating it.
	  ➢ Possess global awareness and the ability to work with business leaders to prepare students to meet workforce needs.
	• Collaborative partnerships with schools and districts that result in intensive and sustained clinical experiences that prepare program completers to lead schools.
	• Programs that are fully aligned with changing state and national standards (e.g., Compass, ISLLC, etc.).
	• Faculty who possess current knowledge and skills to prepare new leaders for varying types of school settings (e.g., rural, urban, traditional, charter, magnet, career academics, etc.).

Elements	Descriptions
Initiatives That Support Educational Leadership Preparation Transformation 2.0:	• ATLAS (Accomplished Teaching, Learning, and Schools) videos, case studies, and related materials (aligned with college- and career-ready standards) that have been created by the National Board for Professional Teaching Standards. (http://Atlas.nbpts.org) • INVEST videos/materials and Teacher Preparation MOOCs (aligned with college- and career-ready standards) that have been developed by the Ayers Institute for Teacher Learning and Innovation at Lipscomb University. (http://www.lipscomb.edu/ayers/resources) • District and School Support Toolbox that has been developed by the Louisiana Department of Education to provide school and district leaders with resources to successfully lead schools and districts to prepare students to be college- and career-ready. (http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox) • Library of Congress Teaching with Primary Sources initiative led by the Southeastern Louisiana University College of Education and Human Development that provides videos and resources that are aligned with college- and career-readiness. (http://pangea.selu.edu/tps/) • Resources developed through The Wallace Foundation Grants implemented in Louisiana from 2004-2015 that will be available on the Board of Regents web site by mid-April 2015.

Types of Potential Evidence to Report to the Public:	• ***Basic Program Information***
	
	➢ Program web site
	➢ Approval/Accreditation
	➢ Type of Program (e.g., Master's degree, Alternate Path 1, Alternate Path 2, or Alternate Path 3)
	➢ Delivery of Program (e.g., Face-to-face, Online, or Hybrid)
	
	• ***Candidate Selection Profile***
	
	➢ Percentage of candidates that start and complete the program
	➢ GPA of candidates entering the program
	➢ GPA of candidates completing the program
	➢ Number of candidates enrolled
	➢ Gender of candidates
	➢ Race of candidates
	
	• ***Knowledge and Skills for Leading***
	
	➢ *Academic Strength*
	   ▪ Passage rate on SLLA licensure assessment
	➢ *Licensure Requirements*
	   ▪ Percentage of completers meeting Louisiana licensure requirements
	➢ *Completer Rating*
	   ▪ Ratings of completers regarding the extent to which preparation programs prepared them to address state/national leadership standards in school and district settings
	
	• ***Performance as Educational Leaders***
	
	➢ *Impact on K-12 Students*
	   ▪ School performance scores of completers after 3 years of building level leadership.
	➢ *Demonstrated Leading Skill*
	   ▪ Compass leader evaluation scores of completers after 3 years of building level leadership

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Types of Potential Evidence to Report to the Public (Cont'd.):	*Program Productivity, Alignment to State Needs*
	
	➢ *Entry and Persistence in Leading*
	  ▪ Percentage and number of completers that obtained a license to lead
	  ▪ Percentage and number of completers who continued to lead three years after becoming a building level leader
	➢ *Placement/Persistence in High-Need Subjects/Schools*
	  ▪ Percentage and number of completers that obtain building level leadership positions in high need schools
	➢ *Employer Ratings*
	  ▪ Ratings of employers regarding the extent to which preparation programs prepared specific completers to address state/national leadership standards in school and district settings

Reports to Guide Educational Leadership Preparation Transformation 2.0 Discussions:	• *School Leadership Project Summary Report* prepared by the Council for a Better Louisiana during Summer 2014 that encompasses a year-long investigative effort into school and district leadership issues in Louisiana. (http://www.cabl.org/pdfs/School_Leaders_Project_Summary_Report_2014.pdf)