

INSTITUTE FOR EDUCATIONAL LEADERSHIP

"LEADERSHIP FOR STUDENT LEARNING: REINVENTING THE PRINCIPALSHIP"

HOST:

MICHAEL (MIKE) USDAN, PRESIDENT
INSTITUTE FOR EDUCATIONAL LEADERSHIP

MODERATOR:

ELIZABETH (BETTY) HALE, VICE PRESIDENT
INSTITUTE FOR EDUCATIONAL LEADERSHIP

TASK FORCE PANEL PARTICIPANTS:

JOE MURPHY, PAUL SCHWARZ, DORIS ALVAREZ, KAREN DYER

BALTIMORE CITY RESPONDENT PANEL PARTICIPANTS:

ELIZABETH MORGAN, MARY MINTER, MALCUM DATES, JOSEPH WILSON,
BERNICE PINKNEY

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MIKE USDAN: I'm Mike Usdan, president of the Institute for Educational Leadership. And it is with great pleasure that we welcome you here. It's not a very newsworthy day here in Washington, and I trust that none of you have to sleep in sleeping bags on the street in order to gain entry to this particular function. But we do appreciate the very nice attendance on a day in which at least some Americans are thinking of some other issues.

The Institute for Educational Leadership's 21st Century Project has been under way for several months. And it's an interesting program in the sense that we have a mix of public and private sector funders, including the U.S. Department of Education's OERI, the Ford and Carnegie Corporations, the UPS Foundation and the Metropolitan Life Foundation. And I think this is a reflection of what's happened to the country in the last year or two in terms of the leadership issue, which has quickly escalated in saliency. And the growing recognition on the part of not just people in education, but the business and political leaders who have basically driven the standards based reform movement, have recognized that indeed, if education is the most transcendent domestic policy issue – and I think that was probably the only thing agreed upon in the recently held election – that people have to pay much, much more attention to the leadership issue.

There are serious, serious problems all over the country. John Gardner's comments about the anti-leadership vaccine, if you will, is very much alive in the public sector. And school systems all over the country – urban districts, suburban districts, rural districts – are all bemoaning what's happened to the pipeline in terms of prospective people interested and willing to move into demanding positions as principals, superintendents, and so forth. IEL was asked to develop an unusual kind of program, a program that would kind of move the discussion and debate about the leadership issue beyond just education, and to try to get the business and political communities involved in this, because this is a massive national crisis.

You've all seen the statistics: state after state, after state, 60 percent, 70 percent, 80 percent of the superintendents and principals are retiring within the next ten years. Where are the new leaders going to come from? And it's a pipeline that's been increasingly shrinking. So, what we have basically done is an effort not only to raise public consciousness about the leadership issue, but it's an effort to try to secularize the issue, meaning that we want to get the business and political communities engaged and moving on this issue, because it's going to take a collective effort and investment on the part of a whole society.

And so, in creating the four task forces, this project – and you have materials in your packets that describe the project – we've created four task forces: the task force on the principalship, you'll hear members of that task force speak today; a task force on the

teacher as a leader; a task force on district level leadership; and a task force on the sleeper, in many ways: what's happened to state leadership? And each of these task forces has been composed of nominees not only from mainstream educational groups, but also from business and political groups that have been more and more engaged in educational policy issues.

So we've worked with all the mainstream educational groups that you're familiar with, but also, we have representatives on these task forces who have been designated by business groups, such as the Committee for Economic Development, the Business Round Table, the National Alliance of Business, the Chamber of Commerce; on the governmental side, the National Conference of State Legislatures, the National Governors Association, Conference of Mayors, et cetera. So, what we have attempted to do is create as broad a base of involvement and participation as possible, so that this very singular issue gets the kind of attention in all quarters. And, as I often say, to the chagrin of some of my friends in education, it's too important an issue to be a food fight within the education field, in terms of credit and turf and so forth. It's going to require, kind of, I think, a societal response in terms of the stakes, in terms of leadership.

One of our goals as well, in terms of presenting this report – and I'll talk at the end in a very brief wrap up in reference to the other Press Club functions we're going to have as we roll out the other three task force reports – the goal is not to make these reports just another bunch of national experts talking about issues, who haven't been in schools in 15 or 20, or 25 years. And so, the goal in structuring this meeting today is to actually have real life practitioners, people who are principals in schools, essentially reacting, criticizing, taking to task another one of the national reports. And our goal in these task force reports has essentially been to generate discussion-based dialogue; we don't have answers. And to try to catalyze at the local and regional levels – community levels – discussion and debate about the leadership issue, where school systems begin to ask questions about pipelines, executive succession, instead of just responding to a crisis and having two candidates for a singular job.

So that's the goal. It's ambitious. I think it's terribly important to hear from the practitioners. And let me thank a couple of people in terms of making the arrangements today. She's not on the panel, but Bonnie Copeland, who is the director of the Fund for Educational Excellence. The Public Education Fund in Baltimore has been very instrumental in basically recruiting our Baltimore panelists. And we're very grateful for them in making a drive down today, and for Bonnie. I'd like to thank KSA and their staff for helping us mount this; and Mary Podmostko, Denise Slaughter, Louise Clarke of the IEL staff. And without further ado, I'd like to turn the meeting over to Betty Hale, the vice-president of IEL, and moderator par excellence who will run us through the rest of the day – Elizabeth.

BETTY HALE: Thank you Michael. Good morning. As Mike says, I do work at the Institute for Educational Leadership, and it seems to me that we are here this morning to do some recounting of our own. And the recounting that we want to do is, we have a group of individuals who sat on a national task force, and they are going to spend some

time with us – a very short period of time – and tell us about their deliberations, and I think, more importantly, share with us some of the conversations that they had, and, more importantly, if they were able to reach any agreement.

And I make no political statement when I say to you that these people are seated to my right, and, of course, they are to your left. Let me tell you who they are, and you can see their names are here – but we'll say a word about them so that you get a sense of their expertise. Joe Murphy is the president of the Principals Leadership Academy at Ohio State University; Paul Schwarz, who is also a co-chair of the task force, is a former principal in residence at the U.S. Department of Education. Paul says that when he says a few words, he's going to say more about this former business.

Doris Alvarez is principal of Preuss School. And for those of you in this room who, when you see that there is a school at a university, immediately do what I did, which was assume that it was a lab school, I thought it would be important for us to confirm for you that this is, in fact, a public charter school at the University of California. And she tells me that they serve primarily low-income students. Karen Dyer is also with us. And Karen is from the Center for Creative Leadership in Greensboro, North Carolina. Joe is going to provide an overview of the work of the task force; Paul is going to talk about filling the pipeline; Karen is going to talk about conversations around supporting the profession; and Doris Alvarez is going to talk about guaranteeing quality and results.

Now, I want you to imagine that you are watching a conversation around a kitchen table, because what we have here is an opportunity to see if conversations that happen at the national level can make any sense if you're at a local or a state level. What we want to find out is: can people who are in Baltimore, in Richmond, in Dallas – can they use this information and these data for their purposes? Can they use them to begin to have their own conversations at home to get on top of whatever their issues happen to be? So, on my right, we have a panel of experts who have amassed, collectively, 40 years of experience in the principalship.

Now, I obviously have had more experience – but 40 years in the principalship at the elementary, at the middle school, or at the high school level! And they are going to, once they hear from the task force, they're going to take some time and they're going to say, "We agree, but..." or they're going to say "We agree, and you didn't miss anything." But we want you to watch this interaction because this is, we think, where real information will come out, where you can then figure out: does this report say anything to you and your constituency?

Joseph Wilson is the principal of City College High School in Baltimore, Maryland; Malcolm Dates is the principal of Garrison Middle School, also in Baltimore; Mary Minter is the principal of Curtis Bay Elementary; Bernice Pinkney is the director of achievement for the Fund for Educational Excellence; and Elizabeth Morgan is the chief academic officer in the Baltimore public schools. I think, without further ado, we're going to let Joe Murphy get started.

JOE MURPHY: Let me try to set the stage for the discussion that we'll hear this morning, both from the colleagues who are on the task force, as well as our colleagues from the Baltimore public school system, and talk about what the need – what the title in the report is about – “Reinventing the Principalship,” which is at the heart of our work. So, the salient question is “Why would one need to reinvent the principalship at this time in the history of American public education?” And I think as we, as a task force, looked at it, we saw, really, there are two reasons that open the answer box, if you will, around this question.

This first is that education, as an industry, is in transition. I think that's a very important point to hang onto. For almost a century now in the United States, public education has chugged along in very similar shape and form – not a whole lot of really fundamental kind of change. That dynamic, I think, clearly is changing. What we know is that the economic, political, social environment in which the education industry exists, is undergoing fairly radical transformation. The implication for that is that the education sector is in the midst of some fairly radical transformation, and you don't have to look very far to see that.

If you look at the accountability and the standards movement in American public education, it did not come from the education community; it came from the changing economic environment surrounding education. If you look at the full service schools, the community school movement, again, it did not come from education; it came from very powerful changing social forces in which education resides. And the same thing, if you look at charters and vouchers, and home schooling, these are phenomena that don't come from the education community; they come from the changing political environment.

