

SEMINARIO INTERNACIONAL

LIDERAZGO EDUCATIVO

Estrategias globales para la efectividad y el impacto



» Ellen Goldring
"Un enfoque estratégico
para un liderazgo educativo efectivo"

jueves
3 OCT



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Peabody College

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Universidad del Desarrollo



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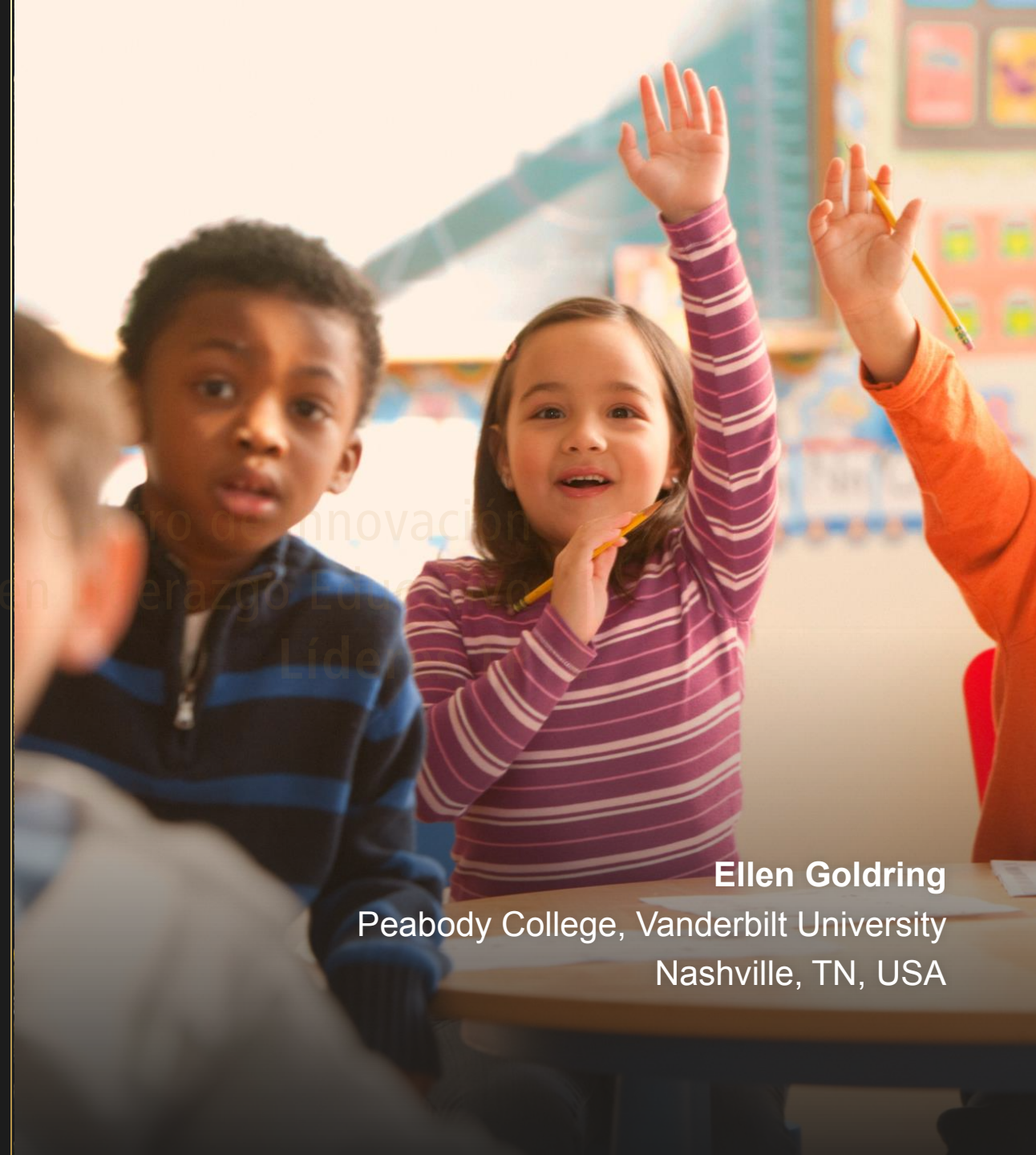
Tecnológico
de Monterrey



Navigating Principal Pipelines:

Best Practices for Identifying, Developing
and Sustaining Effective School Leaders

The Study of the Principal Pipeline
Learning Community



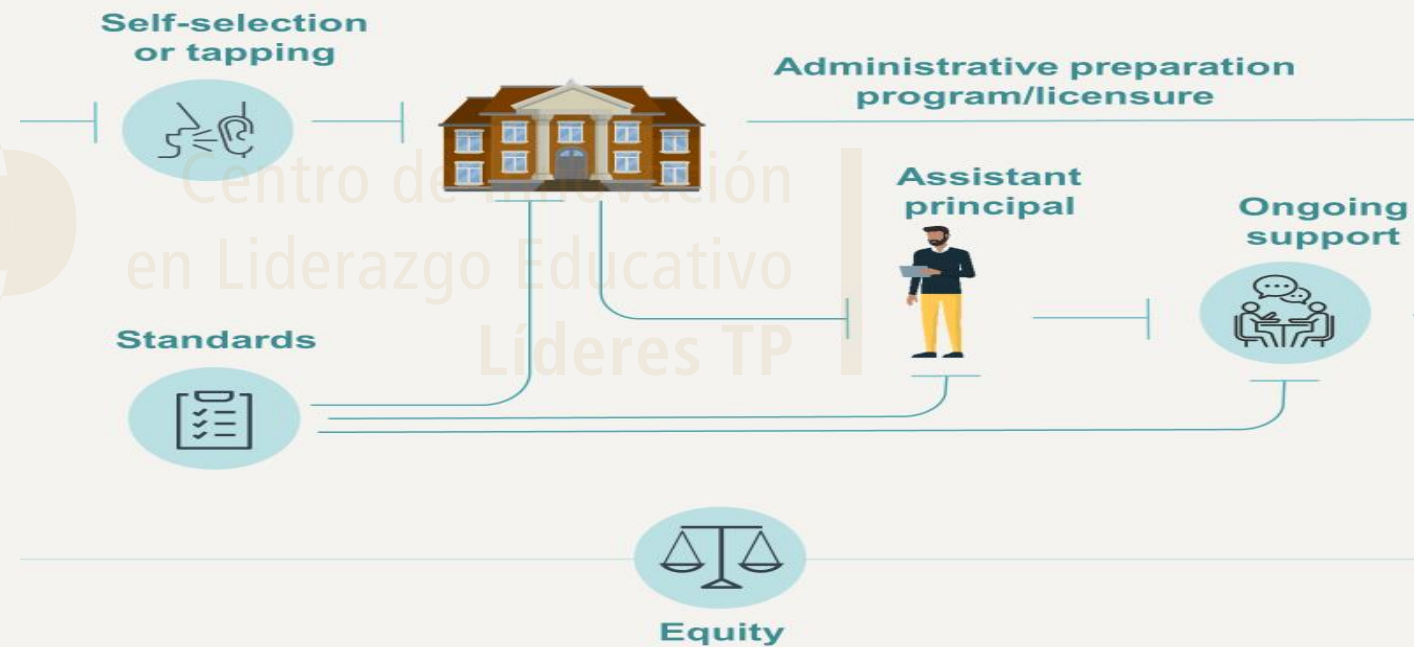
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Consider

- Imagine you have a highly effective teacher who is interested in moving into leadership. What steps would you or your school system take to support this transition?
- Has anyone here been part of a successful leadership transition that was facilitated by a system wide approach? What made it successful?
- How do current policies and practices in your contexts support or hinder the development of school leadership, including identifying future leaders, supporting their development before entering the position?

