

**Principal Leadership Certification and Mentoring Program  
Region 5 Education Service Center**

**Project Design (45 Points)**

**1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Region 5 Education Service Center (ESC 5) is a local education agency in Southeast Texas, serving 6 counties, 35 public school districts, and more than 80,000 students. Designing and implementing an innovative solution to the critical need for alternative training and certification programs for prospective administrators in these small, remote, high poverty schools has long been a top priority within ESC 5. Detailed surveys collected from ESC 5’s member districts as recently as 2012 showed that the extreme challenges they face associated with recruiting highly qualified administrative candidates warrants the creation of an alternative in-house certification program. Too often, the extreme remoteness of small rural school districts, coupled with a lack of housing options, a lack of job opportunities for spouses, and the high demands small districts must make on administrators – including multiple duties and assignments – thins the candidate pool enough to leave school districts attempting to hire a principal without a single application from a qualified administrator with the leadership and organizational skills needed to promote student success.

The seven Region 5 school districts most in need of leadership support have been targeted in this initiative, in direct response to the overwhelming challenges they have experienced in recruiting and retaining highly qualified administrators – a reality that has negatively impacted student performance across the board. The following chart illustrates the “High-Need” Documentation for targeted schools:

District / # of Schools	# of Students	# of Teachers	Requirement A: Poverty Level	Requirement B: Teacher Need
Deweyville ISD 2 schools	693	61	23.65%	1.7%

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Evadale ISD 2 schools	431	38	20.71%	5%
Jasper ISD 5 schools	2,814	233	29.75%	5.1%
Newton ISD 3 schools	1,132	100	27.33%	4%
Port Arthur ISD 17 schools	9,099	610	32.27%	4.1%
Spurger ISD 2 schools	381	37	22.83%	5.4%
Woodville ISD 4 schools	1,279	120	28.43%	2.1%

While the statistics document that the minimal threshold for “high-need” has been established for all participating school districts, they do little to highlight the actual stories of desperate need for competent, stable leadership in these East Texas communities. For example, the 2013 graduating class from Evadale ISD had four different principals over their four years in high school. These students also achieved some of the lowest scores on the Higher Education Readiness assessment when compared to peers throughout Region 5, with only 63% attaining “Proficiency” in math, and 51% attaining “Proficiency” in ELA. Newton ISD has experienced even greater levels of administrative turn-over in the past five years, hiring six different high school principals, and four different middle school principals in this short time-span. Not surprisingly, Newton students are also struggling academically. Only 42% of students achieved “Proficiency” on the ELA component of the Higher Education Readiness assessment, and 53%

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achieved “Proficiency” on the math component. Superintendents at all targeted districts cite high rates of administrative turn-over and difficulty recruiting highly competent candidates as major challenges to promoting improved student achievement in high-need districts.

Working with an Advisory Committee representing ESC 5, higher education, public schools, and the business community, Region 5 Education Service Center has already completed the first necessary step in the process of making an alternative principal certification program a reality in this rural corner of Southeast Texas. The Texas Education Agency and the State Board for Educator Certification approved ESC 5’s charter for the **Principal Leadership Certification Program** in March 2013. With approval secured – a time-consuming process that can take more than 18 months, the foundation for a sustainable solution has been laid, preparing ESC 5 to “hit the ground running.” ESC 5 and the Advisory Committee are now prepared to move forward to the second phase of this much-needed initiative: recruitment and implementation.

With \$725,463 in School Leadership Program funds in Year One, the **Principal Leadership Certification and Mentoring Program (PL- CAMP)** will meet the specific needs of targeted ESC 5 high-need school districts, creating new in-house administrator certification opportunities while simultaneously bolstering the capacity of existing administrators to lead their schools with competence and efficiency. Plans are already in place to replicate **PL-CAMP** in the other 28 Region 5 school districts served by ESC 5 in Year Six. The following chart illustrates the goals, objectives, and outcomes designed by ESC 5 and the Advisory Committee.

<b>Goal #1: Increase student achievement by recruiting, training, and certifying aspiring principals and assistant principals from targeted high-need districts.</b>	
<b>Objectives</b>	<b>Outcomes</b>
Annually, at least 10 aspiring	✓ Annually, at least 8 aspiring principals and assistant

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<p>principals and assistant principals from targeted high-need districts will be awarded a scholarship to participate in the <b>Principal Leadership Certification Program</b>, earning a Texas Education Agency and State Board for Educator Certification-approved administrator licensure.</p>	<p>principals will earn administrator certification through <b>PL-CAMP</b>(Measured through certification test results)</p> <ul style="list-style-type: none"> <li>✓ At least 75% of program graduates will apply for administrative openings in targeted high-need districts (Measured through applications)</li> <li>✓ 100% of program graduates hired in targeted high-need districts will complete a mentoring program during their first year of employment (Measured through attendance rates)</li> </ul>
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**End Result Expected:** Annually, targeted high-need school districts will hire at least five principals or assistant principals that have completed the **Principal Leadership Certification Program** – dramatically improving the quality of leadership and administrative competency in at least five targeted high-need schools, ultimately leading to improved student academic scores.

**Goal #2: Increase student achievement by training and mentoring newly hired (1-3 years), or ineffective principals and assistant principals employed in targeted high-need districts.**

<b>Objectives</b>	<b>Outcomes</b>
<p>Annually, at least 20 principals or assistant principals in targeted high-need school districts that have been identified as “newly hired” (10) or “ineffective” (10) will complete intensive training and mentoring to increase their leadership capacity.</p>	<ul style="list-style-type: none"> <li>✓ 100% of “newly hired” and “ineffective” principals will complete at least 67 hours of ongoing Saturday, evening and onlinetraining / mentoring / coaching sessions, led by highly effective administrator mentors under the</li> </ul>

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	<p>supervision of an ESC 5 <b>PL-CAMP Specialist</b>(Measured through attendance records and training assessments)</p>
<p><b>End Result Expected:</b> Targeted high-need schools will benefit from a dramatic improvement in leadership performance, as new and struggling administrators complete intensive, ongoing trainings designed to boost their ability to effectively lead – ultimately leading to improved student academic scores.</p>	
<p><b>Goal #3: Increase student achievement by providing an annual Summer Academy / Retreat for all administrators in targeted high-need districts</b></p>	
<p><b>Objectives</b></p>	<p><b>Outcomes</b></p>
<p>Annually, at least 80% of all principals and assistant principals at targeted high-need schools will attend the week-long Summer Academy for administrators</p>	<p>✓ Students at schools of participating principals and assistant principals will demonstrate growth on annual standardized assessments in both reading and math at a rate of at least 5% greater than students at “control” schools without participating administrators (Measured through annual school report card data)</p>
<p><b>End Result Expected:</b>Annually, at least 65 administrators from high-need schools will participate in the week-long Summer Academy, laying a strong foundation for a region-wide Professional Learning Community of administrators while providing new opportunities for school leaders to gain experience in best-practice strategies in leadership – ultimately improving student performance in all subjects.</p>	
<p><b>Goal #4: Increase student achievement by providing ongoing education technology-focused training for administrators from targeted high-need districts.</b></p>	
<p><b>Objectives</b></p>	<p><b>Outcomes</b></p>

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<p>Annually, at least 80% of administrators from targeted high-need schools will complete monthly technology workshops designed to create school leaders region-wide who embrace and promote an environment of professional learning and innovation that empowers teachers to enhance student learning through the integration of technology and digital resources.</p>	<p>✓ Students at schools of participating principals and assistant principals will demonstrate growth on annual standardized assessments in both reading and math at a rate of at least 5% greater than students at “control” schools without participating administrators. (Measured through annual school report card data)</p> <p>✓ Teachers at schools of participating principals and assistant principals will indicate the integration of educational technology tools into the weekly classroom curriculum at a rate of at least 10% greater than teachers at “control” schools without participating administrators (Measured through surveys and lesson plan summaries)</p>
<p><b>End Result Expected:</b>At least 10 technology-focused workshops will be delivered annually, creating a connected cadre of school leaders who can utilize and manage digital resources to continuously improve organization through the effective use of information and technology resources and best practice strategies. Ultimately, ongoing workshops will strengthen the region-wide Professional Learning Community, linking administrators from all targeted high-need schools in the pursuit of leadership improvement.</p>	

As shown above, Region 5 Education Service Center’s comprehensive **Principal Leadership Certification and Mentoring Program** will address challenges and weaknesses identified throughout the region, through multi-tiered program components. An external

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evaluator and data collection specialist will work closely with the Advisory Committee and ESC 5 through all phases of the five-year project period, conducting extensive formative and summative evaluation services that will allow for the ongoing modification of program activities in order to best promote attainment of stated, measurable goals, objectives, and outcomes.