So, the point here is, there is a very powerful set of forces that are basically reshaping what education actually means in this country, and they're economic, they're social, and they're political. At the same time, the very heart of what education is, is in the midst of some radical transformations. What has counted for learning in this country for nearly a century is now open to serious reassessment. What counts for how we organize and manage and lead schools is open to very serious reassessment; and the relations between schools and the public is open to serious reassessment. The old public monopoly that dominated for nearly a century is no longer in existence.

So what you have, on one hand, is the world around schools, pushing schools in very powerful directions, and you have the very meaning of what education is changing. An example we use often is the banking industry. When the banking industry decentralized in the 1970s and 1980s, almost every person running a bank was a financial expert. Within three years, almost everyone running a bank was a marketing and sales expert, because they were not going to stay in business unless their industry went through radical transformation. The kind of leaders that were needed for that industry changed overnight.

I think the reason that we need to reinvent schooling actually comes from the research on what good principals actually do. And the one thing we know very clearly is that good principals look different than the norm; they look and feel, and act different than the norm is in the profession. The traditional role of the school principal, for lots of reasons we could get into, was basically operations. Organizational, administration management issues certainly were on the center stage – issues of smooth operations were forefront. The way we talk about it is that the DNA of the principalship for the whole 20th Century has been conflict avoidance, and the job has been management.

What we know is that schools that work – effective schools, high performance schools, resilient schools, whatever term you want to use here – is that principals in these schools are much more heavily focused on issues of leading for learning. It doesn't mean the management, organization, and administration politics falls off the stage, but it certainly is a supporting element around the central vision of what schools need to look like. We know this from research over and over and over again. The DNA, the principalship in these effective schools clearly is instructional improvement, and the job is education.

So I think both of these reasons come together to sort of encourage, or demand really, reinvention of what the principalship is. So the bottom line for us is, if you're going to have schools that bring all youngsters to high levels of student performance, and you're going to have the leadership that's going to lead an industry that's in radical transformation, where we move from a system that educated about a third of the kids -- schooled about 40 percent, and lost about 25, which is the norm for almost all of the 20th Century – to a system of education that educates everyone well, you have to reinvent the principalship around the role of leader for learning. That was sort of the finding that we would throw down on.

And once you do that, I think the next step takes us to where our participants are, which is you have to identify all of the strategies or leverage points you can get your hands on to begin that transition process. And with that, let me lead to the three pieces of the equation that are in the report itself, and start with the pipeline issue with my colleague Paul.

PAUL SCHWARZ: Thanks, Joe. I'm Paul Schwarz, and I was invited onto this task force because I am a practitioner. I have been a teacher and a principal for 30 years; I became the U.S. Department of Education's principal in residence, preceding Carol Kennedy here, about three years ago. Last year I spent at Columbia teaching graduate courses in leadership, and I'm going back to school; I miss it. And so, I'm doing my little bit for the pipeline issue. As of February 1, I will be the principal of Landmark High School in New York City, a small – and I can't overestimate that word – a small school in Manhattan. And I can't wait to go back; I have run out of stories.

[Laughter.]

And I want to talk about that pipeline a little from a very personal perspective. We know, in the report, you have data on the pipeline issues. You certainly have heard anecdotes from superintendents, or I have heard anecdotes from superintendents and principals around the country, and the national associations can tell stories about the issues of both the quality and the quantity of candidates for principalships around the country. I want to tell you some of what has happened to me since I told my friends that I am going back to be a principal. They say, “You’re crazy; this is not a good time to be a principal, Paul.” And let me refer to a couple of things that Joe said and talk about a couple of those issues.

I’ll also tell you that as I go around the country and talk to teachers, and I love to talk to teachers. When I went to Washington, people said to me, “Paul, you’ve been teaching and a principal for 30 years; don’t you miss the kids?” And I did miss the kids, but mostly I missed the teachers. For the last ten years I have been a principal, and for the previous ten years I’ve been a principal, and the teachers were the people in school that I was responsible for, and I really miss the teachers. As I go around the country speaking and serving on panels, and so forth, I am attracted to teachers, and I talk to teachers; and I talk to teachers about their future and the possibilities of leadership.

And I talk to the excited young teachers with wonderful ideas of how to change their schools and restructure their schools. And I say to them, “Would you ever consider being a principal,” and they say, “Not in my lifetime; absolutely not. I don’t want to be a principal; they don’t do the work that I love. They aren’t involved in teaching and learning, and the way I love it.” And that is sad to me, because they can be. It is when I realize the deep connection between teaching and learning and the principalship that I came to love being a principal.

But as I began telling people, other principals in New York City and my superintendent, that I wanted to come back and be a principal, they said, “This is not a good time.” And I said to them, “Why?” And you know, there are lists of reasons why the pipeline is clogged and not flowing as well as it should in your report; you can take a look at them. And certainly, salary comes out first in many, many of the surveys around the country; the principals are working long hours at little pay. But they said to me, “There are a couple of other reasons. And that’s not why we’re saying that to you, Paul.” And they had to do with the standards movement and accountability.

And let me describe to you why they said that. I have been, certainly, a person who believes that the theoretical basis of the standards movement was wonderful and needed, and had the potential of making great changes. And, in my opinion, it’s lost its way, and is so overly connected to high stakes testing now that what’s happened is, it’s homogenizing schools. I am a critic of the current organizational structure of the American high school, and believe that it has to be changed, in much the way “Breaking Ranks” has described – that publication from NASSP – has described the way schools should be.

However, if all that's counted is scores on standardized tests, it takes away some of your ability and some of the possibilities of creating new organizational structures that would work better for teachers, and where kids would achieve more. And that's one of the issues that I'm facing: that we are being judged and assessed on the basis of standardized tests in our schools. And I think that that's got to broaden; and I think that that's one of the things that's scaring away a lot of people and clogging the pipeline.

And the second has to do with accountability, which certainly is connected to the standards movement. And that is that people in my neck of the woods tell me that accountability has turned out, in many places across the country, to mean that the paperwork for administrators in schools has just turned into an avalanche. And that accountability now means filling out form after form after form. And what we're calling for in this report is instructional leadership, is the leadership for student learning. And people are telling me, "Paul, you don't know the kinds of paperwork that you're going to have to be filling out; it's different than it was three or four years ago." I still can't wait to go back.

And that's partly the second part of what I want to say to you. One of the things that I think that we can do, that we professional leaders in schools can do to make a difference for the pipeline, is when we talk about our work, we have to talk about the joy of our work. I loved being a principal. I can tell you story after story after story of the times that I loved being a principal, of my proudest moment being a principal. And when I sit with principals today, and I would ask some of my colleagues in the professional associations, I hear them whining about their work; I hear them complaining about their work; I hear them talking about their little pay and the long hours, and too much responsibility and too little power, and how difficult – who wants that work? Who wants to join that profession?

And I think one of the things that we need to do as a profession, is tell our stories about the wonderful times, about the great times, about the times that we were cried we were so proud of our work, about the times that we felt wonderful sitting in our offices. And I think that's one of the things that we need to do – we can do to unplug the pipeline. The second thing that gives me hope is that I believe that there is a substantial difference between being the principal of a very big school -- and by very big I mean 1500 students and more -- and being the principal of a small school. The school that I'm going to has 350 kids and about 20 teachers; and I know all of those teachers already, before I'm there, I know those teachers.

And I think the personalization of learning and the possibilities in small schools, and the burgeoning small schools movement partly supported by the Department of Education and their smaller learning communities grants, has the possibility of attracting people to the work, who come to the work as I did loving teaching and learning. I didn't want to be a principal because I didn't see them connected to teaching and learning, and that's what I loved. I was a kindergarten teacher for 20 years; and I love teaching. – So, I guess that's no story, though, Betty. I'll tell you my stories later –

BETTY HALE: We're going to get to his stories in the Q and A.

[Laughter.]

PAUL SCHWARZ: I think the smaller schools movement has the potential of attracting people to the work -- who Joe described before in the new generation of principles that we're looking for, and in reinventing the principalship. And I'll stop there. Thanks.

BETTY HALE: Thanks Paul. Karen.

KAREN DYER: Good morning. [I'm] Karen Dyer. I'm with the Center for Creative Leadership. I've been there for just about a year; prior to that I had the fortune, and continue to have the fortune, of working with the people that I have a passion about: and those are principals. I was a principal, worked for a few years with Chicago public schools providing support and professional development for principals and administrators, and did some of the same work in California.

When I joined the task force, one of the first things that we did, initially, was to have a discussion on: is this job doable? And we spent a lot of time discussing that. And finally, we concluded -- and I have to say that probably, mine was the louder voice there -- is that, presently, the job is not doable. And for principals to continue to act like it's doable by saying that I'm going to do it faster, deeper, wider, longer -- that what you were doing is burning yourselves out. And what we said is that this has got to stop.

And so that was a premise. That was sort of an underlying thread that went through all of our discussions that came out in terms of this final report. So what we talked about is, if the job is not doable, what can make it doable? And one of the first things we said is that it has to start with professional development; it has to be professional development and professional support that is really focused on instruction. We know it's important that schools run well. We know that they have to be managed. We know that they have to be effective, and all of the wheels and the cogs, and everything have to go. But there has to be a focus on instruction.