Succession planning through principal pipelines to address

- Early identification and development potential leaders
- Expanding the pool of qualified candidates
- Reducing risks of leadership transitions
- Preserving continuity and mission-critical objectives
- Proactive talent management approach





Agenda



Describe

- What are leadership pipelines?
- What are pipeline activities, initiatives, and programs?



Examine

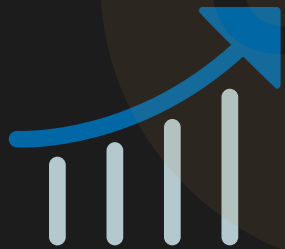
- What is the evidence base on pipelines?
- How can pipelines be scaled up?
- What district contexts and conditions support leadership pipelines?



Share

- Recommendations for supporting the development of principal pipelines across cultural contexts and systems

Why Succession Planning and Leadership Pipelines?



CILEI

Centro de Innovación
en Liderazgo Educativo
Líderes TP



School systems globally face challenges of school leadership



Threats

Retirements and vacancies

Turnover

Declining interest

Teacher shortages

Low enrollment in education programs



Opportunities

Recruiting new leaders

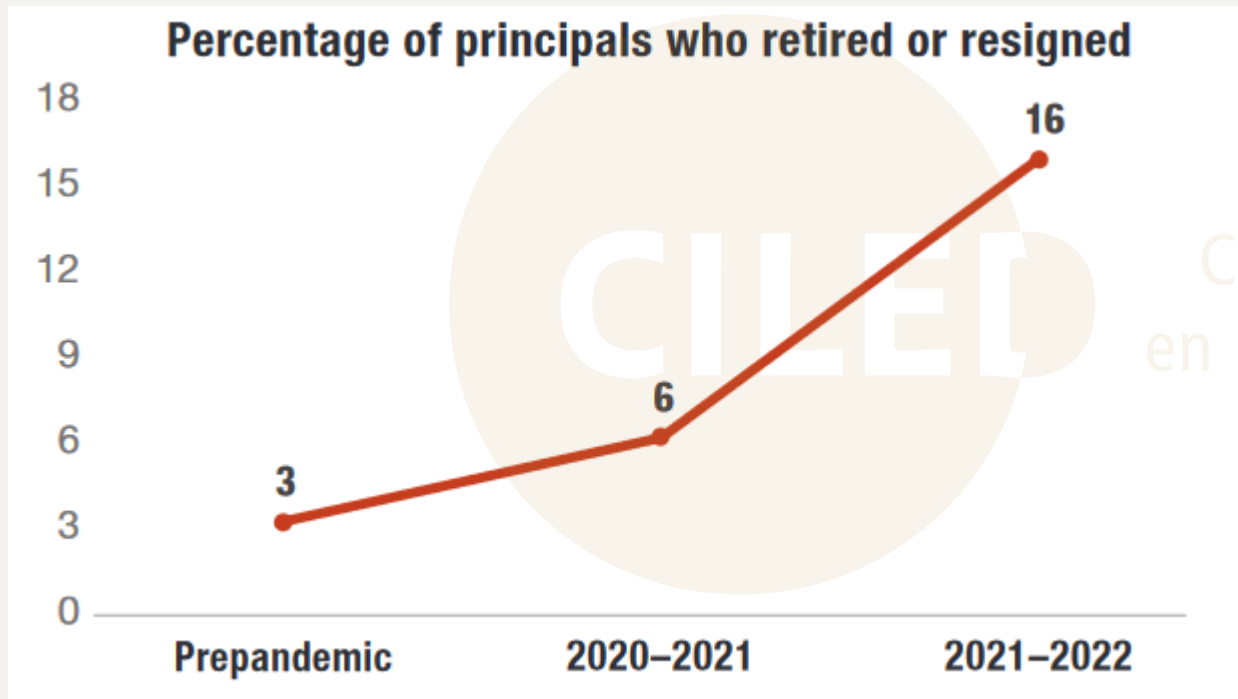
Reframing leadership competencies

Including new voices

Creating new networks

Rethinking learning approaches

Increasing principal attrition in the US



Survey data comparison: Principal retirements and resignations during 2021-2022 vs. pre-pandemic - Source: Fall 2022 survey (n=295) and Summer 2021 survey (n=279)

