



**NEW MEXICO LEADERSHIP
DEVELOPMENT TASK FORCE:**
UPDATE FOR LESC

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PURPOSE & OUTLINE

Purpose

- **Today:** To provide an update on the Leadership Development Task Force
- **Long-term:** To inform state policy recommendations for preparation in New Mexico

Outline

- Framing
- Phase 1: Residencies
- Phase 2: Legislative Policy Recommendations
- Takeaways

GOAL: STUDENT OUTCOMES

The state of New Mexico is being compelled to make dramatic increases in education funding and to substantially improve the adequacy and equitability of education provided to students, especially at-risk students.

The state of New Mexico has failed to meet its constitutional obligation to provide an adequate, sufficient education to at-risk students (i.e., socioeconomically disadvantaged children, English learners, Native American students, and children with disabilities).

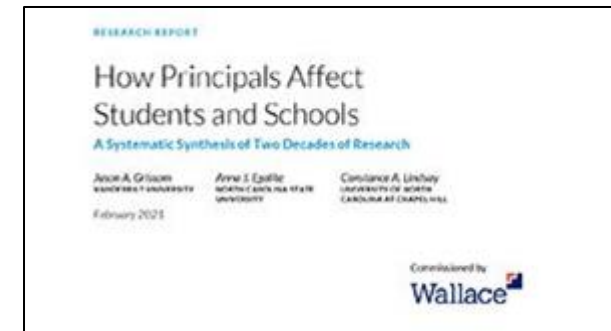
- Yazzie Martinez Court Ruling

PRIORITY: SCHOOL LEADERSHIP

School leadership (SL) should be prioritized in the state's response to Yazzie Martinez because research has shown:

- SLs improve schools and student success
- SLs are an effective strategy for addressing teacher shortages and retention
- Failing schools do not turnaround without strong SL
- SL is a cost-effective strategy for improving student outcomes at scale
- State policies and practices can play an important role in improving SL

Sources:



* Note: See evidence citations in talking points

TASK FORCE OBJECTIVES

The task force has appointed a work group with one representative from each organization to:

- **Objective #1: Residencies** - Develop guidance for ped on the budget allocation for residencies, including program criteria (by June 30)
- **Objective #2: Program redesign legislation** - To draft principal preparation program redesign legislation for consideration/ approval by the Deans/Directors during their 9/15 meeting. The Task Force will then present its findings and recommendations to the appropriate interim legislative committees (i.e. Legislative Education Study Committee (LESC) and/ or the LFC) as well as the Public Education Department (PED)/ Governor's Office.

Work Group Members:

- **WNMU:** Robert Neu
- **ENMU:** Kathie Good
- **NMHU** Sheree Jederberg (Co-chair)
- **UNM:** Russ Romans (Co-chair)
- **USW:** Sandra Johnson
- **NMSU:** Kristin Kew
- **CES:** LeAnne Gandy (Co-chair)

Observers:

- Phoebe Walendziak, PED
- Emily Hoxie, LESL
- John Sena, LESL
- Michael Weinberg, Thornburg Foundation
- Sunny Liu, LFC

Consultants:

- Gina Ikemoto & Erika Hunt, EdRD



OBJECTIVE #1: INFORM RESIDENCIES RFA

PROCESS

When the task force convened in May, PED was in the process of drafting an RFA for the \$2 million budget allocation for residencies.

The Preparation Task Force used the following process to recommend criteria for the RFA:

- Examined existing internships
- Reviewed research about residencies
- Drafted program criteria
- Vetted criteria with colleagues
- Revised criteria
- Deans/Directors voted to approve criteria

OUTPUT

The process resulted in a quick win = PED released an Residency RFA on 7/24 informed by the work of the task force.

In addition:

- PED gained insight into potential unintended consequences
- Programs shared lessons learned/ strategies for their internships
- Collaborative relationships were built among programs/ PED / LESC / LFC





OBJECTIVE #2: LEGISLATIVE RECOMMENDATIONS

PROCESS

The Task Force started work on objective #2 in July. We are systematically answering the following questions to arrive at policy recommendations.