And when principals, when leaders are focused too much on other areas, they aren't making the difference in terms of student achievement. And again, they're going to do it faster, deeper, wider, longer, but are they going to get to what matters most? And what matters most is really teaching and learning. We talked about how, in professional development, professional support needs to come in a lot of different areas. It needs to come in the instructional area. It needs to come in the curricular area. Yes, it needs to come in the technical management area. And an area that oftentimes is forgotten, it needs to come in the area of relationships, and relationship building and interrelationships.

Because what we know is that when it's all said and done, it's about relationships, it's about people. That's what's going to help make the difference in terms of teaching and learning. And so we've spent a lot of time discussing that.

The second thing we talked about is that – and I think that Paul's alluded to this – you know, what makes someone want to stay in the profession – to get into the profession and stay. Well, it definitely is not the pay. And we know that there are other times and there are other places that there are principals that are getting better pay, but is it really commensurate to what they're being asked to do?

What we said is that maybe it is about better pay, but maybe it's also about rewards, and reward structures that really do provide incentive and motivation to stay in there, and to really focus on teaching and learning. So we said, "It doesn't have to be just always monetary. Maybe what we're talking about is a support for professional development, support for attending conferences." I don't know how many times I talked to principals who say, "Well, I'd really like to go, but I'd have to take that money out of my own pocket. I really would like to go, but I can't be away." Well, why can't you be away; why can't you be away for your own professional learning? "I can't be away because there's not other support there for me."

So we said, you know, maybe those are the types of rewards that you'd want to provide for folks. We talked about the whole area of sabbaticals. You know, you're having to wait for 14 years. Well, you know, you're there for about 14 years, or you take your sabbatical and you don't come back. So that was a discussion there. The whole idea of providing support for folks who are mentors and who are coaching others. Sometimes we have principals who are helping to identify other folks that could move into the pipeline; but do we ever reward the people that have worked with them? And so, that could be something there. And definitely support in terms of professional organization.

We talked about the issue of autonomy and authority. And Paul alluded to this, you know, sort of like the A-words: autonomy, accountability, authority. We have all of those. But we had a long discussion, and sometimes a heated discussion, about this whole notion of one size fits all in terms of governing structure. You know, districts will go with, you know – this is the way that we're going to have a governing structure. And what they'll do is – how we're going to set it up. And then it's everybody has to do it without consideration that this may not be what's necessary for this school.

So I would conclude by saying it's all about "Is this job doable?" And if we say that it's not, and we believe that it's not in its present state, it's about trying to find those things that are going to make it more doable.

Thank you.

BETTY HALE: Thanks, Karen. Doris.

DORIS ALVAREZ: Thank you. I am Doris Alvarez, and I am the principal of a public charter school on the University of California campus. Before I became the principal of this small school, which is a configuration of grades six through twelve, I was the principal of a large high school in San Diego, California – 2,000 students. I was a principal for 12 years, so I know very much of what Paul speaks when I can compare being a principal of a smaller school, versus being a principal of a larger high school. But I'm going to talk about guaranteeing quality and results.

We've talked a lot about how principals in the past have really not had a measure of accountability. Many times, most principals were judged, probably, at least the high school level, on the quality of their football teams, rather than on whether or not they would have students graduate from high school. So there really has never been a lot of measures of accountability for the principalship. And we looked at how could that be made more meaningful for the principal, and, at the same time, hold the principals accountable for results.

We found that in the area of evaluation, it was often weak and superficial and done, many times, by people who had not been in schools for long periods of time. Therefore, you were being evaluated or given feedback by people who didn't have a real pulse for some of the issues that you might be facing. And often that feedback was not meaningful and was not geared toward improvement. We also found that accountability, as I said, is not focused on the role of improving student learning. Instead, it's revolved around the middle management role, how well a teacher's public community, et cetera, are accepting a principal. And it's not been focused so much on student learning.

We also found that there's really a lack of data and knowledge about how severe this crisis in leadership is. And we need to create a better database. As a principal of a large high school, with many, many students of different ethnicities and different achievement levels, I knew an overall achievement score of my students, but I really didn't know, in the aggregate, how the students were performing. So, often you get a single score on a student or a school, and you really don't know whether that score is, in fact, representative of the student body itself, or a group of students who can score well for others.

We found that we needed to look at alternative ways to organize schools. I'm presently at a charter school, and it's run by the University of California. I was given my evaluation by a single board. And it was very meaningful for me, because they solicited input from many, many people. They solicited input from the students, from the teachers, from the board, from the community; and I was given lots and lots of information about myself and how I operated as a leader. This never happened to me before; I had never had that opportunity, never had that experience. And certainly, as a leader, it causes me to grow.

We found that what we have to have is more frequent and meaningful assessments, where there are multiple measures. One strategy that we thought about is to examine how students are learning based on a framework: instructional leadership,

community leadership, and visionary leadership. Perhaps, using those three areas as a framework, you can look at evaluation meaningfully. And we found we had to establish a very rigorous but fair system of accountability for principals. And we have to ensure that it's possible, though, to deliver the results, because principals come from all walks of life; they exist in all different contexts; we can't have one system of accountability. As Paul indicated, to be judged on a single test is not a way to ensure that we are looking at a school in a meaningful way.

I just got the high five, so I think it's time for me to stop. But I think to reinvent the principalship, we have to make sure that we are looking at principals in a fair and meaningful way, but, at the same time, holding them responsible and accountable for student learning.

BETTY HALE: Thanks, Doris.

Well, it seems to me that what we have is, we have a visual image of new DNA. And if you can remember that DNA with a double helix, and if you can imagine that you are entwining, first, instructional leadership with – yes, as Joe says, you don't push all that other stuff off the table – the management and the politics, and the larger environment, but it becomes part of the supporting structure. Then we have Paul. And I think if I heard Paul correctly, we do not want to minimize the importance of the skill set of talking and preaching. And I want to support that, Paul, because I have just spent the last two days with teams of principals and teachers from 46 of the lowest performing schools in the state of Virginia. And in a fair number of those schools, that business of talking, of really trying to get a message out, both agreeing on a message inside a school, where the principal and the teachers are, in fact, agreeing, and then trying to talk externally -- supporting the profession, understanding, "Is this job doable?" And then thinking about what are the things that will make it doable.

One of the questions I, of course, thought as Karen was talking, was how many public school systems in these United States offer sabbaticals? And maybe our Baltimore colleagues will let us know the answer to that question. Quality and guaranteeing results – I believe that Doris has, in fact, identified that one of the biggest issues, perhaps, is that we may be being evaluated by people who haven't been in schools in a very long time, and we probably are not being evaluated in terms of student learning.

There you have it: a group of people came together from all parts of these United States to talk about the principalship, to say these are the problems. Let's hear from a group of colleagues from one school district. And Betty, I think we'll start with you if we may.

ELIZABETH MORGAN: Thank you. I just want to compliment the task force panel; very articulate – and I really was interested in listening to you. I think the things that were in the report and that you said are things that, as practitioners, we're struggling with. Let me just set a stage for about a 40-second infomercial for Baltimore City, to let you know that we're an urban school district in some degree of receivership. We have a

unique situation; we're in a city-state partnership that some people called a state takeover. We don't call it that; we euphemistically say it's a city-state partnership that actually started three years ago, but the last two years a very aggressive whole school reform effort, systemic reform effort.

Two years ago, just before I arrived here, 19 percent of our first graders were reading at or above the national average. And I'm very pleased to say that, as of this spring, 48 percent of our first graders are reading at or above the national average. So we've made considerable progress in many areas. And I just wanted to mention that so you could have the backdrop for the team that's here to talk about – I mean, to kind of hook into.

We have a unique situation, I think, in urban districts, and we're aware of all the issues. In some sense, I thought the report was very well done, but I thought there were some things that were really missing in terms of the urban picture. Most of what you say, you can double it for the urban districts. Difficulty in hiring and retaining people: double that; difficulty in training: double that; lack of resources: double and triple that in the urban districts. So I have to say that, because I think it's a very important point to be made, that we are up against even more challenges; I think we have to deal with more challenges even than the suburban districts.

We have found in Baltimore, after a number of years of looking for the outside quick fix -- the magic pill that doesn't exist to reform your schools – that we have looked inward, and I'm really glad that we did that. In looking inward, we have looked at our own potential, our own talent, and how to develop that. So obviously, principal development has been a very key centerpiece to all of that. But I think the report really didn't deal with some aspects that I think are really important, and that I don't believe any of you brought up, which really has to do with "Is the job doable?" It is if we're willing to really look in other places for how we can make it more doable.

For example, the report – and I believe all of you didn't really deal with the whole issue of differentiated principal roles. We're moving, in Baltimore, in the direction of having an instructional principal and a management principal. Somebody has to manage that plan. I was the principal of two very large plants; and you have to know the shut off valve to the boiler when there is smoke coming out of it; and things like that. And you can't always depend on other people to do that for you.

So I think consideration of that is something we want to put on the table; looking at people that are coming from the non-traditional educational backgrounds – not taking somebody who is a bank manager and putting them in a school building; that's ridiculous. But training those people so that they would have a year as a teacher, a year as an intern, a year as an assistant principal, so that there is a ladder and there is a cycle to help that person, within three or four years, become an effective principal. The report kind of skirted that, and I think those of us in education are kind of loathe to say that anyone can come in and be a principal.