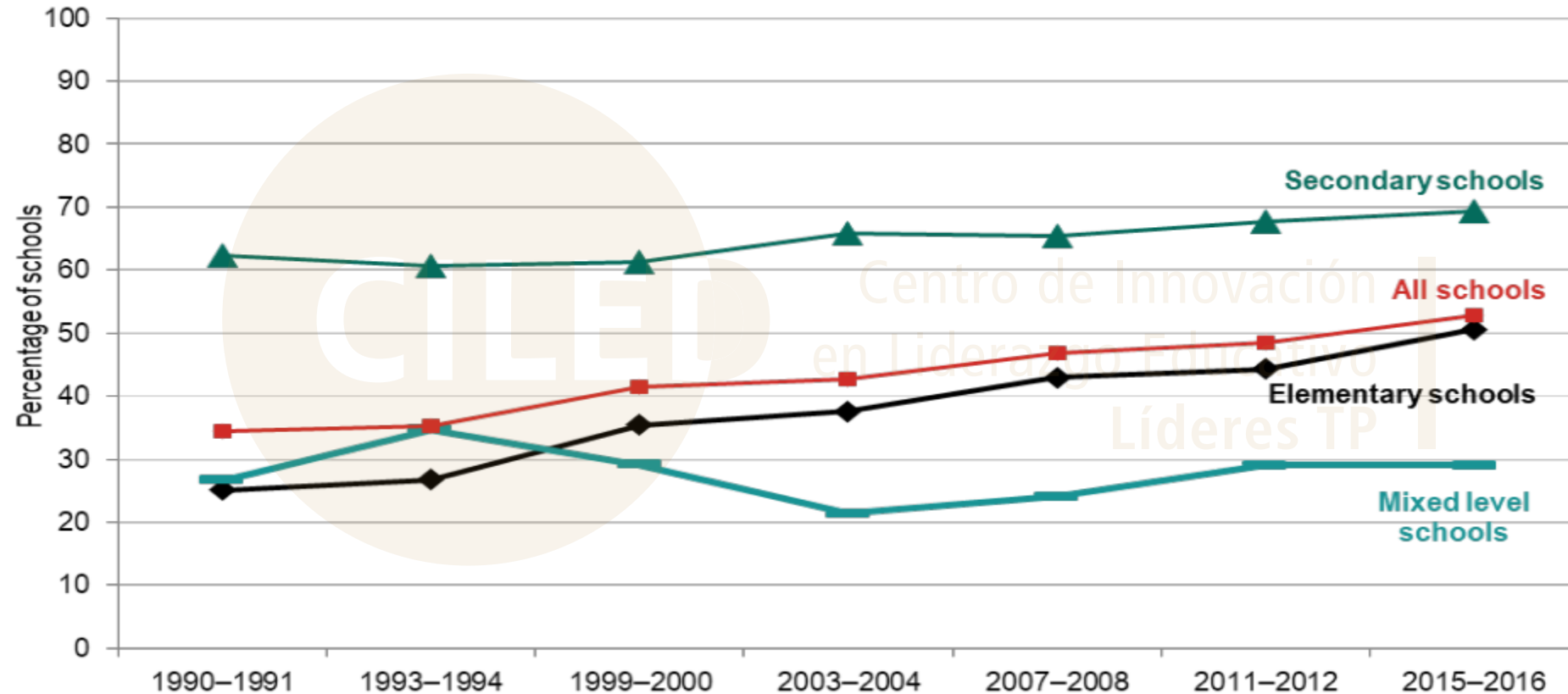
DILIBERTI, & SCHWARTZ, 2024, RAND

: “What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? which was administered in fall 2022 (n = 295); “What was the typical percentage of your [school principals] who retired or resigned annually prepandemic?” which was administered in summer 2021 (n = 279); “What percentage of your school principals] retired or resigned at the end of the 2020–2021 school year?” which was administered in summer 2021 (n = 278).

Nationally, the percentage of schools with assistant principals has increased.



Why are we facing a principal shortage?



Source: Schools and Staffing Survey/National Teacher and Principal Survey, 1990–1991, 1993–1994, 1999–2000, 2003–2004, 2007–2008, 2011–2012, 2015–2016.

Note: Number of schools ranges from 8,970 in 1990–1991 to 5,770 in 2015–2016. Percentage represents schools that have at least one full-time assistant principal. Estimates are nationally representative. Mixed level schools have both elementary and secondary levels, such as K–12 schools.



Why Succession Planning Strategy

Turnover in districts, especially turnover of school and district leaders, can negatively impact student outcomes... Succession planning requires identifying talent who can step into critical roles immediately and ensuring they have the institutional knowledge and development necessary to do so efficiently and effectively... Without careful planning for transitions, districts fall into the trap of simply replacing key staff members without the essential overlap and mentoring necessary to ensure more immediate efficacy.

School District of Philadelphia ,2023

Why a comprehensive leadership approach to pipelines now?

- Rapid technological advancements
- Need for resilience in crises
- Evolving knowledge and skills
- Changing expectations





What are Principal Pipelines?



Principal Pipelines Defined

- Systematic approach to succession planning
- **Goal:** Sustainable supply of high-quality principals



Activities include:

- Identifying promising teacher leaders
- Providing leadership training and development opportunities
- Establishing clear pathways and advancement criteria
- Hiring alignment and placement
- Offering ongoing support and evaluation feedback



Seven Domains of Pipeline Pipelines

DOMAIN 1

Leader standards

- Articulate differentiated leader competencies and dispositions
- Head of UTP or Inspector General, teacher leaders, principals

DOMAIN 2

Preparation

- Processes that encourage staff to become school leaders
- Professional development for aspiring principals
- Training and certification programs aligned with district priorities and leader standards.

DOMAIN 3

Selective hiring and placement

- District talent pool process to screen individuals
- Criteria used to evaluate and select candidates
- Systematic processes tied to leader standards.

DOMAIN 4

On-the-job support and evaluation

- Evaluations aligned to leader standards
- Evaluation aligned to the role
- Individualized coaching
- Actionable feedback for improvement.

DOMAIN 5

Principal supervision

- Improve or create support roles for principals
- Prepare a cohort of future principal supervisors
- Involved in identifying leaders
- Step in the career progression

DOMAIN 6

Leader tracker systems

- Develop data management systems for talent identification placement, and support

DOMAIN 7

Systems of support

- Specific position and office specifically dedicated leadership pipelines development and support
- Ongoing sustainably

Principal Pipeline Domains: An Aligned System





Greenville School District

District Profile: 2024

Region: Southeast (South Carolina)

District size: ~80,000 (77,888)

Student demographics:

22% Black; 20% Hispanic; 50% white; 5% multiracial; 3% Asian; less than 1% American Indian or Native Hawaiian/ Pacific Islander

18.8 % Limited English Proficient²

15.8 % Students with Disabilities

55.7 % “Pupils in Poverty”

Number of schools: 97

Superintendent tenure: 2012 -present

Joined PPLC: Year 1 (2019-20)

¹ Greenville County Schools. (2024).

² Royster, B. (2023).

Our Purpose

We want skilled and committed school leaders who sustain a climate conducive to the highest levels of learning and the retention of quality personnel.

Our system of preparation, support, and evaluation creates a pipeline of leaders from the classroom to the central office - leaders who prioritize relationships, robust programming, academic excellence, and well-being to maximize the potential of every student.

We provide

- Pipeline programming aligned to standards and priority practices
- Strategies to advance the skills of administrators as individuals and in groups
- Proactive and responsive coaching and support to improve practice
- Evaluation and growth planning

Our Goal

Personalized preparation and support that ensures every school benefits from the leadership that sustains commitment to common goals and offers limitless futures for each of its students.

Greenville County Schools Principal Pipeline



Teaming | Collegial Problem Solving | Mentoring/Coaching | Opportunity to Lead

Succession Planning

Principal Pipelines

- **Talent management**—identifying people
- **Knowledge management**—
knowledge, skills, dispositions, actions
and practices
- **Business and administrative
management**—knowing the system
and the context



New Frameworks for Principals for a New Time – Rethinking Standards



What principals need to know and be able to do:
Consensus or consider change?

Establish resilience

Implement problem-solutions

Center equity

Foster wellbeing and efficacy

Develop political savviness.



What is the evidence on Principal Pipelines?



Evidence on Principal Pipelines

Effects: Increased principal effectiveness and retention

Principal Pipeline Initiative – 6 districts

- Pipeline-district schools with newly placed principals outperformed comparison schools in other districts after three years.
- The difference in student achievement was more than 6 percentile points in reading and almost 3 percentile points in math.
- Pipeline districts schools had stronger principal retention than comparisons schools in districts without pipelines. (8 fewer losses after three years out of 100)
- **Components Appear to Work as a Cohesive Whole**



Can pipelines be implemented and scaled up in many more districts



Research has documented that while many district initiatives thrive on a smaller scale, their success cannot always be replicated on a larger scale (Coburn, 2003; Elmore, 1996).