In addition to the above-described objectives and outcomes, the external evaluator and data collection specialist will also continuously monitor the following project-related Performance Measures, modified to reflect the expectations of ESC 5 and the Advisory Committee, as required:

- (1) At least 80% of program graduates will be certified to become a principal or assistant principal.
- (2) At least 75% of program graduates who earn certification will be hired as a principal or assistant principal in a high-need LEA.
- (3) At least 65% of program graduates certified through the program who are hired as a principal or assistant principal in a high-need local educational agency will remain in that position for at least two years.
- (4) (a) At least 80% of principals and assistant principals that complete **PL-CAMP** certification or mentoring / coaching for ineffective administrators will demonstrate at least a 5% increase in the number of students school-wide meeting Proficiency Standards in TAKS-Math when compared to baseline data collected in 2011-2012.
- (4) (b) At least 80% of principals and assistant principals that complete **PL-CAMP** certification or mentoring / coaching for ineffective administrators will demonstrate at least a 5% increase in the number of students school-wide meeting Proficiency Standards in TAKS-Reading when compared to baseline data collected in 2011-2012.

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(5) At least 80% of program graduates will be rated “effective” or “highly effective” as measured by the US Department of Education-approved *Professional Development and Appraisal System* already in use throughout Region 5.

**2. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

The need for highly qualified, highly effective administrators in targeted districts is staggering. For more than five years, the need for a pool of administrative candidates prepared to meet the unique needs of a rural school has been a top priority of the ESC 5 Action List. The deep-rooted challenges involved with crafting a long-term solution were highlighted during a routine assessment conducted throughout Region 5 in 2012. More than 70% of the responding 36 school districts indicated the most challenging hurdle to promoting overall student success was the need for qualified principal and assistant principal candidates – or the desperate need for additional in-house training for those already hired. Participating superintendents wrote extensively about the difficulties involved with recruiting applicants for principal and vice principal positions, repeatedly citing the following challenges:

- ⇒ Rural school districts are isolated and not seen as an attractive option for relocation
- ⇒ Rural job markets hold few opportunities for spouses or older children of new residents
- ⇒ A lack of adequate housing options in rural communities makes relocation nearly impossible
- ⇒ Principals and Assistant Principals in small districts must fill many duties not typically assigned to the position in larger districts

Administrator turn-over rates in targeted high-need schools have become so high that nearly all districts are faced with the challenge of filling the role of a principal or assistant principal each year. It is common for positions to receive only ONE application, or to receive three

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applications, all from individuals without the proper credentials. In 2011, the superintendent at Evadale ISD was forced to reach out to a personal acquaintance to fill the role of high school principal – none of the original applicants for the job posting had a complete administrators certification. Oftentimes, schools are forced to “share” administrators within a district, because there are simply no candidates to fill the open positions. Newton ISD is currently faced with this situation, with one principal filling the leadership role at both the middle school and the high school. Although a highly qualified individual, the stress placed on one person filling the role of two is wearing thin –it is likely this talented individual will be looking for a higher paying, less stressful assignment in a different district next year. It is of little surprise that student performance is far below average, as the entire school is negatively impacted by the leadership void. The administrative turn-over rate in targeted schools is over 50%, indicating that on an average year, more than **half** of targeted principal and assistant principal positions must be filled.

As an LEA under Texas statute, and the agency exclusively responsible for providing ongoing assessments, professional development, capacity building and interventions for Region 5 school districts, ESC 5 has long been planning a strategy to meet this “greatest need” of regional schools. The search for a fully sustainable, long-term solution to the deep-rooted, underlying challenges associated with the lack of a qualified administrative candidate pooled the Advisory Committee and ESC 5 leadership to recommend the pursuit of the long-term goal of establishing an in-house administrative credentialing and ongoing professional development program. Attaining charter certification from the State Board of Education and the Texas Education Agency was a notable milestone on the journey towards this goal, and represents nearly two full years of needs assessments, best practice research and curricular design. However, attaining charter certification to deliver approved alternative certification for principals and

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assistant principals was simply the initial phase of a long-term process. The second phase in this journey, the **Principal Leadership Certification and Mentoring Program**, will build on the established foundation, implementing the alternative certification program to capitalize on existing talent already working within Region 5 schools. Equally as important, **PL-CAMP** will also create new training, coaching, and mentoring opportunities for administrators already in the field, effectively creating a Region-wide Professional Learning Community to link all principals and assistant principals with peers and connect new or struggling administrators with highly-effective coaches. The **PL-CAMP** PLC will establish a fully sustainable support network for rural administrators, strengthened by an ongoing training focus on best practices in educational technology and leadership. The ultimate goal of the initiative is to significantly raise student achievement in rural, high-need schools through an intensive focus on strengthening the quality of school leadership. The chart below illustrates the key features of **PL-CAMP**, as it positively impacts each level of district leadership according to the unique needs of each group:

Target	Activities	Sustainability
<b>Aspiring Principals and Assistant Principals</b>	Following the Standards for Principal Certification as required by TEC, §21.046 (b)(1)-(6), the one year, 453-hour certification program will include a full day for orientation held in May, a mentor/mentee training session held in August, 14 days of pre-practicum summer training, on-going Saturday training sessions, online courses, book studies, shadowing of a mentor principal, and completion of a variety of field-based activities with the support, supervision, and mentoring	Initial funding will allow ESC 5 to hire the staff necessary to carry out implementation during the crucial first years, establishing the program throughout the Region as a viable

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	<p>of the ESC 5 <b>PL-CAMP</b> staff and the mentor principal in the following format:</p> <ul style="list-style-type: none"> <li>• Summer Pre-Practicum Training – Standards related to compliance – <b>100 hours</b></li> <li>• Fall and Spring Practicum – <b>182 hours</b></li> <li>• Saturday Training – Standards related to supervision and leadership – <b>67 hours</b></li> <li>• Online modules – <b>54 hours</b>:             <ul style="list-style-type: none"> <li>○ Federal Emergency Management Institute (FEMA) courses</li> <li>○ TEA (Project Share)</li> <li>○ Region 5 (online book studies)</li> </ul> </li> </ul> <p>ESC 5 uses iNACOL framework for online standards and monitors the candidates’ hours, progress, and assessments to assure completion by each candidate of all online coursework. In addition, ESC 5 provides the instructional and technical assistance.</p> <ul style="list-style-type: none"> <li>• Book studies – <b>50 hours</b></li> </ul>	<p>pathway to administrative certification. In years following the initial funding period, a dramatically expanded service area will combine with candidate enrollment and tuition fees to continue to support the same level and quality of certification and professional development programming.</p>
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**Related Needs:** It is crucial that ESC 5 respond to the need throughout the Region to build capacity from within. **PL-CAMP** will bring high-quality administrative certification programming to aspiring principals and assistant principals across the Region – eliminating the existing barriers of extreme distances to college-based certification programs. Additionally, **PL-CAMP** will support student tuition during the initial funding period, offering a powerful

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financial incentive to prospective administrators to grow their leadership potential and remain within their local communities.

Target	Activities	Sustainability
<p><b>In-Service Principals and Assistant Principals deemed “Ineffective”</b></p>	<p>Coaching / Mentoring Program will be delivered to all “ineffective” administrators, as determined through the Professional Development and Appraisal System (PDAS). All ineffective principals and assistant principals will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 <b>PL-CAMP Specialist</b></p>	<p>Currently, at least 40% of targeted Region 5 administrators will qualify for these services – however this population will shrink rapidly as trainings produce annual cadres of “highly qualified” administrators. At the conclusion of Year Five, it is anticipated that less than five administrators will require these services annually, and ESC 5 will be well-equipped to continue providing needed coaching services at this reduced level of need.</p>

**Related Needs:** Building the capacity of existing administrators is a key phase of **PL-CAMP**, designed to significantly enhance the leadership ability of “ineffective” administrators – which currently includes more than 40% of Region 5 principals and assistant principals. Distance and a lack of training funds currently prevents this group from seeking additional support – a challenge further compounded at all levels by the numerous job duties and responsibilities of rural administrators. Targeted schools desperately need strong leadership to promote student learning and achievement. Ongoing training / mentoring / coaching sessions will boost best practice

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leadership skills while connecting administrators to the support of a Region-wide Professional Learning Community. Ultimately, this component brings new opportunities for acting administrators that may not have entered the position as a “highly qualified candidate” to become so, gaining the skills and knowledge needed to lead their school to success.

Target	Activities	Sustainability
<p><b>In-Service Principals and Assistant Principals in the First 3 Years of Service</b></p>	<p>Coaching / Mentoring Program will be delivered to all “new” administrators, with three or fewer years working as a principal or assistant principal in the field. All “new” administrators will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 <b>PL-CAMP Specialist</b></p>	<p>It is anticipated that enhanced training and professional support opportunities will dramatically improve administrative retention rates, significantly reducing staff turnover. Currently, approximately 25 (50%) of targeted administrators must be replaced annually. Through <b>PL-CAMP</b>, this will reduce by at least 25%, reducing the number of new administrators to less than 10 annually. ESC 5 will have the staff and funds necessary to support this reduced need in future years.</p>

**Related Needs:**It is imperative that **PL-CAMP** reaches out to newly hired administrators to provide high quality training. Too often, candidates applying to fill leadership roles in remote, rural school districts across Region 5 are not prepared to effectively handle the multiple duties of a small-district principal. Providing a Coaching / Mentoring Program during these first years in the field will ensure that all newly hired Region 5 administrators are “highly qualified” and

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prepared to promote effective teaching and learning through best practice strategies that lead to improved student academic outcomes. New hires will establish strong relationships with experienced administrators, and will be supported as they gain the skills and competencies needed to lead their school to success. Ongoing training throughout the initial hire period will reduce the turn-over rate, which exit surveys attribute to a perceived lack of professional support, feelings of professional isolation, and feelings of being underprepared to meet the extensive needs of high poverty rural schools.