I went through a period of time saying, “When a failing bank will hire me to save it, that’s when I will agree to having a bank manager come in to be a principal.” But I’m beginning to moderate my stance on that, and say that I think this is possible with the right training. Other areas you skirted were technology. I think it’s really important that jobs can be doable if you have the right technological tools. Many of our principals today who are really sharp are data driven; they’re doing everything off their laptops; they’ve got really, really good data management of their buildings. So, that takes care of a lot of stuff that, traditionally, takes a lot of time. And then, use of feedback systems, so that you know what’s going on in the building focus groups.

Buying more things from the private sector. And I think we ought to consider bonuses for performance pay; in education we’ve been loath to do that, too. You know, if you raise the test scores in your school, like a Mary Minter or Malcum Dates, and Joe Wilson, let’s pay you for performance; let’s pay you for productivity; let’s pay you for bringing in the goods and for having gotten results.

MARY MINTER: I think the task force did a great job in sort of summarizing some of the problems that we were having. I would like to respond to “Is the job doable?” I think it’s doable, given the resources and the professional development that need to be there to change the way we look at ourselves as principals. As instructional leaders, we have to get that training piece in. That takes resources; it takes money to do that. So, I think that we really need to have a vision, and that vision needs to be shared from the top on down, so that teachers as well as principals get that training.

And I think training everyone, putting everyone on the same page is what we need to be doing. Now, Dr. Morgan, who is our chief academic officer, is on the right track when she developed this program for mentoring principals; she has it labeled as a mentor-principal position, where principals get a chance, actually, to shadow other principals. And I think that’s a real crucial key, because we tend to throw principals in those positions without ever allowing them to see what actually goes on in [the] building. I think it’s so important; and I think we are on the right road to actually developing some professional development for our principals. And I think that we will reap the benefits later on, because we are better preparing principals for their position.

I don’t think that the instructional leader or the principal has to have all the knowledge and instruction, but be able to be smart enough, as the task force said, to surround yourself and your building with folks who can do that for you. Have someone you can go to in your building, and say, “These are the needs of the school. Can you help me get the staff, get the training into the teachers?” So, you’re on the right track, and I enjoyed reading it.

BETTY HALE: Great, thank you. Malcum.

MALCUM DATES: Thank you very much. I’m Malcum Dates, principal of Garrison Middle School where we like to say, “At Garrison Middle School, we’re simply the best; where everyone learns.” And, of course, when we say everyone learns, we also

mean the staff and, of course, the principal. I am honored to be here to share dialogue with you as an educator and as a colleague. I'd like to say that I enjoyed reading the task force report, and I agree with the spirit in which it was written.

BETTY HALE: Uh-oh.

[Laughter.]

MALCUM DATES: I said the spirit with which it was written. And I'm glad that the task force had the wisdom to know that the principal has emerged as the most important person in the schoolhouse today. Also, the task force seems to have the knowledge to understand that there is a serious shortage of qualified persons to take the position of principal. And they attempt to address how we can fill some of the vacancies.

Now, I'd like to say, "Is the job doable?" Yes. And I sit in front of you as a prime example of a person who is a successful middle school principal. I would say that if you were to look at Mt. Everest from the bottom of the mountain, you would probably think that it was inaccessible; but if you took your time and you climbed little by little, day by day, by the time you reach the summit of Mt. Everest and look down, you'd probably be looking for the next Mt. Everest to climb, because it would probably be easy if you do it on a piece-by-piece basis. And I think that's how the principal's job is, even though people looking from the outside in think that it's a job that's ridiculously undoable. From the inside out, many times, I have a minute or two to sit at my desk and reflect on some of the positive things that the principal job has done for me.

I took the job as principal, as I was talking to one of my colleagues about, because I wanted to affect more people. As a teacher, I was able to affect maybe 25 students, maybe 100 at most, and maybe two or three colleagues, with my management style and my leadership style. And as I moved through the ranks as senior teacher, assistant principal, I took on more responsibility, and I was able to affect more people. And I saw that, as a principal, I could affect the education of, in this case, 800 students, and I could direct maybe 100 staff members to buy into my vision. Does that mean I'm almost there?

BETTY HALE: Almost.

[Laughter.]

MALCUM DATES: Well, let me say that, as principals, we are – I think that someone once said that, "I saw the enemy, and the enemy is us." We do not do enough talking about the principalship, advertising the principalship, saying how great the principal's job is, how doable it is, and open the door of the principal's office to aspiring leaders and let them walk in our shoes, sit in our chairs, ask them to come to the fax machines and the emails, and let them know that the job is doable. And most of us would do it for less, because we love it.

BETTY HALE: Thank you. Joe.

JOSEPH WILSON: Good morning; it's a pleasure to be here, and it's a professional honor to be asked to be part of the panel. I want to say thank you to my friends at IEL, because, in many ways, they launched my – or pardon me – saved me from a life in law and brought me into the world of public education. And I'm glad that I'm there, and glad that I'm not where I used to be.

I think the report is very credible. It is a succinct and readable analysis of the problem. I also want to echo, not just because she's my boss, but because she very cogently set out some of the things that we're trying to develop in Baltimore City, which fill in some of the lines that were left maybe a little sparingly touched upon here. And I want to address a couple of areas where I think there needs maybe to be some more attention as well.

The issue of authority, autonomy, and resources needs to be understood. You may not need to add another half page or something to it, but there is the issue that is specified in the report about the ability of the principal to act as the onsite leader, with a reasonable degree of autonomy from central office control. And that is, in fact, important. Each of the schools, I've come to understand, is a unique community. And where people said, "One size doesn't fit all," that needs to be said in a variety of contexts. No one school community is like another; and there does have to be the kinds of flexibility, in terms of management models, so that the principal can build on his or her strengths and capitalize on the strength of the professional staff and the community. So the part that said each management or administrative team – there ought to be sufficient flexibility so that roles are carved out on the school level – is absolutely the case.

The other area that's important, and may not be quite as clear in my mind, is that the principal needs to have a great deal of control over the resources at hand in the building. I don't want to use, what may be a bad word, or bad words, and say, "block grant." But, in many ways, the principal ought to have x amount of budgets, and then be told what are the measures by which the school will be judged. And the principal will be judged, and then left to go do whatever is, in his or her judgment, along with input from the community, that is best, as long as it's not immoral or unconstitutional.

UNIDENTIFIED SPEAKER: And even then.

[Laughter.]

JOSEPH WILSON: That's a matter of opinion, depending...

UNIDENTIFIED SPEAKER: Believe me, some push it to the limit.

[Laughter.]

JOSEPH WILSON: The other area that seems to be untouched or unsaid, and I understand about this, and I sat it in a classroom the other day and watched a good

teacher teach a poem by Emily Dickinson called “Truth on the Slant.” And the gist of the poem is: you’ve got to approach truth gingerly and share it with people in a way that they can hear it. But authority and autonomy are heavily circumscribed, for a principal, by the professional community, and the unions that represent them, in your building.

The issues of due process, the issues of what is, in fact, a sanction that you can use, the ability to hire and – I don’t even want to breath the word, because it’s not said – fire, are typical tools in every other enterprise where human resource management exists. But it ain’t something that you use in schools; it really isn’t. All you have are a minor amount of rewards, most of which come in the form of pats on the back or notes to your colleagues in the staff, but you don’t have any way to slap a wrist that’s very effective or very immediate. When you work with kids, you can love them on the one hand, reward them on the other hand, and tap them on the wrist when they stray; but you can’t tap your professional colleagues on the wrist very effectively, and not immediately. And immediate sanctions, small sanctions, taps on the wrist are often what changes behavior for the good.

And so I urge the panel to think again, because your experience is quite broad and very impressive, think about that particular issue of how a principal can effectively deal with the professional staff that’s on hand when he or she gets there; because what they’re saying behind their hands is, “I was here when he got here, and I’ll be here when he left, so maybe or maybe not I’ll go along with him.”

Thank you.

BETTY HALE: Bernice.

BERNICE PINKNEY: Good morning. I have been a principal here in this city, in the District of Columbia, in a true junior high school where you have some hormonal complexities on a daily basis, where the kids tell you, honestly, if you’re having a bad hair day or if your feet are big. [Laughter.] So, you know, junior high school was very special.

Having read the report, I find that it’s almost like Christmas Eve – and this is my thirty-something year in education. It’s like Christmas Eve when you buy the bicycle, and you take it out of the box, and you didn’t have sense enough to pay for it to be put together at the store. You take it out of the box and all the pieces are there – all of the pieces are there, you just don’t know how to put it together so the wheels don’t wobble, you know. And that’s kind of where we’ve been with the principalship in education for a long time.

This report has some very salient points, and I mean very good; it covers a lot of things that we know are true. There’s nothing earth-shattering in here, but I really didn’t expect to find anything earth-shattering, because it takes a lot of common sense when you deal with the principalship. I was so happy to hear Karen speak about professional development. The role that I play in Baltimore City is to support the principals and to

support the school district. We are a standards-based reform initiative, where we are in about 65 schools, either directly or indirectly, and all we try to do is make people smarter. I mean that's just the bottom line; we're just trying to make people smarter: principals smarter, teachers smarter, children smarter. And it's a very difficult thing. The professional development team, I believe, is the crux of what we should be doing: making people smarter.