Scaling up and Implementation in Districts

- Implementation in 84 districts with Wallace foundation support
 - **Districts teams**
 - Attended whole-group convenings
 - Tools and knowledge resources
 - Expert consultant
- No other financial or support resources
- Study data from interviews and surveys
 - **Interviews:** 86 central office leaders in 30 districts (Spring/Summer 2022)
 - **Surveys:** 376 central office leaders in 62 districts (Fall 2021- Spring 2022)
 - **Interviews:** Again in 2022 and 2023



Interviews and surveys focused on:

- **Experiences with leadership pipelines**
- **Status and conceptualization of pipelines**
- **Pipeline funding (including the uses of federal funding)**
- **District context and central office organization of pipeline implementation**



Accelerated scale-up model

84 school districts

Districts in the (PPLC) Principal Pipeline Learning Community had access to supports around pipeline planning and development -Wallace Foundation

Self-Study Guide

Early Win

Convenings

Consultant

Workplans

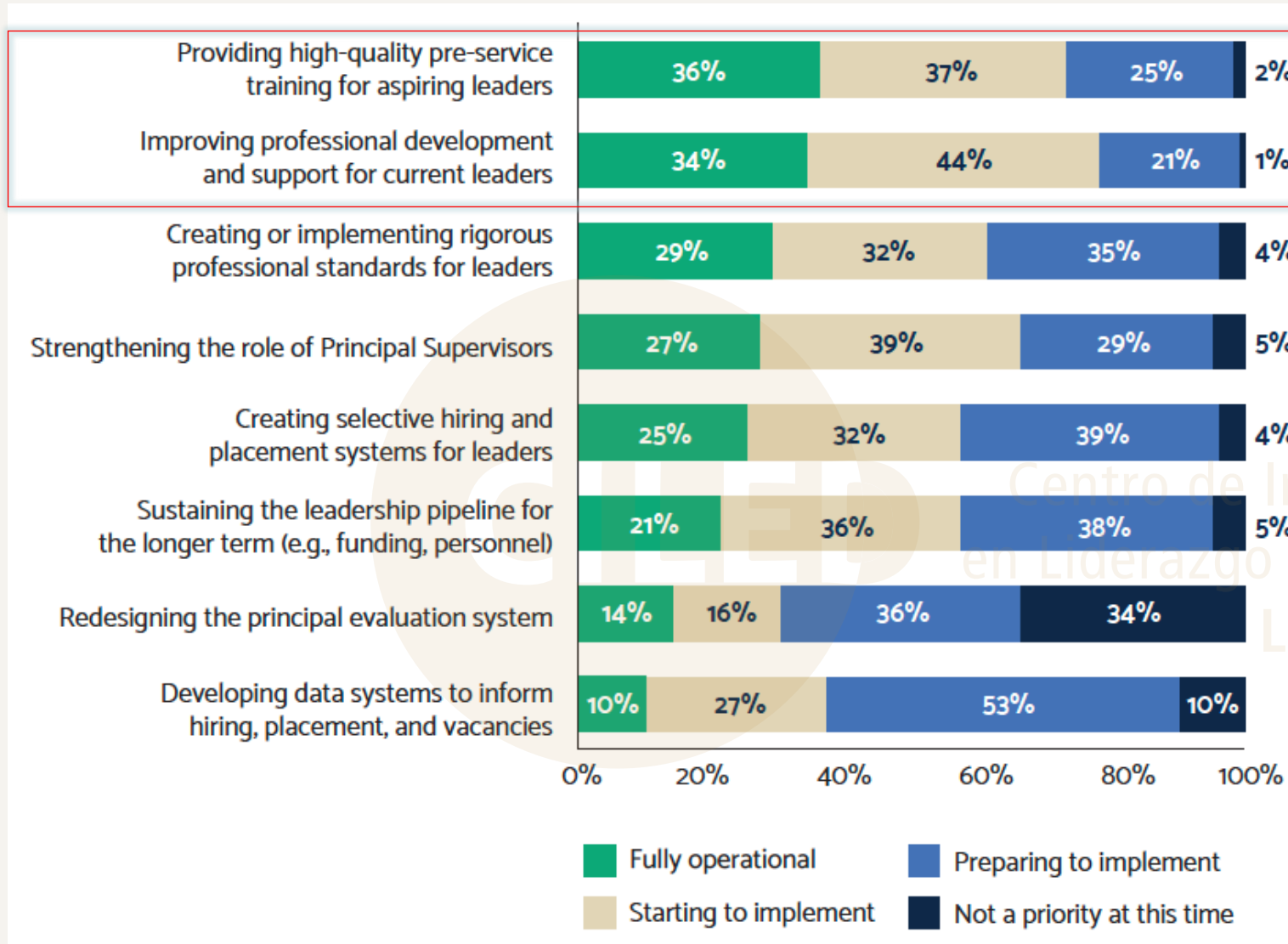
Knowledge-based
Resources

Statewide and
regional networks



PPLC districts reported multiple goals and priorities for principal pipelines

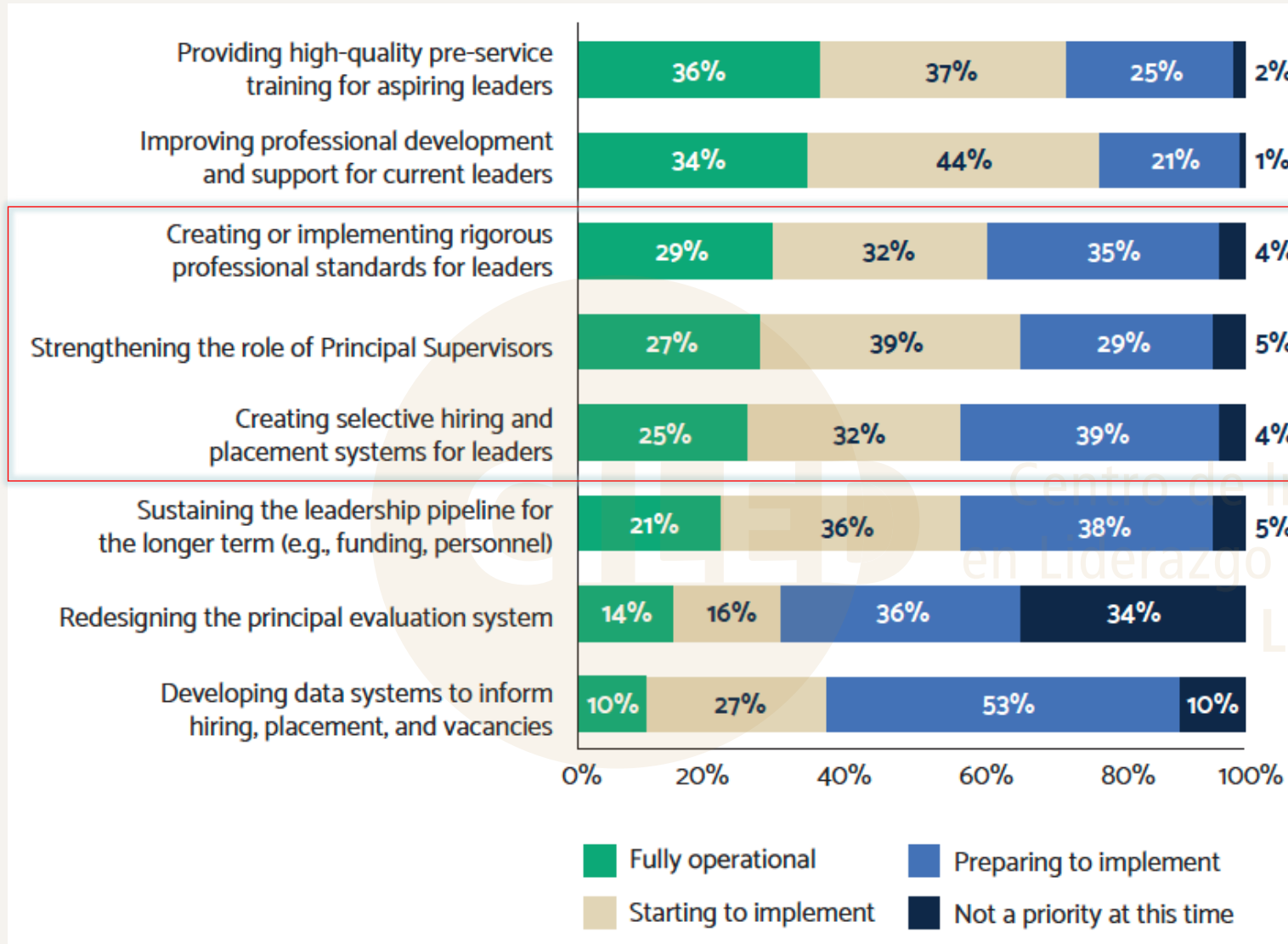
Building a bench Addressing the shortage of qualified leaders and building a pool of applicants	Developing quality Improving the effectiveness of leaders, especially in terms of instructional leadership and working in high-need schools	Increasing retention Retaining qualified staff at all levels to a create career progression	Growing-your-own Recruiting from within to capitalize on local context and knowledge
Creating equitable processes Creating consistent and transparent processes for becoming a principal and making principal appointments	Improving diversity Increasing the diversity of school leaders to reflect the student body	Establishing alignment Connecting disparate programs and initiatives to create a complete system	Expanding opportunities Increasing and adding new staff groups into the pipeline (teachers, teacher leaders, central office staff, APs)