Target	Activities	Sustainability
<p><b>In-Service Principals and Assistant Principals in Targeted High-Need districts</b></p>	<p>ESC 5 will host an annual Summer Academy for administrators throughout Region 5. It is anticipated that at least 80% of principals and assistant principals invited will participate. In Year One, this week-long event will focus on: School Law, Governance &amp; Ethic; Organizational Change &amp; Effective Leadership; Data Analysis &amp; Accountability; Teacher Professional Development &amp; Support; and Leadership Under Pressure. In addition, throughout the school year, ESC 5 and the <b>PL-CAMP Specialist</b> will lead monthly technology workshops for administrators, accessible on-site or remotely, designed to create a cadre of principals and assistant principals prepared to implement a school environment of professional learning and</p>	<p>Through initial project funds, five unique week-long Summer Academy training curricula for administrators will be developed. This framework will continue to be implemented in future years. To offset the expense of the Academy, it is possible that a small participation fee will be charged after the funding period.</p>

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	<p>innovation that empowers teachers to enhance student learning through the integration of technology and digital resources.</p>	
<p><b>Related Needs:</b> Principals and assistant principals throughout Region 5 are rarely able to take advantage of training opportunities. Distance and a lack of funds prevent them from accessing existing services. Few training opportunities are currently offered focused exclusively on administrators. By establishing a Professional Learning Community Region-wide, administrators will be able to access training and support online, and in-house with local workshops and coaching experiences. Ongoing exposure to best practices, new strategies, and professional camaraderie will dramatically improve a variety of outcomes, including job satisfaction (reducing turn-over rates), leadership capability (increasing student performance), and knowledge of educational technology (increasing curricular integration in all grade levels, improving student academic performance and attainment of 21<sup>st</sup> Century skills).</p>		

Region 5 Education Service Center and the Advisory Committee has designed the **Principal Leadership Certification and Mentoring Program** to creatively and effectively meet the unique needs facing rural, isolated school districts as they struggle to recruit and retain effective, highly-qualified school-level leadership. A variety of environment-based challenges, including a lack of adequate new housing, a weak secondary job market, and the limitations associated with extremely rural communities, are beyond the control of ESC 5. **PL-CAMP** seeks to overcome these significant challenges by promoting talent from within – providing new and accessible opportunities for dedicated educators already established in targeted communities to further their professional growth, attaining an administrative certification through ESC 5 so that they may return to their communities prepared to lead. In addition, existing administrators are

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too often left without access to professional development in best practices, limited by distance and a lack of training funds. **PL-CAMP** will support existing administrators Region-wide through a variety of programs – offered in a tiered-structure to ensure trainings are appropriate to the unique needs and talents of each principal and assistant principal.

**3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

ESC 5 and the Advisory Committee created the **Principal Leadership Certification and Mentoring Program** in direct response to the deep-rooted challenges that negatively impact student academic performance in targeted high-need school districts. Annual assessments in all subjects indicate that boosting academic performance is a key priority in targeted districts. The chart below illustrates this challenge, utilizing 2011-2012 data:

District	Graduation Rate	Higher Education Readiness – ELA Proficient	Higher Education Readiness – Math Proficient	TAKS Grades 10 & 11 Proficient (All Tests)
Texas Average	85.9%	61%	73%	75%
Deweyville ISD	98.1%	53%	73%	79%
Evadale ISD	95%	51%	63%	74%
Jasper ISD	93%	68%	58%	69%
Newton ISD	90%	42%	51%	60%
Port Arthur ISD	81.9%	42%	58%	58%
Spurger ISD	100%	58%	56%	82%
Woodville ISD	94.3%	73%	79%	82%

ESC 5 has been promoting coordination of services among Region 5 schools for many years. The following chart illustrates other efforts and initiatives underway in targeted high-need districts focused on improving student outcomes and teacher performance. **PL-CAMP** will

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further enhance these efforts, creating a highly qualified cadre of administrators prepared to lead teachers and students in initiatives designed to enhance both teaching and learning.

Initiative	Brief Description of Services	Key Outcomes
<p><b>Title II:</b> Targets all PL-CAMP consortium districts</p>	<p>Teacher and Principal Training and Recruiting (TPTR) Fund provides supplemental funding to improve student achievement.</p>	<p>(a) Elevated teacher and principal quality through recruitment, hiring and retention strategies; (b) Increased number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools</p>
<p><b>Algebra Readiness:</b> Targets Port Arthur ISD</p>	<p>To increase the preparedness of middle school students to meet standards and pass future assessments in Algebra I.</p>	<p>(a) Increased teachers' math content knowledge for instructional effectiveness; (b) Increased skills and knowledge of school leaders to facilitate math instruction that supports success for all students in middle school; (c) Targeted intervention services to middle school students identified as unlikely to meet standards in future Algebra I assessments</p>
<p><b>Texas School Ready! Project:</b> Targets Port Arthur ISD</p>	<p>To provide an effective, research supported, early childhood classroom model that prepares at-</p>	<p>(a) Effective services that prepare children for the transition from Prekindergarten to Kindergarten;</p>

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	risk children to enter kindergarten at or above grade level.	(b)Expanded high quality services by partnering and/or integrating with other local agencies and providers; (c) A sustainable plan to ensure continuation of the project’s goals and objectives once funding is no longer available
<b>ESC 5’s Student Achievement, Accountability, and Assessment Cooperative:</b> Targets Evadale ISD	Testing analysis combined with accountability and assessment updates.	(a)Accurate student data disaggregation; (b) data-driven decision making
<b>ESC 5’s CSCOPE Cooperative:</b> Targets Evadale ISD	Curriculum management system built on the most current research-based practices.	Innovative, research-based instructional methods, strategies and practices
<b>Beginning Teacher Induction and Mentoring– Science:</b> Targets all PL-CAMP consortium districts	Mentor support provided to teachers teaching one – three years.	Teachers with increased knowledge and skills
<b>Beginning Teacher Induction and Mentoring– Mathematics:</b> Targets all PL-CAMP consortium districts	Mentor support provided to teachers teaching one – three years	Teachers with increased knowledge and skills

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<p><b>Innovative Approaches to Literacy:</b> Targets Newton ISD</p>	<p>Realignment of literacy curricula, ongoing trainings for literacy staff, expansion of library media center resources, new focus on home-school connection to improve student literacy</p>	<p>Increased parental involvement, increased student performance on state reading assessments, increased student performance on Higher Education Readiness assessment in Reading.</p>
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In direct alignment to the efforts described above, **PL-CAMP** will bring training and professional development opportunities to principals and assistant principals across Region 5 in a targeted effort to create a cadre of administrators prepared to lead their teachers in the implementation of best practice instructional strategies. Alternative credentialing opportunities will create a highly-qualified pool of candidates for open principal and assistant principal positions in targeted high-need districts. Ongoing coaching, mentoring, and workshop opportunities will guide school leaders across the Region as they gain the skills and competencies needed to assist and support their teachers in the integration of educational technologies into the core curriculum. **PL-CAMP** was designed to recruit and retain principals and assistant principals who are highly trained, exceptional administrators who understand the commitment and dedication required for being successful in a small school environment. **PL-CAMP** will produce administrators with the skills necessary to promote continuous school improvement –focusing specifically on improving teaching and learning to dramatically improve student attainment of Texas State Standards.

**4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

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Seven high-need school districts, all located within Region 5, will take part in the initial five year project period of **PL-CAMP**. However, the Region 5 Education Service Center serves 35 public school districts, and plans to dramatically expand the reach of **PL-CAMP** services in post-funding years – replicating project activities and impact across Region 5. Looking towards the promise of replication in an additional 28 school districts in Year Six, and the possibility of replication across other Texas Regions, or in other states in future years, **PL-CAMP** has been built around a multi-tiered, ongoing assessment, evaluation, feedback process that will carefully document all the necessary components for successful implementation.