When we talk about the principalship, the thing that seems such common sense to me is that we have best practices in schools that are successful all over this country, schools that really work. When we talk about the pipeline, why we aren't breeding our own principals, breeding from the ground up, like they are in those schools that are successful. That's a pipeline that I think is just something that you can't surpass. Things that really work; we have classrooms where best practices are there. We know what works in this country; we know what works best in education; it's a matter of putting that bicycle together, I think, with all of the screws and bolts and nuts in the right place.

But you know what I found – because I did this once for my children. I tried this once, and if you don't have the right tools, I'm telling you, at two o'clock in the morning, you can forget it. So, it's the same thing with education though; if we put that bike together, we still have to have the right tools. So all of it is very much common sense, when I think about it. And when I looked at the report, one of the things that I looked for was principals having what we know works: study groups, principals talking to each other, reading together, studying together, learning about what works best. That's one method.

Then principals going together into classrooms to form a common eye, a common eye for what looks right in education and instruction. And I guess I just want to say in closing that instruction is the crux of all of this, because if we're not smart and the teachers aren't smart, the kids certainly will not be smart. So, that's what we need to do. When the title of the report said, "Reinventing the Principalship," I was very much interested in finding out how we really changed the way we do business. If we're going to reinvent the principalship, how do we really change the way we do business so that people don't retire early? Good people—I mean good people—leave early, go to other things, and don't speak well of the principalship, and don't think it's doable. So those are just some questions I'd like for the panel to consider.

Thank you.

BETTY HALE: Great. You have been a wonderful audience, but it's very difficult to expect people to sit for longer than about one hour watching people have conversations up here. I am tempted to say to the panelists, "If you had one question back and forth that was like a burning question, we can take that, so that we can just do that first, and then I want to go to the audience. Did anybody hear anything up here, hear anybody say anything you thought "I want to ask?"

DORIS ALVAREZ : I just want to raise the practice that you mentioned: the principals going together and viewing others. I think it's an excellent one, and we're just beginning that right now in San Diego. Excellent practice, because you do learn so much from each other. As we say to the kids, and as we say to teachers, "You learn from one another."

BETTY HALE: We've had some great visual images: double helix, wobbly bicycle, common eye. [Laughter.] But all of those can be helpful as you're trying to think about a variety of very complex issues. And as Joseph from the school was talking about, sort of that whole business of, you know, authority and autonomy. And it seems to me that there are some important things going on. Betty also said something that I think is key, which is the notion that the school district is looking inwards.

As some of you may or may not know, but about six years ago, one of the biggest search firms in America commissioned a study; and they were commissioned, rather, to do a study for corporate America, which was entitled, "Where Will We Find Our Leaders?" Well, of course, you know the answer. They came back and said, "Excuse me, your leaders for the future are already in your corporation." So, as Bernice and others have talked about, and Malcum, talked about this importance of, sort of, mentoring; I mean we've heard some common themes. So do we have one more key question?

PAUL SCHWARZ : I have one question, Betty.

BETTY HALE: Okay.

PAUL SCHWARZ : Why weren't you on the task force with us? [Laughter.] You had wonderful, helpful input. The one thing that I noticed, and it might be helpful to us, is that many of the issues that you raised have connections with the other task forces. I mean it's not about the principalship outside of a context; it's about teacher leadership and differentiated leading; it's about the superintendents of the district offices providing the support and the resources for the professional development. And it's hard for teachers to have those conversations, and the state as well. So I think a lot of the really helpful things that you said might be a part of the final report, which is about leadership in general.

BETTY HALE: I also forgot one other visual image, which is the Mt. Everest or the mountain, and Malcum, in essence, talking about what some people in, sort of, leadership talk about, which is to say chunking up the work; it's sort of like, today this is it, tomorrow it's something else. So it's your turn.

KAREN DYER: Could I just ask something else?

BETTY HALE: Oh surely, Karen.

KAREN DYER: You mentioned about this whole notion of differentiated principal roles; and we talked about that on the task force. I've been in districts, talked to other districts that are trying this. I'm curious. From the principal's point of view, I get mixed feelings as I talk to principals throughout the country about differentiated roles, that you have something similar to the district; you have an academic principal, you have a management principal, you have a curriculum principal.

I hear a lot of mixed reaction about it when it actually happens. Before it happens, people say, "Gosh, that sounds great, you know but." I would like to hear from the principals. Any reaction to that?

JOSEPH WILSON: I think it's right on. And obviously, as a non-traditional person, I'm probably the one who needed that kind of ability to pick and choose the roles of my staff to complement what I had to offer and to supplement what I didn't have to offer. So, I fully believe in it, and I think it's a disservice to principals, given what you said about the nature of the job and its expanding role, that you not get on a little printout every spring from the central office, "You will have two assistant principals and one secretary, and one something else."

You're not going to do the things that my colleagues have done, and Betty expects of us, if you are going to be hamstrung about the roles that you ask for people to do. And you're not going to cultivate the leadership in-house, because people blossom in different areas; and without that opportunity for them to flex their own muscles, so to speak, we're going to begin to fill the pipeline again.

MALCUM DATES : I also agree with that. And I think that, as a principal, it's good to form an administrative team with people who can assume leadership roles if, for instance, today I'm out of the building, I feel confident that the building will be there when I get back. [Laughter.] No, but I believe that in helping people – my, I guess, assistant principals and others – assume the principalship, it's always a training. I say that there are no career assistant principals; they all should be in training to be principals. I mean after five or six years, that person should be ready to assume the job of principal.

Now, there is content knowledge, which a person would need for their subject area and for administrative purposes, and then there's also administrative content knowledge, which is not as deep as a teacher's knowledge of their subject. And I think what principals need to know is the operation of the building; they need to know, as we said, how the boiler works, and how the bookkeeper does their job. But they don't need to have that content knowledge of those intricacies of the various jobs. And you can remove some of those things from the plate of the principal, and the principal would be free to be the exclusive educational leader.

ELIZABETH MORGAN: I think it's about first things first. And I think it's about if we want our principals to be the instructional leaders, those, as Malcum said, who have the content and the knowledge, because you really can't lead other people to be learners if you don't know it yourself. You really can't help teachers become better

teachers if you don't have some of that content knowledge. On that piece of it, I'm always going to be rather traditional. But I think it comes down to, in the ten years that I've had now of supervising principals in one way or another – and again, I would be curious to see what the good principals do. And I'm sure what the really good principals do in the research literature, or I hope, is they share power.

So principals have to let go some and say, "These are my priorities, first things first; and my time is going to be spent towards this," because teaching my staff, helping them to learn, helping them to grow, focusing on education, time on task, all those things that are really important in our industry, as Joseph said, I'm going to delegate those other things that aren't essential to my role, or other people, as Malcolm said, can do. So we have to train our principals to share more power; that's the biggest mistake that I've seen principals make. They have to do it all; they have to be it all; they have to control everything; no one else can do anything, and you're not empowering people, and you're not creating leaders of your teachers, and that's a big mistake. And I think we can get into differentiated roles that people can tolerate sharing power.

MARY MINTER : I, too, agree. I think there is just a little too much on the platter for principals. And if we don't get a little bit off, we're going to burn ourselves out. So the idea is to actually delegate, delegate, delegate – train, but we have to do something.

BERNICE PINKNEY : But what Joe and I were just saying is that it's difficult to let go of anything that's on your evaluation. You know what I'm saying. [Laughter.] So if you're being evaluated on it, it's a little difficult to delegate. And that's something that we just have to do some rethinking about.

BETTY HALE: Thank you. It is now – I promise you your turn. We have a question from the audience; we've got microphones. Here's a question. I don't know how you wish to do it; we have someone right here.

RON ANSON: My name is Ron Anson; I work at OERI in the U.S. Department of Education. One of the things that struck me about this conversation is that you have three other task forces looking at leadership: teachers, districts, and states. And a number of the questions, especially some of the later questions, seem to be suggesting that the principal – although I know you don't have to organizationally focus on the principal – but the principal operates in a context that has so much of an effect on whether that principal can do his or her job or not.

But it seems that whatever you talk about in this particular group here, should be heavily informed by what you're finding out in those other three groups. And I would even go so far as to say, I would have loved to have had one panel member from those other three groups sitting here, so that we could get a sense of how powerful the contextual influences are on principals, things that they may not even have any control over, but control in important ways and find ways to address those kinds of issues,

because leadership really is the whole system. I understand you have to do a piece at a time.

BETTY HALE: Thank you. Do you want to comment on that?

UNIDENTIFIED SPEAKER: Why didn't you do that?

[Laughter.]

BETTY HALE: Why didn't we do that? Thank you. Actually, what we might do is let Michael, when he is wrapping up, sort of provide some additional information about how they're going to try to wrap it all together.

DICK FLANNERY: Good morning, I'm Dick Flannery with the National Association of Secondary School Principals. A week or so ago, I was reading in USA Today, that with the change at GE, and Jack Welch leaving GE, that there were forty-some people within that organization capable of taking over as the CEO. So, ladies and gentlemen, the know-how is out there in terms of how we go about developing leadership. I was in the city of Milwaukee last week – Ann Miller and I were – and we asked the folks in the city of Milwaukee how they were dealing with the principal shortage. And they said, “We don't have one.”