Pipeline Implementation

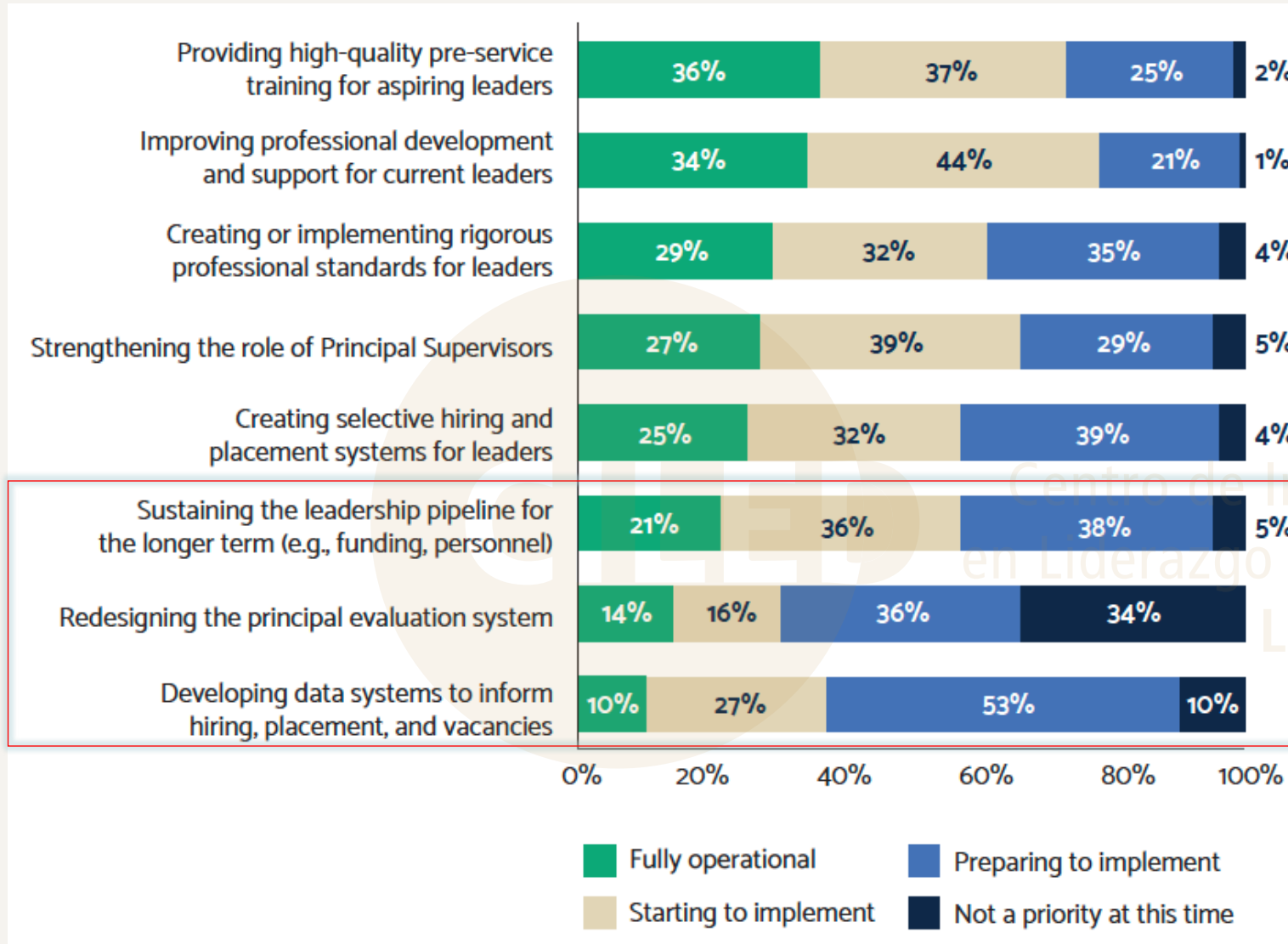
Progress:
Implementation
was highest in
Training and PD
Domains

Note. The survey question read, “Which option best describes the status of your district’s leadership pipeline in the following areas this school year (2021–22)?” Propensity weights were applied and “don’t know” answers were excluded. *N*=294.



Domains that required more Coordination were slower to be fully operable

Note. The survey question read, “Which option best describes the status of your district’s leadership pipeline in the following areas this school year (2021–22)?” Propensity weights were applied and “don’t know” answers were excluded. *N*=294.



Domains that required more complex long-term RE-design lagged behind

Note. The survey question read, “Which option best describes the status of your district’s leadership pipeline in the following areas this school year (2021–22)?” Propensity weights were applied and “don’t know” answers were excluded. *N*=294.