ESC 5 partnered with Capacity Builders, Inc. – an agency that specializes in designing intensive and comprehensive evaluation plans, to design the **PL-CAMP** strategy. A letter of support is included. A professional external evaluator will be contracted to conduct both formative and summative evaluation activities. This specialist will be an integral component of the rigorous continuous improvement process ESC 5 has designed to provide timely and regular feedback on progress towards project goals with embedded opportunities for ongoing corrections and improvements during and after the initial five project years. Both the external evaluator and a data collection specialist will be contracted to assist in this process, working with the Project Director and Grants Manager to monitor, measure, and publicly share information on the quality and impact of **PL-CAMP** activities. Data sets will be collected monthly and submitted to the external evaluator for analysis and the creation of detailed reports. The external evaluator will submit Quarterly Evaluation Reports to the Advisory Committee, who will utilize results to drive program modification to promote full attainment of stated goals, objectives, outcomes and performance measures. Meeting minutes describing needs highlighted through the Quarterly Evaluation Report and any resulting modifications will be made available to all stakeholders,

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along with each Quarterly Evaluation Report (with school-level, district-level, and region-level data included). Data collected will include:

- Student Academic Indicators (classroom grades, state assessments)
- School Environment Indicators (attendance, behavioral incidents, tardiness, parental participation, student surveys indicating connection to school, parent surveys indicating satisfaction with school services and supports)
- Instructional Effectiveness Indicators (teacher surveys indicating satisfaction with available curricular tools and supports, curricular lesson plan reports indicating integration of educational technology and instructional best practices)
- Professional Development Indicators (pre-post surveys for administrators following monthly technology-focused workshop, pre-post surveys for teachers following technology workshops delivered by trained administrators, online Administrator Professional Learning Community website hits, Summer Academy attendance, mentor observations, coaching logs, administrator satisfaction surveys)
- Certification Program Indicators (candidate attendance rates, performance on benchmark indicators, quarterly surveys-program satisfaction, mentor observations, coaching logs, Myers Briggs online Leadership Survey growth from pre-to post-certification)
- Recruitment / Retention Indicators (annual administrator retention rates, certification achievement rates, percentage of graduates applying to high-need districts, percentage of graduates hired by high-need districts, length of tenure in high-need district)

All data will be formatted and analyzed to uncover trends, strengths, gaps, and weaknesses among NCLB sub-groups, grade bands, subjects, and campuses. Data sets will be directly related to associated performance measures and overall project goals. Comparative charts,

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graphs, and summaries will highlight successes and challenges, providing the Advisory Committee a jumping off point for each quarterly meeting to analyze project impact and movement towards progress measures. The Advisory Committee, led by the Project Director and including ESC 5 representatives, principals, community members, representative teachers, and volunteer parents and students, will have the authority to modify project activities to better meet the needs of administrators, classroom educators and students, based on analysis of real-time evaluation data. All Quarterly Evaluation Reports, and minutes from the Advisory Committee quarterly meetings, will be made available to the public through a variety of measures. Summaries of project progress will be included in ESC 5 newsletters and mailings, and will be discussed at school events such as Open House in all participating districts. Links will be provided through the ESC 5 and participating district websites, to the full Quarterly Evaluation Report and meeting minutes (with identifying data coded or hidden to protect administrator, teacher and student anonymity). Finally, individual stakeholders will be able to request full paper copies of these documents at their local school administrative office, and at the ESC 5 Regional office.

Work to implement this project began more than three years ago, and as a result, ESC 5 has already compiled a **Laying the Foundation** document to assist in the long-term replication process. Included in **Laying the Foundation** are the assessment tools utilized to determine need for the project in partnering districts, as well as the initial Charter Application to the State Board of Education to achieve permission to deliver an alternative administrative certification program to prospective administrators. The process to facilitate future replication will continue throughout the funding period. Annually, the External Evaluator, Project Director, and Grant Manager will compile an **Action Plan** to assist in future replication efforts, including:

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- ✓ Monthly Summaries from the Project Director following meetings with all targeted Superintendents, indicating key activities undertaken as well as any and all benchmarks met
- ✓ Quarterly Evaluation Reports
- ✓ Meeting Minutes from each Quarterly Advisory Committee Meeting, including any and all recommendations for project modification based on real-time evaluation data
- ✓ Blank copies of any and all evaluation tools utilized that year to measure the impact of project activities (surveys, observation instruments, skill assessments, etc.)
- ✓ Summaries of any and all project reports made to stakeholder groups

At the completion of the five year project period, all five **Action Plans** and the **Laying the Foundation** document will be compiled into one document – a blueprint for replication.

**Evaluation Plan (15 Points)**

**1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

ESC 5 and the Advisory Committee partnered with Capacity Builders, Inc. to design a comprehensive and strategic evaluation plan that will provide multiple sources of data – both quantitative and qualitative – to continuously assess movement towards achieving stated measurable outcomes, objectives, and performance measures. Funds have been budgeted to contract with an external evaluator as well as a data collection specialist. The contracted data collection specialist will work with the Project Director to gather monthly data sets to submit to the external evaluator. The following chart illustrates both qualitative and quantitative data sets to be collected related to each project outcome and performance measure:

<p><b>Outcome 1:</b> Annually, at least 8 aspiring principals and assistant principals will earn administrator</p>	<p><b>Related Performance Measures:</b>  (1) At least 80% of program graduates</p>
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<p>certification through the <b>Principal Leadership Certification Program.</b></p>	<p>will be certified to become a principal or assistant principal.</p>
<p><b>Related Data Sets:</b>Candidate attendance rates, candidate performance on monthly benchmark indicators, quarterly candidate surveys measuring program satisfaction, mentor observations, coaching logs, quarterly Myers Briggs online Leadership Survey results, TExES certification assessment pre- and post-tests, certification achievement rates</p>	
<p><b>Outcome 2:</b> At least 75% of program graduates will apply for administrative openings in targeted high-need districts.</p>	<p><b>Related Performance Measures:</b>  (2) At least 75% of program graduates who earn certification will be hired as a principal or assistant principal in a high-need LEA.</p>
<p><b>Related Data Sets:</b>Program graduate surveys indicating desired administrative placement, percentage of graduates applying to high-need districts, percentage of graduates hired by high-need districts, length of tenure in high-need district for program graduates</p>	
<p><b>Outcome 3:</b> 100% of program graduates hired in targeted high-need districts will complete a mentoring program during their first year of employment with at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 <b>PL-CAMP Specialist</b></p> <p><b>Outcome 4:</b> 100% of “ineffective” principals will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 <b>PL-</b></p>	<p><b>Related Performance Measures:</b>  (3) At least 65% of program graduates certified through the program who are hired as a principal or assistant principal in a high-need local educational agency will remain in that position for at least two</p>

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<b>CAMP Specialist</b>	years.
<p><b>Related Data Sets:</b> Mentor observations, monthly administrator growth assessments, pre-post surveys for administrators following monthly technology-focused workshop, pre-post surveys for teachers following technology workshops delivered by trained administrators, online Administrator Professional Learning Community website hits, Summer Academy attendance, coaching logs, administrator satisfaction surveys, quarterly Myers Briggs online Leadership Survey results, and administrator attendance at after school activities</p>	
<p><b>Outcome 5:</b> Students at schools of principals and assistant principals participating in Summer Academy will demonstrate growth on annual standardized assessments in both reading and math at a rate of at least 5% greater than students at “control” schools without participating administrators</p> <p><b>Outcome 6:</b> Students at schools of principals and assistant principals participating in the monthly technology-PLC sessions will demonstrate growth on annual standardized assessments in both reading and math at a rate of at least 5% greater than students at “control” schools without participating administrators</p> <p><b>Outcome 7:</b> Teachers at schools of principals and assistant principals participating in</p>	<p><b>Related Performance Measures:</b></p> <p>(4) (a) At least 80% of principals and assistant principals that complete <b>PL-CAMP</b> certification or mentoring / coaching for ineffective administrators will demonstrate at least a 5% increase in the number of students school-wide meeting Proficiency Standards in TAKS-Math when compared to baseline data collected in 2011-2012.</p> <p>(4) (b) At least 80% of principals and assistant principals that complete <b>PL-CAMP</b> certification or mentoring / coaching for ineffective administrators will demonstrate at least a 5% increase in the number of students school-wide meeting Proficiency Standards in TAKS-Reading</p>

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<p>monthly technology-PLC sessions will indicate (through surveys and lesson plan summaries) the integration of educational technology tools into the weekly classroom curriculum at a rate of at least 10% greater than teachers at “control” schools without participating administrators</p>	<p>when compared to baseline data collected in 2011-2012.  (5) At least 80% of program graduates will be rated “effective” or “highly effective” as measured by the US Department of Education-approved <i>Professional Development and Appraisal System</i></p>
<p><b>Related Data Sets:</b>Teacher surveys indicating satisfaction with available curricular tools and supports, school-wide curricular lesson plan reports indicating integration of educational technology and instructional best practices, student classroom grades, student state assessments results, student attendance, student behavioral incidents, student tardiness, parental participation, student surveys indicating connection to school, parent surveys indicating satisfaction with school services and supports, pre-post surveys for administrators following monthly technology-focused workshop, pre-post surveys for teachers following technology workshops delivered by trained administrators, online Administrator Professional Learning Community website hits, Summer Academy administrator attendance, mentor observations, coaching logs, administrator satisfaction surveys</p>	

Please Note – a comprehensive Logic Model is included at the end of the Evaluation Section.

