

Advocating for Equity Across All Levels of Government

DIMENSION 3:

SCHOOL LEADERSHIP QUALITY & DIVERSITY

**ALLIANCE FOR
RESOURCE
EQUITY**

Uniting advocates and education leaders
to unlock excellence for every student



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SCHOOL LEADERSHIP QUALITY & DIVERSITY



THE VISION: Each student — including students of color and students with higher needs — has access to strong school leadership from principals and instructional leadership teams who meet their needs, so all students can reach high standards and thrive. The school leadership workforce reflects students’ racial and linguistic diversity.

KEY QUESTION

3.1

Does each student have access to strong school leadership?

Federal

- **Congress** authorizes, oversees, and funds key education programs that directly support principal preparation, development, and quality, such as:
 - Title I of the Every Student Succeeds Act (ESSA), which sets aside funding for school leader professional development, training, and efforts to recruit and retain school leaders in high-needs schools
 - ESSA Title II Part A, which sets aside funds for principal residency programs
 - The Supporting Effective Educator Development (SEED) grant program to support the implementation of evidence-based practices that prepare, develop, or enhance the skills of principals or other school leaders
 - The Teacher and School Leader (TSL) Incentive grant program supports performance-based compensation and HR systems to improve recruitment and/or retention at high-need schools

The US Department of Education:

- Distributes federal education funding authorized by Congress to states, and monitors states’ funding allocation to school districts
- Provides guidance and technical assistance, primarily to state education agencies (SEAs), about how federal education funds can and should be used

State

- **State legislatures, boards of education, and SEAs** can require principal preparation programs to adopt effective pedagogies, practices, and policies
- **State legislatures and SEAs** can:
 - Create compensated principal mentor roles (using grant funding, state salary schedules, mandates, etc.) to ensure all new principals have access to effective mentors

- Use state money (legislatures) and federal ESSA Title II dollars to:
 - Fund and require new school leaders to participate in, induction and mentoring programs (which are known to improve retention of experienced school leaders)
 - Offer incentives to school leaders to earn additional endorsements and licenses
- **State education agencies** can:
 - Collect and publicly report annual data on new licenses, school vacancies, and the number and placement of certified school leaders
 - Survey superintendents to determine whether students have adequate access to strong, licensed leaders from diverse backgrounds
 - Design principal licensure requirements that adequately and equitably reflect a school leader candidate's ability to lead in all school settings, including high-need schools
 - Set principal preparation program approval and renewal standards to ensure that principal candidates receive high-quality preparation
 - Design and implement high-quality professional development programs and facilitate professional learning communities where school leaders (especially from small and rural school districts) can collaborate with and learn from each other
 - Monitor principal preparation program outcomes by establishing longitudinal data systems and collecting data on graduation, licensure, placement, tenure, and professional performance of principal candidates
- **State boards of education** typically approve the licensure requirements SEAs design

School District

- **Local school boards and/or school district administrators** can design or procure high-quality content for professional development and job-embedded, sustained learning experiences for school administrators
- **School district administrators** can:
 - Create compensated principal mentor roles to ensure new principals have access to effective mentors
 - Incentivize school leaders to pursue additional evidence-based professional development opportunities
 - Provide coaching to school leaders to ensure they are adequately meeting students' needs
 - Limit the number of principals a supervisor oversees so they can provide meaningful coaching and support
 - Develop strong leadership pipelines and hiring systems to identify strong candidates and partner with institutions of higher education to ensure quality
 - Create professional learning communities to help school leaders collaborate and share best practices

School

- **School leaders** can:
 - Pursue additional evidence-based professional development and/or training opportunities
 - Collaborate and network with one another to share best practices and problem-solve

Does the school leader workforce reflect student and staff diversity?

Federal

- **Congress** can:
 - Fund loan forgiveness programs and scholarships to help institutions of higher education (IHEs), especially historically Black colleges and universities (HBCUs), minority-serving institutions (MSIs) and tribal colleges, attract more principal candidates from diverse backgrounds into principal preparation programs
 - Require that principal preparation programs collect and publicly report data on the diversity of their candidates, including completion and licensure pass rates by race and ethnicity
 - Fund competitive grants to support principal preparation, recruitment, and development of leaders of color, such as:
 - ESSA Title II Part A, which sets aside funds for principal residency programs
 - The Supporting Effective Educator Development (SEED) grant program to support the implementation of evidence-based practices that prepare, develop, or enhance the skills of principals or other school leaders
 - The Teacher and School Leader (TSL) incentive grant program supports performance-based compensation and HR systems to improve recruitment and/or retention at high-need schools
- **The US Department of Education** can:
 - Collect and publicly report data on school leader diversity
 - Provide guidance and technical assistance, primarily to state education agencies (SEAs), about how federal education funds can and should be used

State

- **State legislatures or SEAs** can fund principal residency programs
- **State legislatures, boards of education, and/or SEAs** can require principal preparation programs to collect and publicly report disaggregated race and ethnicity data on enrollees and program completers to determine the degree to which programs recruit and support candidates of color
- **State legislatures** can:
 - Set explicit goals and invest in strategies to increase the diversity of the school leader workforce
 - Fund student loan forgiveness programs and scholarships to help IHEs attract a more diverse pool of principal candidates
 - Fund principal preparation programs at IHEs that historically serve students of color such HBCUs, MSIs, Tribal Colleges and others
 - Work with state boards of education to adopt rigorous program approval standards to encourage principal preparation programs to recruit and graduate candidates of color
 - Work with state boards of education to pass policies requiring local education agencies (LEAs) to set explicit goals and invest in strategies to increase the diversity of the school leader workforce
- **State education agencies** can:
 - Distribute funding to principal residency programs
 - Collect, analyze, and publicly report, district-level school leader race and ethnicity data on workforce diversity, including whether school leaders of color are serving as

principals, assistant principals, or instructional coaches, or in roles that often do not lead to a principal role

- Assess state licensure requirements for racial and ethnic bias and implement reforms where necessary
- Issue guidance or incentives to encourage principal preparation programs to design culturally responsive programming
- Facilitate partnerships between principal preparation programs and external advisors who can provide technical assistance in producing culturally responsive programming
- Invest in principal and school leader pipelines that attract teachers of color and create opportunities for them to become school leaders
- In states that require principal licensure, audit exams and standards for bias and determine whether they disproportionately prevent candidates of color from becoming licensed

School District

- **School districts** can:
 - With state authorization, establish and operate principal residency programs and alternative certification routes
 - Establish partnerships with principal preparation programs and local community organizations to recruit and prepare principal candidates from underrepresented backgrounds
 - Adopt clear and transparent hiring practices to recruit and hire, or assist schools in recruiting and hiring, school leaders from diverse backgrounds
 - Require district hiring managers to participate in training on cultural competence and/or equitable hiring practices
 - Offer affinity groups (within a district or across districts) for school leaders of color to support retention and job satisfaction

School

- **Principals** can help build a pipeline of future principals of color by supporting the professional growth of teachers of color and offering them leadership opportunities. Principals of color are uniquely positioned to attract future leaders of color, as they are more likely to hire, retain, and “tap” teachers of color for assistant principal roles