Question	Steps to Answer Question
What is the current landscape of SL preparation in NM?	<ul style="list-style-type: none">• Survey of programs for basic stats ✓• Each program provided an overview ✓
What are research-based practices for preparing SL?	<ul style="list-style-type: none">• Shared reading of seminal research ✓• Presentation overview by EdRD consultants ✓• Guest presenters from other states
What are the enablers / hindrances to best practices in NM?	<ul style="list-style-type: none">• Identification of existing innovative practices in NM aligned to research-based practices• Program input and discussion
How can state funding or policy changes support best practices?	<ul style="list-style-type: none">• Review of policies in other states• Guest presenters describing approaches in other states• Program input and discussion



STEP 1: CURRENT LANDSCAPE OF PREPARATION PROGRAMS IN NEW MEXICO



Enrollment and Residency Counts

UNIVERSITY	PROGRAM	SY 22-22 # enrolled	SY 22-23 # placed in internships	SY 23-24 approx. # enrollment	Fall 23 approx. # enrollment internships	Spring 24 approx. # enrollment internships
NMSU	Ed Leadership and Admin	50	25	50	20	20
UNM	ALL	11	11	10	10	10
UNM	POLLEN	10	10	10	10	10
UNM	Online Asynchronous	15	7	15	7	10
WNMU	Ed Leadership	40	20	40	20	20
ENMU	Ed Admin	90	68	20	30	20
CES	Adm. Leadership Dev	115	115	125	125	125
USW	MSE Ed Leadership	9	4	10	5	5
NMHU	MA in Ed Leadership	52	38	55	38	38
NMHU	MA in Ed Leadership in Teacher Leadership in Math					
TOTAL		392	298	335	265	258

Comparison of Program Credit and Internship Hours

Note: State requires minimum of 18 credits and 180 internship hours

University	Program	Credits	Internship Hrs.	Release Time Arrangements
NMSU	Ed Leadership and Admin	24 credits – licensure 33 credits – masters	240 hrs	Students block off time within their regular work day, evenings, and weekends
UNM	ALL	21 credits – licensure 24 credits – Ed.S.	600+hrs	Full-time sub for semester
UNM	POLLEN	24 credits – Ed.S. 36 credits – MA	200 hrs	No
UNM	Online Asynchronous	24 credits – Ed.S. 36 credits – MA	200 hrs	No
WNMU	Ed Leadership	30 credits=licensure 36 credits=masters	180 in internship; year-long for residency	Arrangement with site supervisor
ENMU	Ed Admin	21 credits – licensure 36 credits – masters	180 hrs. (90 hrs. each of two semester + 6 months for Action Leader Project)	Students self arrange
CES	Admin Leadership Dev. Program	N/A	180 hrs	Release time & scheduling are articulated with district/charter to meet needs of school/ candidate
USW	MSE Ed Leadership	36 credits	180 hrs	Student's responsibility to arrange schedule during course release
NMHU	MA in Ed. Leadership	21 credits – licensure 36 credits – masters	200 hrs. + reflection, dispositions, and self-evaluation	On their own time during course release
NMHU	MA in Ed. Leadership in Teacher Leadership in Math	21 credits – licensure 36 credits – masters	200 hrs. + reflection, dispositions, and self-evaluation	On their own time during course release

NEW MEXICO PROGRAM FEATURES

- 4 of 8 programs in NM are nationally accredited
- All programs in compliance with state requirements, although state requirements are minimal
- Programs tailored to prepare principals and assistant principals

Two Distinct Programs:

- UNM ALL Program
- CES Administrative Leadership Development Program



STEP 2: RESEARCH-BASED PREPARATION PRACTICES



FEATURES OF EFFECTIVE PREPARATION

Research has shown SL preparation programs are more effective when they have the following features:

Robust Clinical Experience

Close University District Partnerships

Cohort Structure with Mentoring

Coherent Curriculum Aligned to Standards

Deliberate Recruitment & Selection

Data Tracking of Graduates

RESEARCH BASE FOR FEATURES

In programs with research-based features, graduates are more likely to:

- Feel prepared
- Obtain a SL position
- Stay in a SL position
- Oversee improvements in teacher retention
- Lead schools with improvements in student attendance and achievement

Key Sources:

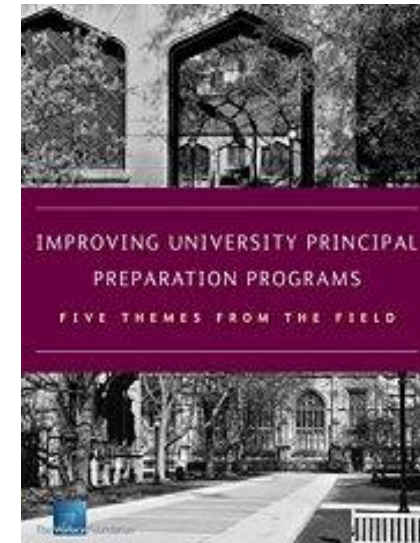
- Learning Policy Institute (2022). [Developing Effective Principals: What Kind of Learning Matters?](#)
- RAND Corporation (2022). [Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability](#)
- Anderson et al. (2019). [Examining University Leadership Preparation: An Analysis of Program Attributes and Practices](#)
- Crow & Whiteman (2016). [Effective Preparation Program Features: A Literature Review](#)

CHALLENGES

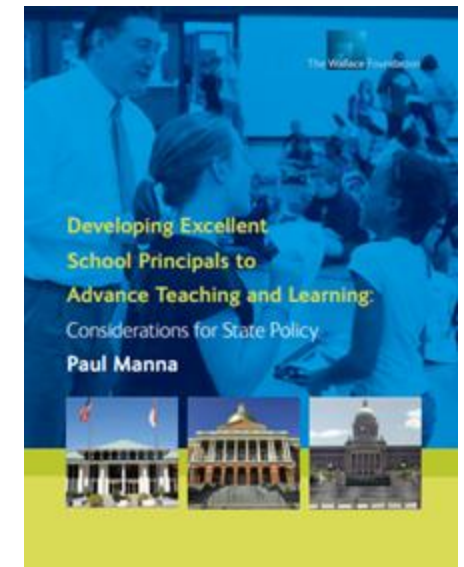
Research-based features can be difficult to implement in higher education because:

- #1 barrier = lack of funding & other budgetary constraints
 - Low faculty salaries – not comparable to industry standards
 - Inability to fund stipends or release time for clinical experiences
 - Inability to compensate district mentors & coaches
 - Incentivize field research and collaboration in schools
- Establishing a consensus for a need for change at all levels
- Engaging school and district level practitioners

Sources:



Davis, 2016



Manna, 2015

STATE ROLE

Many policies that affect talent development of SLs.

The strongest levers available to states are:

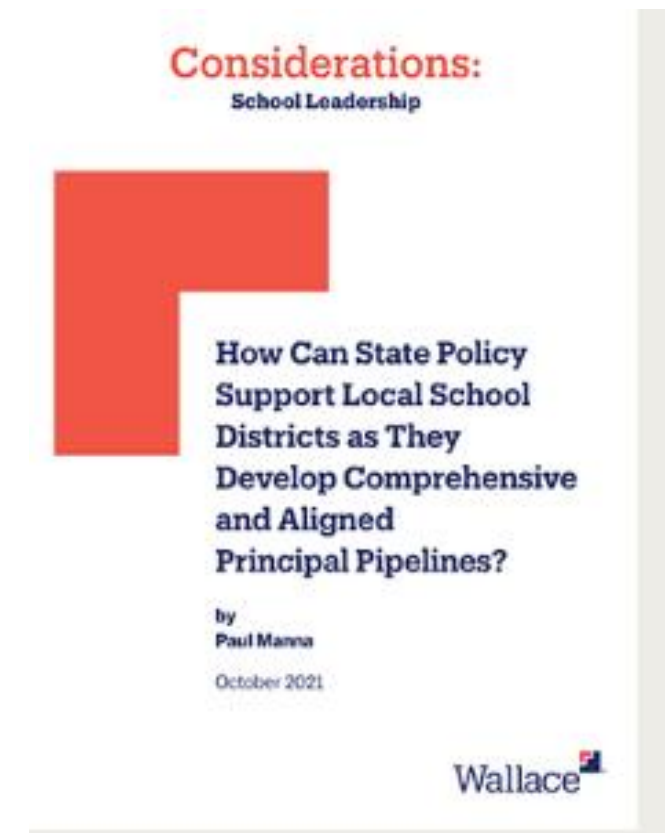
- School leader standards
- Preparation program approval
- Licensure policies
- Funding mentoring / ongoing development
- Data tracking systems