**2. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**

Evaluation activities have been designed to measure the specific impact of each project-related activity to the greatest extent possible. Each Quarterly Evaluation Report will include qualitative and quantitative data sets, formatted to align to stated goals, objectives, outcomes and performance measures. All data will be analyzed to reveal trends, strengths, gaps in services,

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and weaknesses. Data will also feature any disparities of impact among NCLB sub-groups (gender, race, socio-economic status), grade bands (elementary, middle, high), subjects, and campuses. It will examine the effectiveness of implementation strategies, all Quarterly Evaluation Reports will include comparative charts, graphs, and summaries to highlight successes as well as challenges, providing crucial data analyses necessary to drive data-informed decision making.

Annually, the administrative candidate curriculum will be evaluated, ensuring the provision of the most current research-based practices, strategies, and effective models. The Curricular Review Team involves all stakeholders (ESC 5 specialists who work in specific areas covered in the curriculum) in providing current methodology, practices, and strategies in developing and implementing the curriculum for its candidates. As ESC 5 specialists receive updated training from TEA and other experts, the Project Director will adjust the curriculum to reflect the most current information available. The administrative candidate curriculum will be updated immediately upon notification from TEA/SBEC. ESC 5 specialists who assist with candidate training will work collaboratively with **PL-CAMP** staff to ensure that all training components are reviewed and updated on a regular basis.

In addition to these ongoing evaluation processes, specific evaluation tools designed to examine the impact of project strategies include:

- An annual electronic survey completed by all administrative candidates and principal mentors will evaluate the overall quality of the program through the lens of the candidate and mentor. Both the candidate and mentor can respond anonymously, increasing validity of candid responses.

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- A twice-annual electronic survey will also be distributed to administrators completing the Summer Academy (Fall survey) and participating in the technology-focused PLC (Spring survey), to evaluate the overall quality of the program through the lens of the administrators in the field. Anonymity will also be extended to these survey opportunities, increasing validity of candid responses.

All data measures collected and analyzed will be used to determine the impact and effectiveness of **PL-CAMP** strategies. This phase, however, is only half of the evaluation design. Led by ESC 5 and inclusive of all impacted stakeholder groups, the Advisory Committee will utilize Quarterly Evaluation Reports to proactively promote the attainment of all stated goals, objectives, outcomes, and performance measures. Real-time data, analyses, and comparative summaries will guide the Advisory Committee and project leadership in the implementation of any and all necessary project modifications to ensure benchmarks are met in all categories. All data sets will be compared to similar data collected from two Region 5 school districts with similar populations of students that have opted to not participate in **PL-CAMP** at this time. The inclusion of “control schools” permits a quasi-experimental evaluation design.

### **3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The quality of **PL-CAMP** is assured by ongoing internal and external evaluation which will provide continuous opportunities to adjust and adapt program delivery strategies and assure the quality of candidates certified and administrators trained. Superintendents of targeted districts will be provided monthly opportunities to share progress concerns with the Project Director and the data collection specialist. **PL-CAMP** program facilitators, trainers, and principal mentors will work in collaboration with the Advisory Committee to analyze the program’s effectiveness, quality, and product (the candidates and trained administrators). All project data – including administrative candidate records – will be kept in secure storage for a

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minimum of five years. Data from qualitative and quantitative sets will be submitted to the external evaluator monthly. Region 5 ESC will contract with a data collection specialist to ensure timely collection and reporting of all data sets. Four times each year, the evaluator will create a Quarterly Evaluation Report detailing progress towards all stated goals and objectives for all NCLB sub-groups among stakeholders. The chart below illustrates the data collection timeframe for each set of qualitative and quantitative data groups.

<b>Monthly Data Collection</b>
<ul style="list-style-type: none"><li>✓ Candidate Attendance Rates, Professional Learning Community workshop attendance rates</li><li>✓ Candidate performance on benchmark indicators</li><li>✓ Coaching Logs</li><li>✓ Administrator growth assessments</li><li>✓ Pre-post surveys for administrators following technology-focused PLC workshop</li><li>✓ Pre-post surveys for teachers following technology workshops delivered by trained administrators</li><li>✓ Online administrator Professional Learning Community website hits</li></ul>
<b>Quarterly Data Collection</b>
<ul style="list-style-type: none"><li>✓ Candidate surveys measuring program satisfaction</li><li>✓ Mentor Observations</li><li>✓ Myers Briggs online Leadership Survey</li><li>✓ Administrator Attendance at after school functions</li><li>✓ School-wide curricular lesson plan reports indicating integration of educational technology and instructional best practices</li><li>✓ Student classroom grades; attendance; behavioral incidents; tardiness</li></ul>
<b>Twice-Annual Data Collection</b>

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- ✓ Electronic survey (anonymous) to evaluate the overall quality of the program through the lens of the administrators in the field
- ✓ TExES administrator certification assessment pre- and post-tests
- ✓ Teacher surveys indicating satisfaction with available curricular tools and supports
- ✓ Parental participation rates at school-related functions and activities
- ✓ Student surveys indicating connection to school
- ✓ Parent surveys indicating satisfaction with school services and supports
- ✓ *Professional Development and Appraisal System*

**Annual Data Collection**

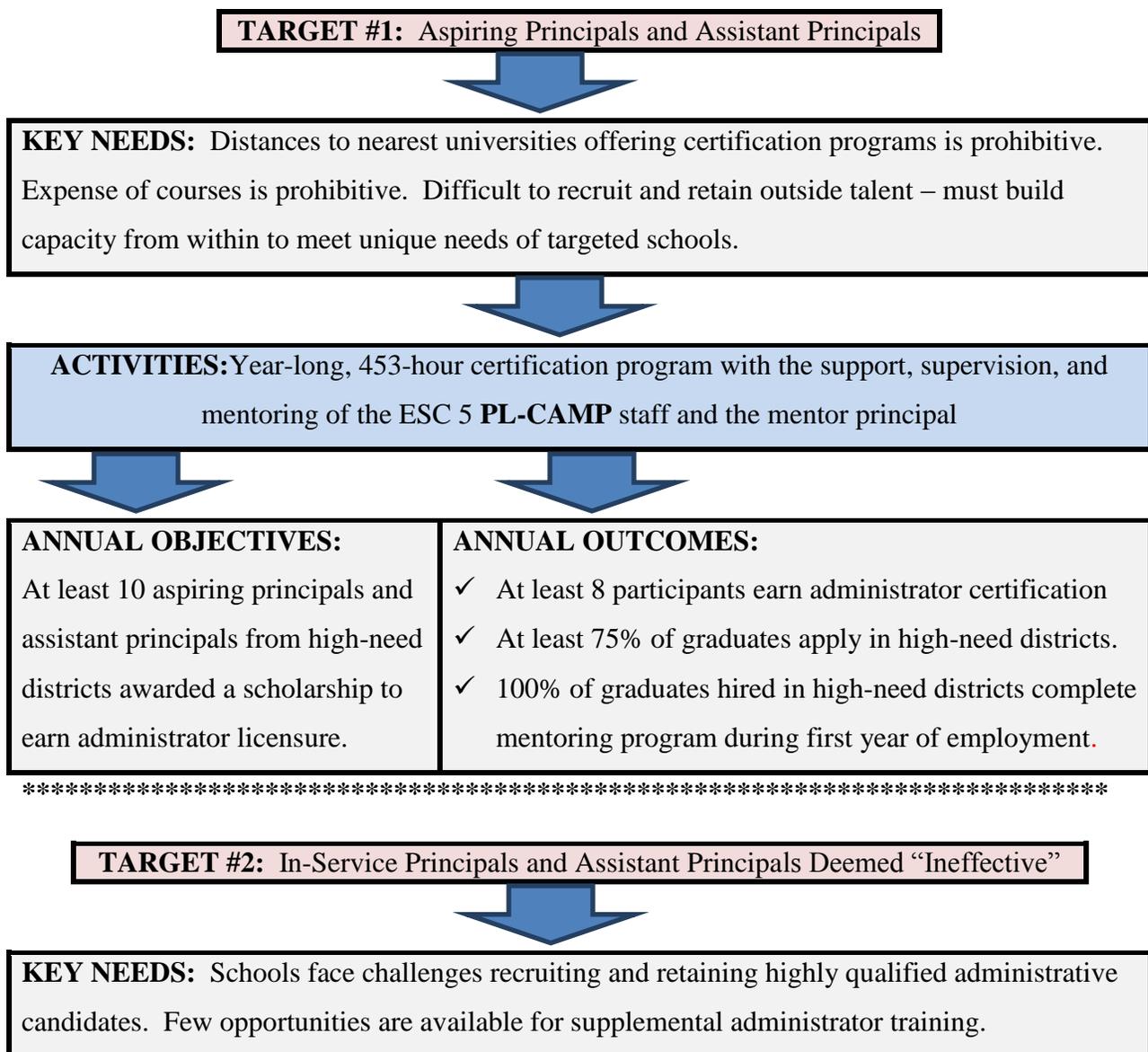
- ✓ Electronic survey (anonymous) for all administrative candidates and principal mentors to evaluate the overall quality of the program through the lens of the candidate and mentor
- ✓ Administrative certification achievement rates
- ✓ Program graduate survey: desired administrative placement
- ✓ Percentage of graduates applying to high-need districts
- ✓ Percentage of graduates hired by high-need districts
- ✓ Length of tenure in high-need districts for program graduates
- ✓ Summer Academy Attendance
- ✓ Student state assessments results
- ✓ Exit surveys for principals leaving a targeted school

Each month, **PL-CAMP** leadership and superintendents from each targeted school district will meet to discuss project successes and challenges. Quarterly, the Advisory Committee will utilize the Quarterly Evaluation Report to make real-time, data-driven decisions about needed program modifications to promote full attainment of goals and objectives for all sub-groups. Milestone data described in each Quarterly Evaluation Report will be essential in

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measuring progress towards stated goals, objectives, outcomes, and performance measures, as state assessment data is collected only once annually. The evaluator will work closely with the data collection specialist to design measuring tools when necessary to assess data more closely. In addition, the evaluator and data collection specialist will ensure that all data is broken down into NCLB sub-groups to facilitate the Advisory Committee’s ability to modify programming to address any performance gaps that may appear among student or teacher sub-sets.