Networks are key

- Identify career opportunities and talent
- Build their teams
- Anticipate change within the district
- Keep finger on the pulse
- Key to talent identification and development

Good networks are :

- ❑ open
- ❑ diverse
- ❑ deep





National Data: Pipelines are a strategy used in many districts across the US

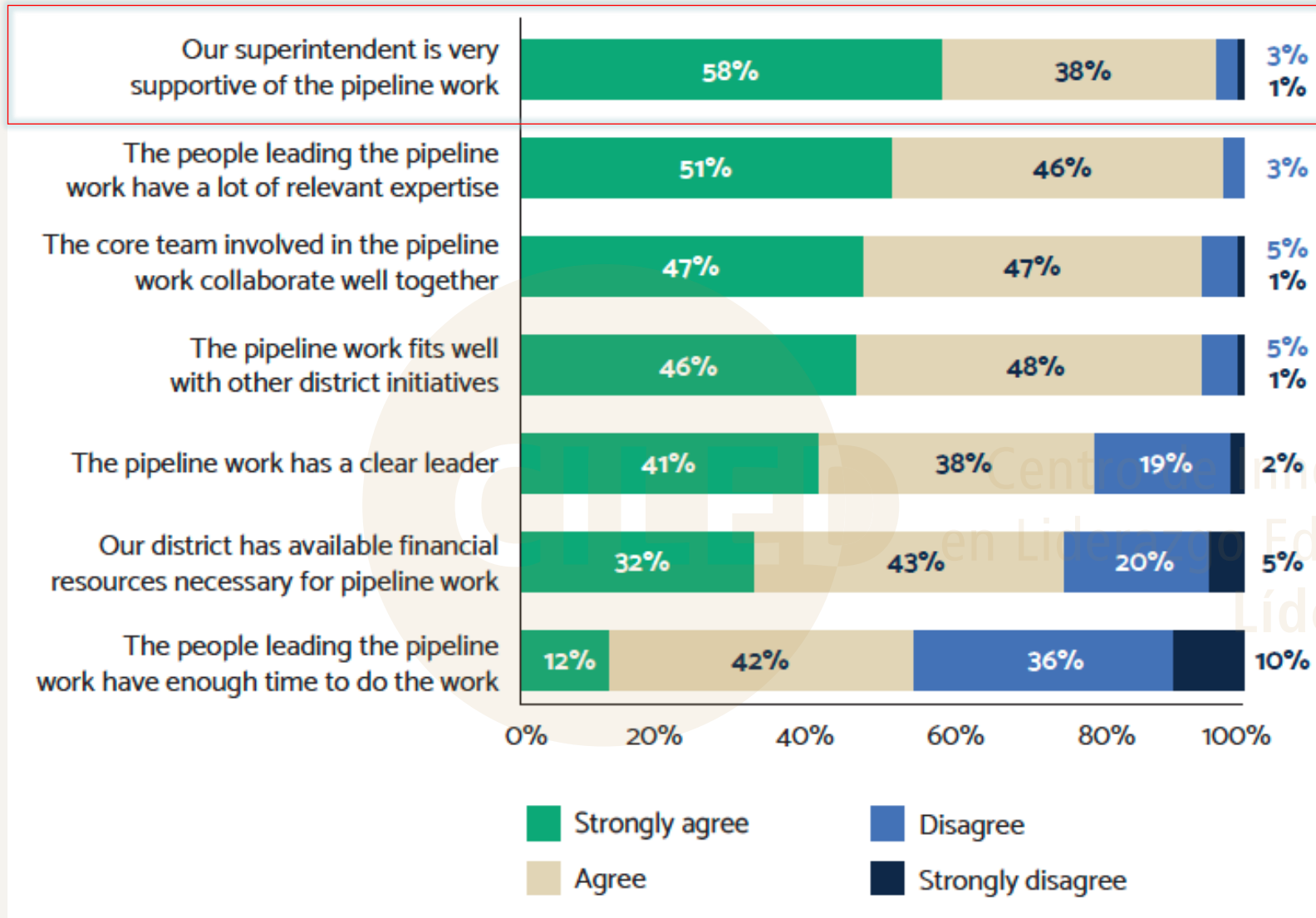
Summary of Districts' Principal Pipeline Activities as of the 2023–2024 School Year

All Districts (%)	Domain	Small Districts	Medium Districts	Large Districts
74	On-the-job support and evaluation	↓	↓	
60	Leader standards	↓		
47	Principal preparation	↓		
39	Principal supervision	↓	↓	
35	Selective hiring and placement	↓	↓	
29	Systems of support	↓	↓	
25	Leader tracking systems	↓	↓	

↓	Statistically lower
	Not statistically different
	Reference group



What explains
district implementation and take up?