And the reason they don't have one is because they've looked inward, and they have 40 to 50 applicants for open positions; they have a pool of 160 people that they're sitting on right now. Now, if any of you go out looking for those, I'm going to swear I've never been there. [Laughter.] Bernice talked about tools. Without prolonging this, my wife, last weekend, drug me through a Home Depot. Now, that is a place where I am not comfortable; as a matter of fact, she tells me I need a passport to enter. But I was struck, as I walked up and down those aisles, about the number of tools to do most of anything. And folks, we haven't given the principals the tools to do the kinds of things that they need to do.

So I compliment the folks from Baltimore City in terms of looking inward; Bernice in terms of giving principals the tools. And the thing I would also like to see this task force emphasize, is we need a champion. There are no champions out there for the principal. And until we begin to champion what it is that you folks do every day, we're going to have a tougher and tougher time to draw people to the job.

Thank you.

ELIZABETH MORGAN: Thanks for your comment. I just wanted to say something in terms of looking inward. It is complicated when you do look inward; it is kind of easier to put a splashy ad in education where you can offer a bonus for somebody to come to New Hampshire or some other place to come work in Baltimore City. But I'll tell that hasn't worked out well for us, because people get to Baltimore and they're in

culture shock because they don't understand the environment or the culture. But it's complicated.

And what we've come to is kind of like a seven stage process. First, we have to develop teacher leaders. And then we have an academy for educational leadership that takes these teachers leaders now through all the traditional kinds of course work and the things that we all suffered through, who are educational administrators. Then we have a mentoring program for APs [Assistant Principals]. Then the top APs move into an internship program where they're assigned to a master principal to learn the craft of really running school on a day-to-day basis. Those people then are going to be in the top line to become principals. Then we have a new principal mentor program to help shore those folks up, because there are really tough jobs in Baltimore, and they are dealing with things that your typical suburban principal doesn't deal with, and that's a tough enough job. I was there. I know.

Then we have a principal coaching program. And something that is to be done, that will complete the cycle, is having an advanced principal seminar series. So, it's this whole cycle. So grow on your own is not all that easy. It requires a lot of resources and time, and you have to have the right things at the right stages. But I think for us, having looked inward, our mantra has been, "We need to develop our own capacity to reform ourselves." Prior to two years ago, everybody was fixing us; there was a whole cottage industry that had grown up around Baltimore's failure to educate its kids. In fact, even today, there are still more people in our community vested in our failure, because they're making money off of us, than they are vested in our success. But we're changing that. I see a lot of heads nodding, so you know what I'm talking about.

PAUL SCHWARZ : Two things. One is that I think we've described very well a process of looking inward and having those kinds of conversations. I was struck by your term "courses that we all suffer through." I certainly identify with that, and we ought to stop it. You know, we ought to stop it. I mean when you talk to real good principals and you ask them, "How did you become a real good principal," course work comes up dead last. And I think that some of us have to courageously say, "Let's prepare principals other ways." You named six other real important steps, but they take money.

And the other thing is that I don't think we're investing the money in leadership preparation and leadership support that we need to. And one of the things that I always said to teachers in the schools that I was the principal of is, "Every teacher ought to spend some of their time thinking like a principal; and every principal ought to spend some of their time thinking like a teacher." And leadership training for schools is a wonderful professional development. Imagine a school full of people who are thinking like a principal; who are thinking this is my school, not only my classroom and not only these are my kids, but this is my school, and I own this place. This is a mom and pop bodega; this is not a McDonald's franchise. And I think that, Joe, you would relate to that notion of autonomy and having some power and control. We want powerful people in our schools so that we can create powerful students. And I think that investing in leadership

training for our teachers is a wonderful professional development for them, even if they don't become principals.

BETTY HALE: Thank you. We have a question.

MARTY BLANK: I'm Marty Blank from the Institute for Educational Leadership, and our staff, the Coalition for Community Schools. The task force report talks about leadership for student learning, and it talks about three types of leadership: instructional leadership, which was spoken to extensively this morning. But it also talks about visionary leadership and community leadership. And I wondered if you could comment on those aspects of leadership. Because it seems to me that when Paul talks about the role of the principal and the teacher as leaders, he's really talking about creating community, whether it's inside the school or in connection and relationship to outside the schools. And those are dimensions of a more visionary kind of leadership than solely in structuring the leadership, and I'd be interested in your comments on that issue.

BETTY HALE: Panel members.

JOE MURPHY: Well, I think the task force is fairly clear in the language, that the prime goal is the instructional role. I think we use that language pretty clearly. And I think one of the things that we learned about effective schools that differentiates them from other places is they're willing to throw down the stake in the ground and claim what's primary. And I think that's clearly what the instructional role of the leader is; it's the primary role. Within that, I think what we try to do is honor the other issues that have to go. I think there's a three part dimension of community, you know, which obviously, you know, beat to death in the report. But there's three aspects to community that are critical if you're going to do a community: one is the relation between home and outside communities; one is the organizational community of the adults who run the system, learning communities, whatever we want to call them. But certainly the most critical, when you cut to the chase, is the community between the adults and the youngsters in the school, the personalization of learning.

So all three of those would anchor our understanding of what we mean by community. Because we've built community in high schools for a century, but we've done it by sacrificing the academic expectations; it's a trade off, selling kids short, shopping mall high school, things like that. Well, what we would argue is when you talk about vision, and when you talk about building community, you're talking about it in the service of promoting high-level student performance. That's it.

BETTY HALE: Got a question here.

MARK OUELLETTE: I'm Mark Ouellette from the National Governors Association. And my question that I have is, I keep hearing people talk over and over again about how we need to have professional development for teachers to think about becoming instructional leaders and becoming principals. Most schools, their professional development is sporadic over the course of the year – one day a month, or, if you've been

a teacher like I have, you've been required to take courses after you're done teaching, when you're exhausted. So how are you going to develop this time? Are you going to require time outside of school in the summer? Are you going to pay teacher debt? I would be interested to see how Baltimore does it as well as what other panelists thought about that issue.

BETTY HALE: Bernice wants to jump right in here.

BERNICE PINKNEY: Yes, in Baltimore City Public Schools, where Achievement First is implemented, the professional development is on-site. Now, that is critical; the staff developer is there on-site. That is with Achievement First as well as with Baltimore City Public Schools. We have reading coaches that are on-site, master teachers that are in the classroom demonstrating. We also have professional developers who are consultants with Achievement First, who are in those schools supporting teachers.

The pullout programs have virtually been ineffective. And they're one time deals; you pull them out, they go for an hour or two, learn something, come back to the classroom, put it on the shelf. You never know if it's implemented. There is usually no follow-up. But with on-site implementation, with professional development there in the school where the teacher can actually see that it works with their children, we find that it gives them that kind of instructional support that will allow them to look at other opportunities, such as moving from other classrooms to instructional leaders, to assistant principals, to principals, because it shores up that knowledge base.

PAUL SCHWARZ: I think it's a wonderful question. And I think it's a wonderful question for this task force, because, in some ways, I see the role of the principal as very connected to the professional development of the staff. If, as Joe suggests, principals of schools had autonomy over time and over their resources, they can manage to find time, and time is the assassin of reform. They can find time for that professional development during the day. At the school that I was the principal of, we had five hours a week every week of professional development, which mostly meant looking at teachers teaching and at student work, and setting standards for ourselves.

And we can do school differently. And I think, partly, the role of the new principal is to organize our schools differently. And one of the priorities in that organization needs to be finding the time and finding the resources for a substantial professional development of teachers.

JOSEPH WILSON: I'm going to try and go quickly, but I actually wanted to go back to the issue of community leadership, visionary leadership. And frankly, I think it is an area where a lot of my colleagues have been successful in turning the culture of their school and their community away from what Doris talked about. High schools, at least, were judged by the quality of their football team. If you walk in a lot of our schools now, you will see posters lauding performance on the tests by which we're measured. In our

school, we have a whole litany of achievements, most of which are academic, and then we get the sports in there because it's part of our entire educational package.

But talking about joys of principalship, I had a young man come to me a couple of days ago and he wanted me to say he could do something. And the way he pressed his plea for whatever it was, was, "Mr. Wilson, I know you're all about academics, but ...". And so, I thought to myself, you know, if that's what he thinks, and if that's the word that's abroad, then I'm doing the right thing. And that is an important part. And really, it is one of the places where the principal can and must be the most visible leader; and that is, what are we about here in this school community?

The only caveat that I put to that is [there] has to be a dialogue between whoever your constituents are and what it is you're trying to accomplish. Because you can't be the Lone Ranger, you have to have that back and forth dialogue, however you cultivate it.

BETTY HALE: We have some very patient people over –

[TAPE CHANGE]

ADAM KERNAN-SCHLOSS: I'm Adam Kernan-Schloss from KSA-Plus Communications and also the father of four children and a very active parent in Arlington, VA schools. Can you all give me some concrete, quantifiable indicators of what I should look for in my school district and in my school to let me know what they're spending – that principals have enough time for the kind of reflective practice you talked about, and that the district is spending enough money and other resources to make sure principals have the training they need? Some specifics, I mean from exemplary programs or somewhere else.

DORIS ALVAREZ: I wanted to respond to that, along with the other issue that we were on before. The gentleman mentioned about the issue of time: how do you find time for this wonderful professional development? And going on the whole issue of guaranteeing quality and results, I think the principal is, in fact, setting up situations such as allocating time out of the school day in some creative, visionary way. That is an indicator of a principal who is trying to set up situations where people are learning.