**LOGIC MODEL**



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Administrators miss opportunities due to prohibitive distance or expense. Students suffer.



**ACTIVITIES:** Complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 **PL-CAMP Specialist**



<p><b>ANNUAL OBJECTIVES:</b> At least 10 “ineffective” administrators identified and recruited to complete intensive training and mentoring to increase their leadership capacity.</p>	<p><b>ANNUAL OUTCOMES:</b> ✓ 100% of “ineffective” principals will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 <b>PL-CAMP Specialist</b></p>
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**TARGET #3: In-Service Principals and Assistant Principals In Years 1-3 of Service**



**KEY NEEDS:** Schools face challenges recruiting and retaining highly qualified administrative candidates prepared for the demands of small school districts. Few opportunities are available for supplemental administrator training. Administrators miss opportunities due to prohibitive distance or expense. Students suffer. Principal turn-over rates rise.



**ACTIVITIES:** Complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly effective administrator mentors under the supervision of an ESC 5 **PL-CAMP Specialist**



<p><b>ANNUAL OBJECTIVES:</b> At least 10 “inexperienced” administrators identified and recruited to complete intensive</p>	<p><b>ANNUAL OUTCOMES:</b> ✓ 100% of “inexperienced” principals will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions, led by highly</p>
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training and mentoring to increase their leadership capacity.	effective administrator mentors under the supervision of an ESC 5 <b>PL-CAMP Specialist</b>
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**TARGET #4: In-Service Principals and Assistant Principals In High-Need Schools**



**KEY NEEDS:** Few opportunities are available for ongoing administrator training. Administrators miss opportunities due to prohibitive distance or expense. Students suffer. Principal turn-over rates rise. Principals complain of professional isolation.



**ACTIVITIES:** Week-long Summer Academy held annually. Professional Learning Community focused on integrating educational technology into all aspects of school environment established, led by the **PL-CAMP Specialist**. Monthly workshops, accessible on-site or remotely, designed to create a cadre of principals and assistant principals prepared to implement a school environment of professional learning and innovation that empowers teachers to enhance student learning through the integration of technology and digital resources. Administrators will be prepared to train classroom teachers in best practices.



<p><b>ANNUAL OBJECTIVES:</b></p> <p>At least 80% of administrators at targeted schools will attend the week-long Summer Academy</p> <p>At least 80% of administrators at targeted schools will complete monthly technology workshops</p>	<p><b>ANNUAL OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>✓ Students at schools of participating principals and assistant principals will demonstrate growth on annual standardized assessments in both reading and math at a rate of at least 5% greater than students at “control” schools without participating administrators</li> <li>✓ Teachers at schools of participating principals and assistant principals will indicate (through surveys and lesson plan summaries) the integration of educational technology tools into the weekly classroom curriculum at a rate of at least 10% greater than teachers at “control” schools without participating administrators</li> </ul>
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## Principal Leadership Certification and Mentoring Program Region 5 Education Service Center

### Significance (25 Points)

#### 1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

While much attention has been focused on the issue of teacher retention, very little research has been conducted on the issue of principal retention. A small but growing body of evidence suggests that school administrators play a pivotal role in the school improvement process, directly impacting both teaching and learning. Further, existing preliminary evidence suggests that principals must remain at a school for a number of consecutive years to fully impact classroom learning. **PL-CAMP** will contribute comprehensive evaluations, including the details of a five-year study on principal retention rates, the underlying causes of administrator turn-over, and the resulting impact on teacher and student outcomes in multiple indicator groups. Evaluation data will assist in identifying successful strategies to recruit and retain effective administrators, and will support the growing body of evidence suggesting a focus on improving the competency and consistency of school principals to impact long-term student outcomes. Evaluation efforts will continue beyond the initial five year funding period, as **PL-CAMP** activities are replicated across Region 5 in Year Six and beyond – further strengthening the evidence-base supporting a targeted focus on providing adequate initial training and intensive ongoing support to administrators.

With the introduction of improved research designs and statistical methods, a growing body of empirical evidence demonstrates that principals have an important impact on schools, teachers, and student achievement (Hallinger & Heck, 1996; Heck & Hallinger, 1999; Leithwood, 1994; Leithwood & Jantzi, 2000; Prestine & Nelson, 2005). Specifically, research has found that principals indirectly influence student achievement through several key “avenues of influence:” people, purposes and goals of the school, structure of the school and social networks, and organizational culture (Hallinger & Heck, 1996, p.171).

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First, principal and teacher retention are inextricably linked. Schools with high levels of principal retention tend to have higher levels of teacher retention. A small body of research has shown that low teacher retention can have serious negative financial and educational impacts on schools (Baker, Young, Fuller, 2007; Levy, Fields, & Jablonski, 2007). Second, any school reform effort is reliant on the efforts of a principal to create a common school vision that focuses on implementing the reform effort over multiple years (Hallinger & Heck, 1996; Heck & Hallinger, 1999; Leithwood, 1994; Leithwood & Jantzi, 2000). Creating such visions and thoroughly integrating reform efforts into the culture of a school takes a sustained effort. Such efforts are clearly derailed with the turnover of a principal. The available evidence, in fact, suggests that principals must be in place five years for the full implementation of a large-scale change effort (Fullan, 1991; McAdams, 1997). Third, as with teacher turnover, there are financial costs to principal turnover. Not only does a school district have to spend resources on recruiting, hiring, and training a new principal, but the district's investment in building the capacity of the principal is lost. This direct cost is in addition to the costs associated with greater teacher turnover and the associated lower student achievement.

Ongoing assessment and evaluation activities intrinsic to the **PL-CAMP** program design will examine the tenure and retention of principals in Texas public schools, examining the impact of alternative certification opportunities for new candidates, coaching and mentoring for new administrators, and ongoing Professional Learning Community opportunities for new and veteran administrators alike. Moreover, **PL-CAMP** evaluation activities aim to examine the impact of administrator training and retention on teacher efficiency, student achievement, and school-wide environment. To aid in relevancy and future replication potential based on outcomes, evaluation strategies will closely examine the personal characteristics of each

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principal, including race/ethnicity, age, gender, and Texas principal certification test score. In addition, school-level information will be examined, including student demographics, school size, standardized assessment results, school level, accountability rating, and the geographic location (rural vs. small city).

Most importantly, **PL-CAMP** will actively contribute to the weak base of knowledge currently available concerning the primary factors related to the overall issue of principal turnover. Research suggests principal stability is positively associated with decreases in teacher attrition, increases in teacher quality, and increases in student achievement, making high turnover rates of principals troubling (Fuller & Young, 2009). Unfortunately, this research raises more questions than it answers. There is a critical need to better understand the factors associated with principal turnover, examine more carefully the patterns of employment after leaving the principal-ship, and undertake survey and qualitative studies that ascertain the reasons principals provide for leaving a school. The **PL-CAMP** evaluation plan will address this deficiency of knowledge, strengthening the ability of school districts to align new retention strategies (including strategies proven to have a positive impact through **PL-CAMP** evaluation), with data-based turnover factors (including factors proven to have a negative impact on administrator retention through **PL-CAMP** evaluation).