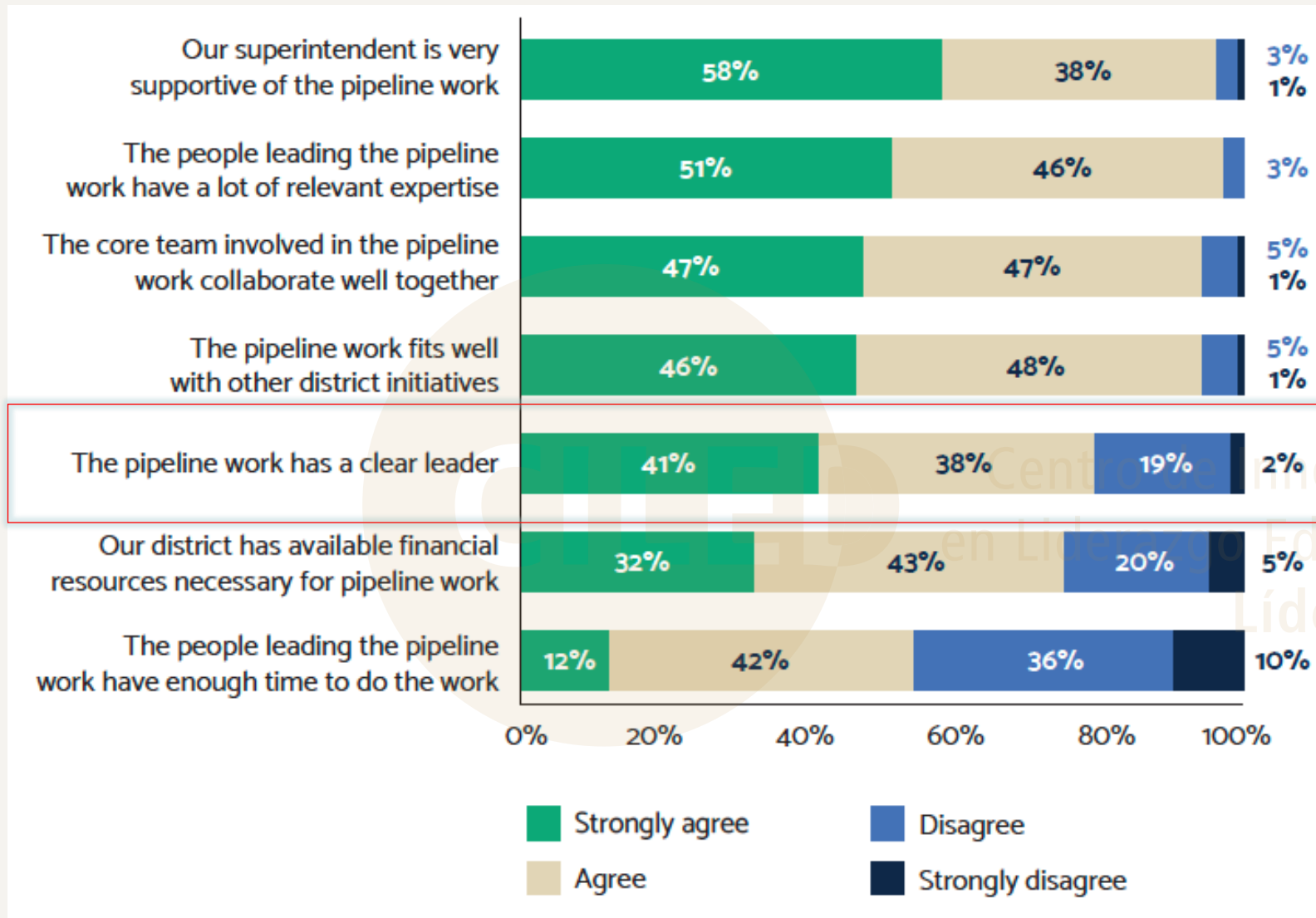


Note. The survey question read, “To what extent do you agree or disagree with the following statements about your district’s leadership pipeline work this school year (2021-2022)? Propensity weights were applied and “don’t know” answers were excluded. N=295.

Districts
had different
capacity to engage
in pipeline
take-up

Superintendent Support Strengthens Pipelines

“With superintendent support ... the pipeline becomes this hub that brings our departments together and connects us and helps us see outside of our own little silo.”



Clear Leadership Facilitates Pipeline Success

“And we also have a team leader. A lot of it is her leadership to be honest with you ... she sets expectations, we continues to meet every single week.

Note. The survey question read, “To what extent do you agree or disagree with the following statements about your district’s leadership pipeline work this school year (2021-2022)? Propensity weights were applied and “don’t know” answers were excluded. N=295.



Building for success



Strong and system-wide vision

- Clear vision and goals for improving leadership development from the superintendent
- Aligned to other district priorities and plans



Understanding of pipelines

- Grasped the systemic, aligned approach
- Open to learning about new conceptualizations



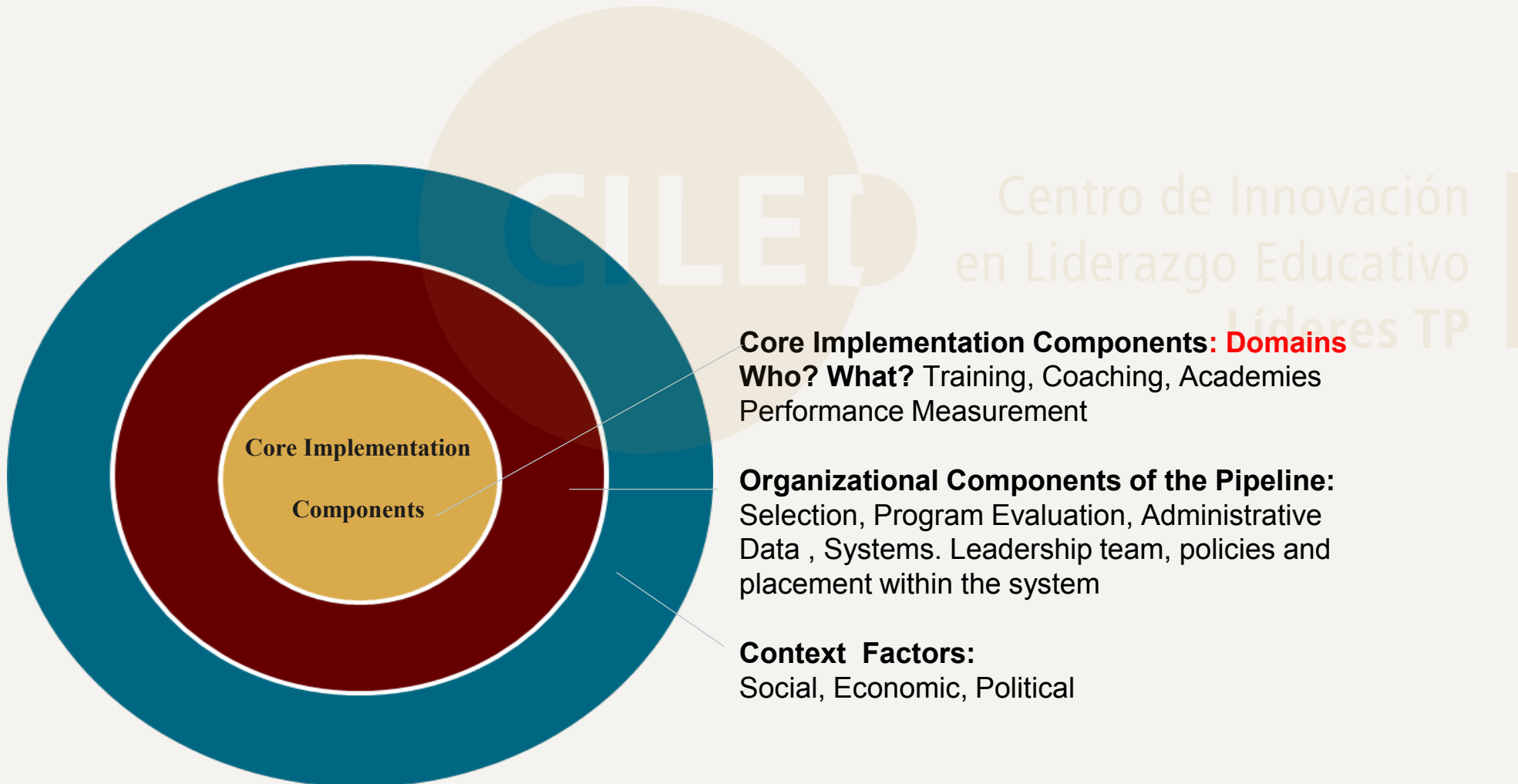
Viable team

- Assemble a stable team with a senior leadership and access
- Clear pipeline leader
- Clear expectations and commitments from team members
- Locate the team among people/departments who could best leverage change

What are Core Components of Leadership Pipelines?