And I think in terms of your question, "What do you look for?" I think you look for that kind of creativity that is going on in a school, where you do see people learning a culture of academics, a focus on personalization – all of these things going on in, kind of, one that's very hard to measure, but a place that's very comfortable to be when you walk into that school. I think it's not anything we can measure, but it certainly does feel right when you walk into a school where all of those wonderful things are taking place.

BETTY HALE: Let's do it another way: Adam is the bank manager; he doesn't know anything about running a school. So, what he wants to know is, can we give him –

let's even limit it – can we give him three concrete things that he could look for that he could then, if he saw them, he could say, “Ah-ha.” Bernice.

BERNICE PINKNEY: One of the things that I would like to suggest that you look for: find out whether or not the principal has scheduled grade level team meetings where teachers come together and talk. If they have a chance to talk about what the students are doing, what their work looks like, that's one instance: grade level team meetings. I would also take a look at what that faculty meeting agenda looks like. If you can see an agenda from a faculty meeting, where everything is administrative, administrivia – whatever the new term is – if it looks like that, and it doesn't look like professional development, where teachers are talking about instruction, or the principal is being the professional leader, then I would say it is not happening.

So the agenda for the faculty meeting, the grade level team meetings -- and then, I would also ask the principal, when he goes to his assistant superintendent meetings, when he leaves and meets with other principals, what does that meeting look like? You know, when they come together once a month for their meetings, or whatever they call them in different districts: are they looking at instruction and professional development? And those three things will give some key information as to what's happening with that school and that principal.

BETTY HALE: Excuse me, we've got a couple of people that want to respond; but I'm going to ask Mary and Malcum a question. I mean let's just take what Bernice has suggested. Mary and Malcum, if I walk in – you are a principal – and I say, “Could I see the agendas of your faculty meetings,” I mean what's your response? I mean do you think I'm like the parent from you know where, or what do you think?

MALCUM DATES: We get quite a few different types of questions to us. [Laughter.] Being a middle school principal, you know, we're quite flexible. I would try to provide that for you – the agenda – but I would probably couple that with an explanation as to what the agenda topics were. But let me just add one thing to what Bernice said; I would look in your children's notebook and see the type of work that they're putting forth.

I would compare it on a regular basis – the work that they're doing in September with the work that they're putting forth in January. And you should see some growth. You should see growth in writing; you should see growth in their mathematic ability. And if you do not see that, I would make an appointment with the principal, and I would, you know, take the work in and let the principal explain to you what the academic program of the school is.

MARY MINTER: In the agendas of my staff development, you should see my vision in everything that you do; and that's a shared vision. You walk in that school, you should see everyone sharing the same vision. The parents should know the vision, the students; and in everything you look at, you should see student achievement being

developed throughout the hallways and the classrooms, on the agenda; everything is driven by my vision.

BETTY HALE: I was going to ask Joe if he wanted to take a shot at Adam's question.

JOE MURPHY: Well, I would reinforce what we said. The last district I was in, we evaluated principals on the agenda when we first started. We looked at the agenda and we had long discussions about what they were doing and why they were doing what they were doing, and why it wasn't really doing much for the school. Another thing: I'd ask the principal to name your children and list three reasons why each of those children are in the school, other than the fact that they live in the attendance zone.

I expect the principal to know something about the academic progress of those four children specifically, not in generalities. And you know, at that level, I'd like to get a handle on how the principal spent his or her day, where that work transpired. I think those are three pretty powerful indicators that would tell you if they're performing this kind of redefined role, if you will.

ELIZABETH MORGAN: And as far as the principal's own development, which is what I understood your question initially to be, "How can I tell if my principal is learning and growing, and their own development?" During the years, I was a principal in a neighboring school district here in the Montgomery County, Maryland, public schools. I very proudly displayed all of my certificates of having participated in a number of really good leadership training programs that the Montgomery County public schools had at that time, and I now still do. And they would be up on my wall. And I think that's one way of knowing.

I think other things, too, are just asking the principal about, you know, "What's your background," and "What kinds of things are you into? "Professionally, what are the areas that you really enjoy most?" I know that I review a lot of resumes for all various kinds of jobs in my position, and if I see a resume with somebody who got a degree in 1972 and there isn't anything since then, not a leadership training or anything like that, I will reject that person out of hand, because it tells me something: you went for a degree, you didn't go for your own growth.

And the kinds of resumes that I like to see are this institutional leadership here, and the Harvard Principals Training there, and all these kinds of things that tell me this is a person who is interested in pursuing their own professional growth. Because if you ain't growing, you can't show other people how to grow; and I think that's a very key thing.

BETTY HALE: Actually, we have a question over here; and they've been extremely patient. And then, let's take Penny and Alfred.

BONNIE COPELAND: Hi, Bonnie Copeland with the Public Education Fund in Baltimore. I know this isn't true of Ohio State, but we've heard reference to the administrative courses that we had to suffer through. Most states have a credentialing process which one needs to go through in order to become a principal. So, I'm wondering if the panelists would comment on what role should higher education play in preparation and support of principals? And then, key that with the credentials that need to go along with that.

JOE MURPHY: The preparation program, when we talk about re-culturing the principalship, what we're actually talking about – I think we mentioned it here – is re-culturing the profession of school administration. Actually, preparation programs need to be significantly overhauled, because they're not preparing people to come close to match the perspective that you have for this redefined principalship. I mean preparation programs anchor on two feet; one is corporate ideology, and we've sort of chased whatever corporations have told us for the past century, to management by objectives, to Baldrige, or whatever happens to be popular.

The other is sort of the academic discipline: sociology, organizational theory, political science. The problem is, neither of those feet promote instruction leadership, visionary leadership, or community leadership. So the bottom line is: preparation programs are in serious need of overhaul and revision. Now, the problem here is, you can immediately go to the conclusion, "Well, let's just get rid of them." That's really difficult for this reason: we have not a shred of evidence that if A doesn't do the job, giving it to B means the job is going to be done better. As a matter of fact, most of the evidence indicates that when given to B, they do an equally bad job as A did.

[Laughter.]

So I think the question here, as a profession, is to stop beating up on each other on this issue, and to say, "Look, we have a vision of what leadership looks like. So, rather than have the kind of preparation program we have, couldn't we have a preparation program that taught these kinds of things: building community schools, using data to support classrooms and school improvement, understanding school improvement, understanding how students learn, knowing quality instruction when you see it, promoting opportunity to learn through content standards and use of time, developing schools to lead, promoting organizational structures to support learning, promoting organizational change, promoting student success through the management functions.

I mean this is a very, very different kind of program than what they have now. What I would suggest is, the pressure has to be put on universities to develop programs that look like this, so that we get the kind of reinvented leaders that we need.

KAREN DYER: And I would say that the dialogue has to, in some instances, begin or continue between school districts and university programs. You know, we're in this situation, and I think I really worry that university programs can, because of the need for principals, can just start pumping out folks. And the quality may not be there, but the

incentive is there because they're going to be hired. I think the dialogue has to be there. There have been many districts that have said to certain universities, in terms of teachers, "We're not going to hire your teachers unless you do some overhaul, unless you have some standards that we can really support that are very consistent with what we're doing."

I think the same thing has got to come from school districts towards universities. Yes, to ask where is the pressure; the pressure has to come all the way around. So, you know, I think that's one thing that really does have to be done.

BETTY HALE: Joe, and then we have Penny for a question, then Alfred. And then, we're going to have to turn it to Paul.

PAUL SCHWARZ: We have a colleague, Dick Elmore from Harvard University, who talks a lot about the cartel of principal preparation. And he talks about the universities, the state departments who license principals, and the local people. I think part of this goes right back to you Elizabeth, and I think you have to start that dialogue and start it courageously and bravely, and say, "We're in on this, and we want to be in on...."

BETTY HALE: No, it's this Elizabeth.

PAUL SCHWARZ: Yes, this Elizabeth. No, I think it's --

[Laughter.]

ELIZABETH MORGAN: Paul, since this is supposed to be a kitchen conversation, I just want you to know, when I have approached a very well known university in our Baltimore environs, and said, "We need to have a program that's really performance-based. I want to give PhDs and masters in educational leadership--"

PAUL SCHWARZ: Based on competency.

ELIZABETH MORGAN: "--for on the job kinds of things--competencies--the kinds of things that [we] just were talking about." [The university response was] "That sounds like a NOVA program. We wouldn't want to do that."

PAUL SCHWARZ: That's my experience, too, Elizabeth --

ELIZABETH MORGAN: The snobbery.

PAUL SCHWARZ: And what we have to do is stay away from those places. And what we have to do --

ELIZABETH MORGAN: But they're all the same.

PAUL SCHWARZ: No, the little places, the hungry places –

ELIZABETH MORGAN: I hope I'm not insulting anyone out there.

PAUL SCHWARZ: I'd be happy to.

[Laughter.]

BETTY HALE: Just remember, this is a kitchen.

[Laughter.]

PAUL SCHWARZ: No, Elizabeth, what we have to do is find the small places, the hungry places. We can't go to the Harvards; we can't go to the teachers colleges and the Stanfords; they're in place.

BETTY HALE: Can they go to Ohio State?

PAUL SCHWARZ: They're welcome to go to Ohio State, if they can find it.