Preliminary studies indicate that four key issues impact administrator retention: accountability pressures, complexity and intensity of job, lack of support from central office, inadequate compensation (Fuller & Young, 2009). Surveys conducted throughout Region 5 corroborate these findings. Unfortunately, empirical data to support these issues is lacking at this time, as research has been limited to collecting anecdotal evidence. **PL-CAMP** will gather empirical data, closely tracking the reasons exiting principals cite for leaving, as well as their next

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destination and a wide variety of indicators and data sets from throughout their tenure (however brief). Texas students are struggling to meet increasingly stringent standards, and school districts are implementing a wide variety of student-focused and teacher-focused initiatives and reforms to promote improved outcomes. The impact of highly-effective school leadership, and strategies to support and retain competent school administrators, needs to be studied further. Between 1996 and 2008, Texas high schools experienced principal turnover at alarming rates – as just over 50% of newly hired administrators remained at their home school for three years. Less than one in three remained for five years. These statistics indicate further research is warranted. **PL-CAMP** will begin with an intensive study of seven high-need school districts, with replication plans in place to expand project activities throughout the 35 school districts of Region 5 in Year Six. Resulting evaluation data will dramatically deepen the existing body of knowledge measuring:

- ✓ Highly-qualified administrator impact on teacher efficiency
- ✓ Highly-qualified administrator impact on student learning
- ✓ Highly-qualified administrator impact on state assessment scores
- ✓ Impact of alternative certification programs on administrator retention rates
- ✓ Impact of ongoing coaching / mentoring on administrator retention rates
- ✓ Impact of ongoing PLC on administrator retention rates

**PL-CAMP** will provide the qualitative and quantitative data needed to identify the deep-rooted causes of rampant administrator turnover, as well as the data sets needed to promote the inclusion of a wide variety of proven administrator retention strategies. Ultimately, **PL-CAMP** evaluation results will lay the foundation school districts need nationwide to create sustainable improvements in classroom instruction and student learning.

### **2. The likelihood that the proposed project will result in system change or improvement.**

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**PL-CAMP** was designed to be a long-term, fully sustainable solution to the deep-seated challenges causing high administrator turnover, recruitment obstacles, and the resulting negative student impact. With the attainment of the TEA-approved charter to deliver an alternative administrator certification, ESC 5 has already laid the foundation for long-term success. Further project design integrated an ongoing assessment process, ensuring that any and all project modifications needed in coming years will be quickly identified through real-time data, and implemented to promote continuous improvement of outcomes. In contrast to many grant-funded initiatives, **PL-CAMP** will **quadruple in reach** in the first year post-funding. This guaranteed replication will offset related expenses, allowing ESC 5 to continue delivering high-quality services at the same level of impact, effectively sustaining all project activities as **PL-CAMP** becomes a permanent fixture throughout Region 5.

Initial funding will allow ESC 5 to hire the staff necessary to carry out implementation during the crucial first years, establishing the program throughout the Region as a viable pathway to administrative certification. In years following the initial funding period, a dramatically expanded service area will combine with candidate enrollment and tuition fees to continue to support the same level and quality of certification and professional development programming.

Sustainability of features was a key focus as ESC 5 and the Advisory Committee designed a long-term solution to identified challenges in targeted high-need districts. The following chart illustrates the embedded sustainability features of each **PL-CAMP** component:

Activity	Embedded Sustainability
<b>Administrator Certification</b>	ESC 5 has received an approved charter to deliver an alternative administrator certification program, and will continue to do so well into the future to meet

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	<p>the unique needs of the small and rural districts of Region 5. Although fullscholarships will no longer be available for candidates in post-funding years, the modest tuition ESC 5 will charge aspiring principals in Year Six is far less than similar university-based programs charge. Low costs and ease of accessibility will ensure that new cadres of highly qualified administrators will graduate from the ESC 5 administrator certification program annually for years to come.</p>
<p><b>New Hire Coaching / Mentoring</b></p>	<p>It is anticipated that <b>PL-CAMP</b> training and professional support opportunities will dramatically improve administrative retention rates, significantly reducing staff turnover. ESC 5 will have the staff and funds necessary to support this service at the reduced level of need in future years – even with dramatic levels of replication throughout Region 5.</p>
<p><b>Ineffective Administrator Coaching / Mentoring</b></p>	<p>This population will shrink rapidly as trainings produce annual cadres of “highly qualified” administrators. At the conclusion of Year Five, ESC 5 will be well-equipped to continue providing needed coaching services at this reduced level of need – even with dramatic levels of replication throughout Region 5.</p>
<p><b>Technology- Focused Professional Learning Community</b></p>	<p>The Project Director will lead the PLC in Years One – Five, formally establishing the processes and routines of participating in monthly online training sessions for Region 5 administrators. At the conclusion of the initial funding period, the online PLC portal will remain, continuing to serve as an ongoing communication pathway linking administrators across the Region. Monthly training sessions will also continue, as turn-key trainings in grant</p>

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	funded years will result in a cadre of principals with established areas of expertise prepared to continue sharing best practice strategies and methodologies with peers throughout the Region.
<b>Summer Academy</b>	Initial project funds will support the creation of five unique training curricula, which will continue to be implemented in future years. Small participation fees will be charged to LEA’s in post-grant years if necessary to support week-long workshops

**3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**PL-CAMP** will bring dramatic improvements to some of the highest-need schools in Region 5 – but unlike many “band-aid” solutions, project activities have been designed to initiate long-term change at a systems-based level. Students at targeted schools are failing at astounding rates, leaving high school ill-prepared to meet the demands of college, vocational training, or the workforce. ESC 5 and the Advisory Committee believe that improving retention rates for school principals will positively impact student outcomes, however the need for improvement is too great to rely exclusively on a secondary impact. Technology-focused workshops, delivered monthly in a PLC-format throughout the project period, were designed to specifically impact teaching efficiency and student achievement.

The **PL-CAMP** PLC will target administrators in all participating school districts, with the overall goal of creating, “school leaders who can utilize, promote, and sustain a powerful digital-age learning culture that provides a rigorous, relevant, and engaging education for students to promote scholastic achievement.” As ambitiously attainable performance measures indicate, it is anticipated that students in schools with administrators that participate regularly as members of the PLC will demonstrate an overall increase of 5% in proficiency attainment

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annually, when compared to baseline data collected in 2012-2013. With more than 15,800 students in targeted districts, this translates to an additional 790 students in high-need schools meeting state standards annually. To promote these gains, ongoing Professional Learning Community participation will create:

- Administrators that embrace and promote an environment of professional learning and innovation that empowers teachers to enhance student learning through the integration of technology and digital resources
- Administrators who can utilize and manage digital resources to continuously improve school-wide organization through the effective use of information and technology resources
- Administrators who understand, model, and facilitate proper use of social, ethical, and legal issues and responsibilities related to an evolving digital culture

In addition to promoting these competencies in administrative participants, all PLC sessions will be designed to encourage principals to pass best practice strategies along to their teaching staff through turn-key training workshops, preparing administrators to “lead the charge” in the real world integration of cutting edge educational technologies. Examples of technology applications administrators will be expected to be incorporated in targeted schools to promote substantial student gains in all areas of achievement include:

- Using twitter and other social media to communicate and share information with community stakeholders, other administrators, and school staff members
- Gathering information from teaching staff via Internet-based polling services (Socrative and others) to support data-based decisions resulting in more efficient operations
- Collaborating to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

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- Understanding and integrating technologies that engage students, modeling technology usage for staff, and leading professional development focused on technology-based teaching
- Understanding and promoting through teacher trainings the integration of effective classroom practices where the infusion of technology and digital resources occur across the curriculum

Administrators will be challenged to share their trainings with school staff each month, promoting school-wide growth in best practice technology integration. Targeted schools will become environments where continued professional growth is encouraged in a supportive community of professional learners – improving job satisfaction, classroom efficiency, and student outcomes. As a result of monthly trainings, it is anticipated that teachers at targeted schools will indicate (through surveys and lesson plan summaries) the integration of educational technology tools into the weekly classroom curriculum at a rate of at least 10% greater than teachers at “control” schools without participating administrators.

Students in targeted high need school districts are struggling to meet Texas standards and prepare for the demands of the world outside of high school. Having stability in the principal-ship is a key component to successfully enacting effective school reforms – yet the large majority of students in targeted schools have had three or more new principals in the past five years. Remote locations, slow rural economies, and the many demands of being a principal combined with the comparatively low annual salary make administrator recruitment and retention challenging throughout Region 5. The **Principal Leadership Certification and Mentoring Program** initiative was designed to address these issues. **PL-CAMP** will recruit and retain principals and assistant principals who are highly trained, exceptional administrators who understand the commitment and dedication required for being successful in a small school environment. **PL-CAMP** will produce administrators with the skills necessary to promote continuous school

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improvement – focusing specifically on improving teaching and learning to dramatically improve student attainment of Texas State Standards. **PL-CAMP** represents a long-term, fully sustainable solution to administrative recruitment and retention challenges throughout Region 5. Initial funding is crucial to the successful launch of **PL-CAMP**, which will be completely supported by ESC 5 funds and modest tuition fees in post-funding years.

**Management Plan (15 Points)**

**1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

The following chart illustrates the **PL-CAMP** Management Plan as required:

**Objective #1:** Annually, at least 10 aspiring principals and assistant principals from targeted high-need districts will be awarded a scholarship to participate in the **Principal Leadership Certification Program**, earning a Texas Education Agency and State Board for Educator Certification-approved administrator licensure.