The most essential and indispensable components of an intervention, practice, policy or program



Pipelines helped districts create more transparency, consistency, and equity in leadership pathways

- Communicate the steps to take along the pipeline
- More clearly explain available supports
- Systematic approaches helped address actual and perceived “secrecy, favoritism, and bias in principal appointments”



“

We envision a leadership pipeline as something where pretty much everyone within the organization sees the through line [to leadership]”

Central office leader



Recommendations

GARNER SUPPORT

**Create design teams with
broad engagement**

**A vocal champion that
communicates the vision
for leadership pipelines**

CONSIDER

**New frameworks and
standards**

Design process

ASSEMBLE

**Assemble a “core team” of
district administrators with
a clear leader who will
serve as the hub**

**Central office
coordination**

CREATE

**Aligned pipeline goals and
evaluation metrics to
broader district strategic
planning.**



Consider:

<p>How do you see the concept of principal pipelines fitting within your cultural and educational context?</p>	<p>How would you customize or change a principal pipeline to accommodate the diverse needs of schools in your country?</p>	<p>What are some unique challenges and opportunities you face that could impact the implementation of principal pipelines?</p>	<p>What qualities do you believe are essential for school leaders in your country, and how can a principal pipeline support the development of these qualities?</p>
<p>What resources are available for leadership development, and how might they be leveraged to support a principal pipeline?</p>	<p>How are leadership transitions currently managed in your schools, and what improvements could a principal pipeline offer?</p>	<p>What potential barriers do you anticipate in adopting a principal pipeline approach, and how might you address them?</p>	<p>How important is networking and collaboration among school leaders in your country, and how could a principal pipeline facilitate this?</p>



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wallacefoundation.org/report/planning-and-developing-principal-pipelines-approaches-opportunities-and-challenges



Accelerated scale-up model

Districts in the PPLC learning community engaged with numerous supports around their pipeline planning and development work:

- **Self-Study Guide.** *The Principal Pipeline Self-Study Guide for Districts* is a guide that central office leaders use to take stock of and improve their policies, processes, and structures around pipeline development. The guide, developed by Policy Studies Associates, steers districts through a holistic assessment of the current status of each of the domains of the leadership pipeline, providing rubrics and guiding questions based on evidence-based indicators of implementations for each domain.
- **Early Win.** Based on insights from the self-study assessment, districts weighed their needs and priorities, then selected and carried out a smaller, feasible task aligned with their overall change strategy. Districts wrote brief descriptions to document their work.
- **Workplan.** Each district was expected to complete a workplan based upon the self-study guide, in which they set one-, three-, and five-year goals for pipeline domains.



Accelerated Take-Up Model

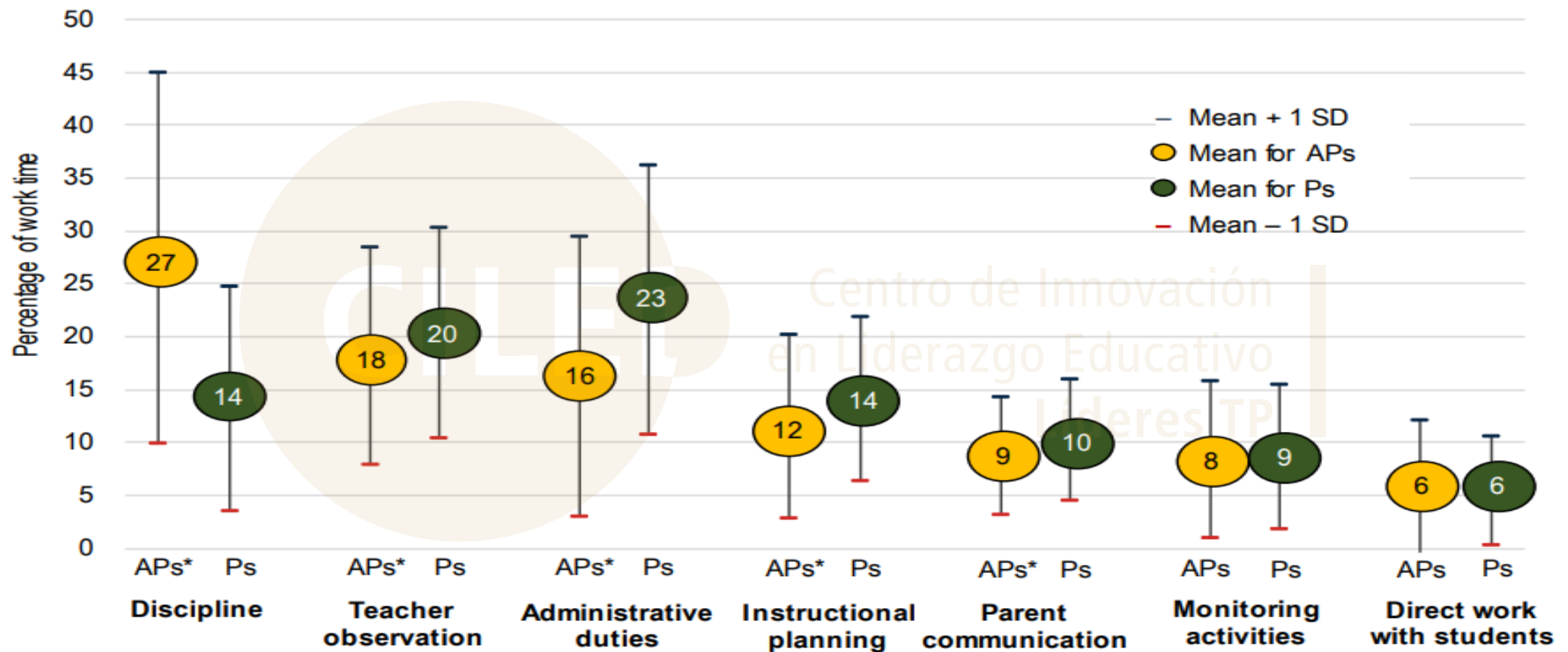
- **Consultant.** Each district worked with a consultant provided by the Wallace Foundation who provided guidance periodically. Consultants met with district leaders to support their self-study, workplan, and ongoing development and implementation of pipeline domains.
- **Convenings.** Central office leaders from across districts came together in-person or virtually for discussions, support, and resources around pipelines. Convenings typically included presentations, as well as smaller breakout sessions for participants.
- **Knowledge-based resources.** Leaders were provided research-based resources, such as *What It Takes to Operate and Maintain Principal Pipelines* or *Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative* at convenings or through their consultants.
- **Statewide Networks.** Districts from the same state were organized together to meet with their consultants to determine a state-wide focus around leadership pipeline development. These occurred in states with large numbers of participating districts.



Seven domains of principal pipelines

- **Leader Standards.** Articulate principal competencies and dispositions
- **Pre-service principal preparation.** Develop programming internally or with university partners to ensure training and certification programs are aligned with district priorities and leader standards.
- **Selective hiring and principal placement.** Revise hiring and placement processes to be systematic and tied to leader standards.
- **On-the-job evaluation and support.** Align evaluation with leader standards and provide actionable feedback for improvement. Develop coaching and mentoring to promote growth.
- **Principal supervisors.** Improve support roles for principals.
- **Leader tracking systems.** Develop data management systems for talent identification placement, and support
- **Systems and capacity to support and sustain principal pipeline.** Create a position or office specifically dedicated to leadership development and pipeline support.

In Tennessee, assistant principals spend more time on discipline and less time on observing teachers and instructional planning than principals do, but there is a lot of overlap in roles



Source: Tennessee Educator Survey data from Tennessee Department of Education, 2017–2018.

Note: Some 775 assistant principals and 793 principals responded to this question. The survey asked educators “in an average week, what percentage of your work time do you devote to each of the following activities?” The percentage of work time does not sum to 100 because “other” activities are not shown.

* Indicates whether time spent was significantly different for principals compared to assistant principals.

APs = assistant principals; Ps = principals; SD = standard deviation.

Self-Study Guide. *The Principal Pipeline Self-Study Guide for Districts*