ELIZABETH MORGAN: If they'll come to Baltimore, I'll go to anyone. So that's a good thing.

BETTY HALE: Thank you. Let's see, Penny Engel.

PENNY ENGEL: I'm Penny Engel with Educational Testing Service. And I'm wondering, in redefining the role of the principalship, the differentiated roles that are being discussed, I want to know who is responsible for stating these roles? Is the expectation that there will be a consensus somehow formed among – maybe it's this cartel you're mentioning, I don't know – or is it expected that it will happen just at each and every school individually? Or does the task force think or hope or expect that one of the next steps along the way will be for people to come together on a broad national basis or regional or whatever, and start restructuring the role of the principal, stating certain skills that, say, the academic principal would have compared with the management principal, and then the evaluation?

As Bernice mentioned, the evaluation would be a fair evaluation; the principals would delegate if necessary, because their evaluation would be based on an understood set of responsibilities, skills, abilities, whatever, or is this just going to happen, hopefully, here and there, or is it a broader, more global kind of effort that the panel has in mind?

JOE MURPHY: Yes, I think one of the things you find right now in educational leadership across the board, is there is a broad struggle to redefine what this job is all about. I mean if you had mentioned 15 years ago that the role of the school leader was to be the educational leader, you know, they would have taken you out in a straitjacket.

There's consensus on this now; I mean there's uniformity of belief across all spectrums of the field about where we need to be going. So I think that's a real important issue.

Some of these issues are not determined; I mean will there be differentiated roles? Who knows, some districts may use differentiated roles, others may not. I think one of the things that IEL clearly wanted to do here was to begin, if you say, "We're going to Boston," which the report does -- visionary leadership, instruction; that's Boston. There's a lot of discussion about how one gets there: modes of transportation, which pieces of the map, how you get around roadblocks. And I think a lot of that has to be worked out. And I think, you know, what Joe said earlier; I don't think everyone's going to work it out the same. But they're all working it out on the way to Boston; we're not detouring to Miami or headed back to Albuquerque or running off to Seattle. That, I think, is really what's important; and I think within that, you're going to get differentiated answers to some of these questions.

Now, the last thing I will say is, for the first time in history, we now have a set of standards, nationally adopted standards, that define what good school leadership is: the Interstate School Leadership Licensure Consortium Standards, adopted by 36 states now, being used consistently across the country, that provides that kind of foundation, I think, that's absolutely critical, so when we do define things in different ways, we're all operating from the same playbook.

BETTY HALE: And we're going to let Alfred Ramirez ask us the last question, and then we're going to turn it back to Mike Usdan.

ALFRED RAMIREZ: I'm president of the National Community for Latino Leadership here in Washington D.C. We spent the last year interviewing or convening about 3,500 Latinos on leadership. And we asked them a set of questions too, which are "Who do you most admire and why? What are the leadership characteristics or traits that you most admire in those leaders?" So I'd like to pose the question to the panel. When we talk about the principal as leader, we've alluded or even spoken to some characteristics or qualities. What qualities or characteristics in a principal as leader would you say you most value or admire or you're seen resonate to the top?

BETTY HALE: And let me use that then, if I might Alfred, as the closing question for all of the resource people here, which is simply to say that, as you are answering Alfred's question, thinking about, sort of, this is your final word about reinventing the principalship. Yes, we might just start and go that way.

BERNICE PINKNEY: I think that the principal has to be a person that is very knowledgeable about instruction. I really believe that that is the basis that will carry us the farthest. I think that it's reflected best with our student achievement, and that the standards actually work, that it actually raises expectations for us. And in an urban school district, where the expectations are very low, I think it's real -- and many of them I won't say at all, but in many of them -- I think it's real important that that vision -- the lingo we use changes every day. But if you're going to talk about the vision, the

expectations, they're still the standards. So if the standards are high and the person is very smart and has the right tools, I think that would make a good principal.

BETTY HALE: Let me just make certain that we understand what we're trying to do here. Which one of those several things that you mentioned, Bernice, would you think would be the most important if you could only have one?

BERNICE PINKNEY: Oh, if I only had one. As a leader, I'd want someone that's very knowledgeable.

BETTY HALE: Okay, thank you.

JOSEPH WILSON: And I would say that it's someone who models learning, so that as the leader, they're learning from their community, from their colleagues, and then reflecting it back through their leadership role.

MALCUM DATES: I would say the person should be a visionary who is able to overcome adversity. Sometimes, as principals, we face adversity in the community; we face adversity in staff and parents, and sometimes student situations. But if you're true to your vision and you can hold true to the vision, I think that you can become a person who keeps the educational perspective in front of you.

MARY MINTER: I think a good leader is one who has high expectations and knows how to share those expectations with all stakeholders.

ELIZABETH MORGAN: I will quote from Warren Bennis, who says that "Administrators do things right; leaders do right things." It's very important. You only have so much energy, so much ability, so much time in the day. You have to really know what the right things are to do and focus on that. And just an aside, there are some cultural contexts that I do think – you're saying you're working with Latino, and my background is Latino – so I know that leaders in high minority schools do behave a little bit differently, because the caring aspect is very, very important.

In Baltimore, one of the phrases we always use is "People don't care what you know; they want to know that you care." And I think there are some different dimensions to that. You can't have high expectations without that caring part.

JOE MURPHY: I'm curious to hear your answer from your 3,500 people, and see how it matches up. [Laughter.] Well, it's important. I would say stewardship for children and youngsters.

PAUL SCHWARZ: It's hard to not agree with everybody who's gone before. So, I'll tell you, I have some criteria that I have for people who want to be a principal; and one of them is: If you want to be a principal, you have to have a letter in your file from your principal that begins, "This time you have gone too far...."

[Laughter.]

BETTY HALE: Excuse me, did you notice that Betty looked at Joe.

PAUL SCHWARZ: Again Joe, I think you probably can relate. [Laughter.]

JOSEPH WILSON: How many?

[Laughter.]

PAUL SCHWARZ: The more the merrier.

ELIZABETH MORGAN: There is a point where there's too many, isn't there?

[Laughter.]

BETTY HALE: Karen.

KAREN DYER: This characteristic, this quality has been expressed by almost everyone who has spoken, but I want to see someone who is, themselves, a learner, and values learning.

BETTY HALE: And Doris.

DORIS ALVAREZ: And I want to see a person who uses relationships to accomplish instructional leadership, visionary leadership, and community relations.

BETTY HALE: And since this is in an era of change, I want a principal who can give hope, give hope to the adults in the school that what they're trying to bring about is doable and can be achieved. And I want to also have a principal who can give hope to the young people, the students, that what we're trying to do, we're going to achieve. I am delighted that you have been with us for this pretty interesting discussion. And I'm going to turn it over to Mike Usdan. Thank you to the task force members, the Baltimore panel.

MIKE USDAN: I won't be presumptuous enough to try to summarize the discussion. Let me just say to Elizabeth Morgan: Elizabeth, we call our Elizabeth "Queen Elizabeth" at IEL.

ELIZABETH MORGAN: I like that; I'll be the princess.

MIKE USDAN: And secondly, let me say to our old friend, Joe Wilson: It's wonderful to have one lawyer in Washington who is at this meeting and not at the Supreme Court. And we're thrilled that one of our Superintendents Prepared non-traditional folks is doing what he's doing; it's wonderful, and it's nice to see you, Joe.

I'd like to thank the panel very, very, very much. I think the very candid responses by our friends from Baltimore will only enrich the final document.

In many ways, this meeting of linking, basically, the task force report with practitioners, is kind of a prototype for what we think almost has to happen everywhere in the country. One of our major goals is to try to generate local and regional discussion and debate. Ron Anson made the very significant point, and I want to emphasize this, that indeed the four task force reports are very interdependent, and we are aware of that. And one of our challenges is to try to cull from the four reports the kind of synthesis and distillation that will basically put together, kind of, a systematic perspective on these issues. And I think we have some very interesting challenges there.

Just a kind of the preview of coming attractions: Maybe I date myself in terms of going to the movies 30 years ago, but on [NEW DATE: February 8th], the district task force will be here at the Press Club, and we will basically adopt the same kind of format, with practitioners from a local school system. It's going to be Arlington County, the superintendents, school board members, et cetera, reacting candidly to the district task force report, the same way our Baltimore friends reacted very cogently and candidly to what was in and, more significantly, what was not in the original task force report.

On [NEW DATE: March 8th], here again at the Press Club, we'll do the same thing on the task force, "The Teacher as Leader". And then, on [NEW DATE: April 12th], we will basically have the state task force. Jack MacDonald [state task force co-chair] is in the audience with the Council of Chief State School Officers. And in many ways, the state plays such a very significant role here, not just in the standards but the discussion towards the latter part of the morning, concerning credentialing, certifying, et cetera. And the state is almost kind of the legal lynchpin, as we all know.

And indeed, if these issues are going to be driven and they're going to have the kind of quick impact, it's obviously state policymakers who are very central to this. So we thank you all for coming very, very much. We would all very much welcome your ideas. There's a wonderful cross section of people here from different kinds of organizations in the education field as well as other realms; and we'd love your advice and guidance if you think that this exercise this morning is worth rolling out, if you will, regionally and at the state levels. We certainly would appreciate your advice and guidance.

So thank you all, and thank the panel, and thank Betty.

[END OF EVENT.]