Activities / Milestones	Timeline
Recruitment drive for candidates, including emails to all Region 5 teachers in targeted districts, a comprehensive <b>PL-CAMP</b> website, and direct recruitment based on superintendent recommendations. <b>*Staff Responsible:</b> Project Director to lead activities, <b>PL-CAMP</b> Specialist to assist	Recruitment immediate and ongoing; website complete by Month 2; 25 applications received by March 15 annually
Applications reviewed and ranked according to rubric designed to measure potential for program success. 10 applicants selected and awarded scholarships for upcoming year participation <b>*Staff Responsible:</b> Project Director to lead reviews with a team of ESC 5 staff and superintendents of targeted districts, <b>PL-</b>	Review between March and May annually; Scholarships awarded by June 15; Training begins in August

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CAMP Specialist to assist	
Highly Qualified principals recruited to serve as mentors / coaches in upcoming year. Coach / Mentor principals linked with candidate according to location  <b>*Staff Responsible:</b> Project Director to work with superintendents to recruit mentor principals, <b>PL-CAMP</b> Specialist to align candidate matches	Principals recruited by June annually, Mentor-Candidate matches aligned by August annually

**Related Budget Expenses:** Project Director and **PL-CAMP** Specialist salaries and fringe benefits; basic supplies to support necessary positions; training supplies; tuition scholarships; mentor stipends; recruitment expenses; data collection specialist and external evaluator

**Objective #2:** Annually, at least 20 principals or assistant principals in targeted high-need school districts that have been identified as “newly hired” (10) or “ineffective” (10) will complete intensive training and mentoring to increase their leadership capacity.

Activities / Milestones	Timeline
Professional Development and Appraisal System completed by all administrators in targeted districts to identify “ineffective” school leaders.  New and ineffective principals identified and recruited  <b>*Staff Responsible:</b> Project Director to coordinate, <b>PL-CAMP</b> Specialist to implement	PDAS completed by Month 2 in Year One, and every May following  Leaders identified by June, recruited by July
Highly Qualified principals recruited to serve as mentors / coaches in upcoming year. Coach / Mentor principals linked with new or “ineffective” leader according to location	Mentor principals recruited by June annually, Mentor-Candidate matches aligned

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<p><b>*Staff Responsible:</b> Project Director to work with superintendents to recruit mentor principals, <b>PL-CAMP</b> Specialist to align candidate matches</p>	<p>by August annually</p>
<p>New and ineffective principals will complete at least 67 hours of ongoing Saturday, evening and online training / mentoring / coaching sessions. <b>*Staff Responsible:</b> Led by mentor principals under the supervision of <b>PL-CAMP</b> Specialist</p>	<p>Quarterly, at least 16 hours of training will take place for each principal</p>

**Related Budget Expenses:** Project Director and **PL-CAMP** Specialist salaries and fringe benefits; basic supplies to support necessary positions; training supplies; mentor stipends; technology supports; data collection specialist and external evaluator

**Objective #3:** Annually, at least 80% of all principals and assistant principals at targeted high-need schools will attend the week-long Summer Academy for administrators

Activities / Milestones	Timeline
<p>Create curriculum for Year One segments: School Law, Governance &amp; Ethic; Organizational Change &amp; Effective Leadership; Data Analysis &amp; Accountability; Teacher PD&amp; Support; and Leadership Under Pressure</p> <p><b>*Staff Responsible:</b> PL-CAMP Specialist to work with Project Director and targeted superintendents to create best practice-aligned curriculum</p>	<p>Segments completed in: November, January, February, March, and May annually</p>
<p>Advertise throughout Region 5 to build enthusiasm and recruit participants for Summer Academy</p> <p><b>*Staff Responsible:</b> Project Director and Grants Manager will</p>	<p>Dates released in January Recruitment push in March and April, early registration</p>

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<p>lead all recruitment activities, including email releases, poster creation and distribution. Secretary will assist with registration.</p>	<p>incentive ends in May, final registration in July</p>
<p>Summer Academy will include ongoing evaluation activities to measure impact and drive modifications for upcoming years – including pre-assessments, post-assessments, and follow-up assessments, as well as surveys</p> <p><b>*Staff Responsible:</b> External Evaluator to create instruments, Data Collection Specialist to distribute, and Grants Manager to assist Evaluator in gathering, compiling. Advisory Committee to assess data results to modify curricular strategies as needed</p>	<p>Pre-assessments completed by June annually, Surveys completed during Academy, Post-assessments completed during Academy, Follow-up assessments completed in October annually, Committee meetings quarterly</p>

**Related Budget Expenses:** Project Director, **PL-CAMP** Specialist, Grant Manager and Technology Coordinator salaries and fringe benefits; basic supplies to support necessary positions; recruitment funds; training supplies; mentor stipends; meeting rooms; working lunches; trainers and presenters; data collection specialist and external evaluator

**Objective #4:** Annually, at least 80% of administrators from targeted high-need schools will complete monthly technology workshops designed to create school leaders region-wide who embrace and promote an environment of professional learning and innovation that empowers teachers to enhance student learning through the integration of technology and digital resources.

Activities / Milestones	Timeline
<p>Design online, password-protected PLC portal for administrators to utilize for communication and webinars</p> <p><b>*Staff Responsible:</b> Technology Coordinator</p>	<p>Portal running by Month 3, all targeted administrators able to utilize password by</p>

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	Month 4
<p>Deliver monthly PLC workshops / webinars / coaching / training sessions for targeted administrators in turn-key training format to promote school-wide replication</p> <p><b>*Staff Responsible:</b>Technology Coordinator to work with <b>PL-CAMP</b> Specialist and Project Director to create and deliver content aligned with best practices in technology</p>	<p>Curricula for first workshop designed by Month 3.</p> <p>Monthly PLC sessions to begin in Month 4 and continue ongoing throughout project period</p>
<p>Evaluation activities will assess replication within schools, including administrative-related tech skills and classroom-related tech skills transferred through teacher trainings</p> <p><b>*Staff Responsible:</b>External Evaluator to create instruments, Data Collection Specialist to distribute, and Grants Manager to assist Evaluator in gathering, compiling. Advisory Committee to assess data results to modify PLC strategies as needed</p>	<p>Monthly surveys for teachers and administrators rating training opportunities, quarterly assessment of impact on lesson plans</p>
<p><b>Related Budget Expenses:</b>Project Director, <b>PL-CAMP</b> Specialist, Grant Manager and Technology Coordinator salaries and fringe benefits; basic supplies to support necessary positions; recruitment funds; training supplies; mentor stipends; technology supports for mentors; trainers and presenters; data collection specialist and external evaluator</p>	

ESC 5 began developing **PL-CAMP** more than five years ago, as the best long-term solution to the challenges negatively impacting students throughout Region 5. The comprehensive Management Plan will ensure that all objectives, outcomes, and performance measures are met in accordance with **PL-CAMP** goals.

**2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

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As described above, a professional external evaluator will be contracted to conduct both formative and summative evaluation activities, and will be an integral component of the rigorous continuous improvement process ESC 5 has designed that will provide timely and regular feedback on progress towards project goals, with embedded opportunities for ongoing corrections and improvements during and after the initial five project years. Both the external evaluator and a data collection specialist will be contracted to assist in this process, working with the Project Director to monitor, measure, and publicly share information on the quality and impact of **PL-CAMP** activities. Both qualitative and quantitative data sets will be collected monthly and submitted to the external evaluator for analysis and the creation of detailed reports. The external evaluator will submit Quarterly Evaluation Reports to the Advisory Committee, who will utilize results to drive program modification to promote full attainment of stated goals, objectives, outcomes and performance measures.

All data (specific sets to be collected are discussed in detail on pages 28-30, please cross-reference) will be formatted and analyzed to uncover trends, strengths, gaps, and weaknesses among NCLB sub-groups, grade bands, subjects, and campuses. Data sets will be directly related to associated performance measures and overall project goals. Comparative charts, graphs, and summaries will highlight successes and challenges, providing the Advisory Committee a jumping off point for each quarterly meeting to analyze project impact and movement towards progress measures. The Advisory Committee, led by the Project Director and including ESC 5 representatives, principals, community members, representative teachers, and volunteer parents and students, will have the authority to modify project activities to better meet the needs of administrators, classroom educators and students, based on analysis of real-time evaluation data. Quarterly sessions will provide formal opportunities to utilize real-time

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data to analyze progress towards a variety of benchmarks and milestones, preparing the Advisory Committee and project leadership to make informed decisions concerning any and all project modifications that may become necessary to promote full attainment of all goals, objectives, outcomes, and performance measures.

The **Principal Leadership Certification and Mentoring Program** is an innovative solution to the desperate need sustained high-quality leadership in remote, high poverty schools throughout Region 5 in East Texas. Creating and implementing an alternative training and certification program for prospective administrators, followed by ongoing mentoring and coaching to promote continued success and principal retention has long been a top priority within ESC 5. Too often, the extreme remoteness of small school districts, coupled with a lack of housing options, a lack of job opportunities for spouses, and the high demands small districts must make on administrators – including multiple duties and assignments – thins the candidate pool enough to leave school districts attempting to hire a principal without a single application from a qualified administrator with the leadership and organizational skills needed to promote student success. Students at targeted schools are failing at astounding rates, leaving high school ill-prepared to meet the demands of college, vocational training, or the workforce. Evidence shows that improving retention rates for school principals will positively impact student outcomes – bringing much-needed support to high poverty students in this overlooked and underfunded corner of Texas.

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