Source: *The Wallace Foundation (2019)*

Overview of State Policy Levers and Questions We Should Be Asking

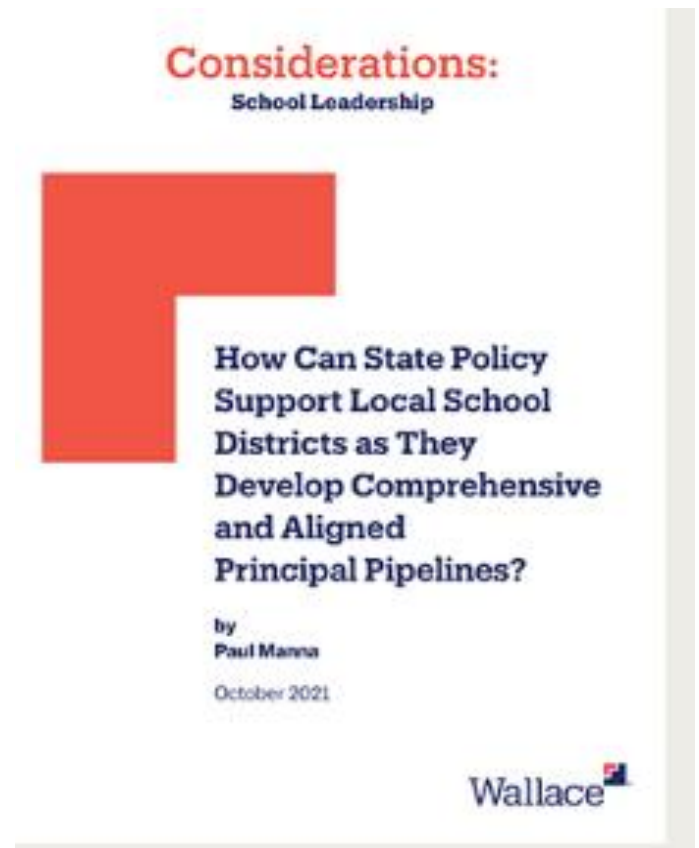
Pipeline Domains	Questions for state and local principal pipeline enthusiasts to consider about state policy levers
Setting principal standards	<ul style="list-style-type: none"> • Adoption: Has the state adopted standards? • Differentiating: Are roles differentiated? • Cross-cutting: Are the state standards informing other policies? • Specificity and flexibility: Do state policies enable adaptation? • Floor not ceiling: Can local districts augment the state standards?
High-quality principal preparation	<ul style="list-style-type: none"> • Standards and oversight: Do state standards enable oversight? • Degree requirements: Are degrees relevant to the actual work of principals? • District prep-program partnerships: Do state policies incentivize cooperation? • Specificity and flexibility: Do state policies enable a variety of providers?



Source: Manna (2021)

Overview of State Policy Levers and Questions We Should Be Asking

Pipeline Domains	Questions for state and local principal pipeline enthusiasts to consider about state policy levers
Selective hiring and placement	<ul style="list-style-type: none"> • District authority: Does state policy empower to strategically manage principal hiring processes? • Standards and licensing: Are state policies informed by differentiated standards for educational leaders? • Licenses supporting practice: Do state licensure policies encourage practice-based experiences? • Placement and evaluation: Do state principal evaluation systems encourage principals to lead in difficult schools when there is a good fit?
Evaluation and support	<ul style="list-style-type: none"> • Standards for evaluation: Are state principal evaluation policies guided by differentiated standards? • Local adaptation: Do state evaluation policies allow for local adaptation? • Development on the job: Does state policy provide support for mentoring, coaching and other forms of professional development? • License renewals that encourage expertise: For veteran principals, do renewal processes encourage productive development?



Source: Manna (2021)

TAKEAWAYS

While work of the task force is still underway, some emerging takeaways are:

- Many examples of research-based features already exist in New Mexico
 - For example, both UNM and CES programs are cohort based and work closely with district partners
- However, programs have room to improve
- State support will be necessary But we are still working to identify and build agreement on what that support should be