

Educational Leadership Advisory Council Meeting

December 7, 2022

Fall Harvest!

MINUTES

The meeting was called to order by Dr. Victor Lopez at 9:00 am.

All attendees introduced themselves,

School Districts/Private Schools:

Broward: Reginald Pierre-Jerome; Collier: Amy Bullock; Hillsborough: Teresa Campbell; Lee: David Sanon; Miami-Dade: Lissette Alves, Milagros Gonzalez; Palm Beach: Janet Butts, Melinda Springman-Herrera; Pinellas: Dena Collins; University School: Robyn Kaiyal

Fischer College of Education & School of Criminal Justice:

Educational Leadership Faculty: Melinda Coleman, Mel Coleman, Victor Lopez, Tatjana Martinez, Gabriela Mendez, Maria Grethel Mendez

Administrators: Ken Rockensies, Angela Yehl

Dr. Angela Yehl initiated the presentation by sharing brief updates on FCESCJ's 2021-22 educational leadership program activities and initiatives in the following areas: CAEP accreditation; program assessment; and FELE support. In addition, Dr. Yehl presented the changes expected in FCESCJ's M.S. in Educational Leadership program starting in Fall, 2023 (for example, moving from four-week sessions to eight weeks and incorporating a more intense Writing Program). Dr. Yehl also gave brief updates of FCESCJ's Continuous Improvement Plan, accreditation (CAEP in Fall 2025; SPA Review/NELP Standards; FL DOE site visits in 2023 & 2024).

Dr. Melinda Coleman introduced the Special Topic Discussion starting with the Districts' Level 1 application Programs and Processes. The discussion was guided by Dr. Maria Grethel Mendez and Dr. Mel Coleman.

Discussion was initiated by Amy from COLLIER CO. Explaining that AP applicants must go through at least 4 years of classroom experience. They "grow from within" the district takes applications at the beginning of the year, after the Winter term starts.

HILLSBOROUGH, PALM BEACH, and St. LUCIE COUNTIES are participating in the Wallace Foundation Professional Development Program facilitated by FAU and sponsored by the Wallace Foundation's Program, to create a principal's pipeline.*

HILLSBOROUGH has shared their procedures to apply to the Future Leaders Academy (FLA) Program See attached.

MDCPS, & PB teachers who aspire to be AP's participate in SUMMER Professional Development hands-on programs at Summer Schools. These counties also encourage the use of Mentors. They have Mentees and Mentors complete strength finders to analyze their strengths and weaknesses. This help to find the best possible matches. PB and HILLSBOROUGH also identify the expectations of each Mentor and Mentee, they practice the 10 Steps to Successful Mentoring.

Districts are fine-tuning their programs due to budget restrictions. They are looking for "doers" in AP's, i.e. skills in time management and change management, ability to have difficult conversations, strengths in interviewing, etc.

CHALLENGES:

1. The Redirection Referendum that has made teachers' salaries higher than AP's. Teachers having second thoughts about moving into AP positions.
2. Attrition of both teachers and AP's
3. FAU's Wallace Foundation starts in the Fall with applications and coaching in May and June.
4. AP's work is seen as more complicated

Dr. Coleman asked the districts for copies of their applications. Many Districts have these applications posted on their websites.

Districts are offering refresher PD for those who have been in the pools for a while.

CHARACTERISTICS:

1. Doers and those reaching out to lead and shadow leaders.
2. Open and willingness to be coached.
3. Having an inquisitive mind and approach to solving problems. Looking at the root cause rather than a simple approach.
4. Humility. Ready to learn from others.
5. Understands conflict resolution
6. Able to have difficult conversations
7. Be part of a co-coaching community
8. Recruit teachers into leadership positions
9. Seeks help
10. Knows strengths & weaknesses

*Wallace Foundation identifies...to support Principal Pipelines."

<https://www.k12dive.com/news/wallace-foundation-identifies-6-policy-areas-where-lawmakers-can-support-pr/607809/#:~:text=A%20five-year%2C%20%2475%20million%20Principal%20Pipeline%20Initiative%20from,schools%20that%20were%20not%20part%20of%20the%20initiative> .

"Hillsborough's PRINCIPAL PIPELINE: Aligned Learning Strengthens Leadership in Florida District."(2017). *The Learning Professional* 38,3. <https://learningforward.org/wp-content/uploads/2017/06/hillsboroughs-principal-pipeline.pdf>

Fischler College of Education and School of Criminal Justice

Educational Leadership Advisory Council Meeting

July 12, 2022

And A New Year Begins!

Meeting Summary

Attendees: Hillsborough: Teresa Campbell; Lee: David Sanon; Miami-Dade: Kevrette Wells; Palm Beach: Laura Davis; Pinellas: Lynnette Fields; Archdiocese of Miami: Donald Edwards

Fischler College of Education & School of Criminal Justice: Melinda Coleman, Mel Coleman, Victor Lopez, Maria Mendez, Gabriela Mendez, Ken Rockensies, Angela Yehl

I. Update on 2021-22 NSU Educational Leadership Program Continuous Improvement Activities and Initiatives

Facilitator: Dr. Angela Yehl, Assistant Dean, FCESJ Office of Academic Affairs

See attached PowerPoint

- CAEP interim advanced programs virtual site visit took place in December 2021. Accreditation was granted for the following advanced programs: Ed.S. in Educational Leadership, M.S. in Educational Leadership, M.S. in Reading Education, M.S. in School Counseling, and Psy.S. in School Psychology.
- Ed.S. in Educational Leadership undergoing reconstruction—changes effective Fall 2022:
 - Revised courses/course titles to reflect key areas (i.e., community engagement, DEI, research, ethics)
 - Updated courses to infuse diversity and technology
 - Integration of Mursion simulation software:
 - i. Integrate Mursion in EDL 705 Educational Budgeting and Finance (piloting in Summer 2022) and EDL 720 School Law for Administrators (Fall 2022)
 - FELE preparation throughout (updated the mock exam in the seminar course)
 - More of a research focus
 - Pathway to Ed.D.
 - Aligned to National Educational Leadership Preparation (NELP) standards – updated assessments
 - Ensure continued alignment to Florida Principal Leadership Standards (FPLS)
- M.S. in Educational Leadership—launched reconstructed program in Fall 2020. Currently undergoing review of assessment and other data as part of continuous improvement efforts.
- Reviewed results of Educational Leadership Employer Survey, which was developed in collaboration with ELAC partners.
- New process implemented in Winter 2022 to provide support and remediation for candidates who do not pass one or more sections of the FELE each term.

II. Breakout Room Discussion (10:05 am): Managing Personnel Shortages

Facilitators: Dr. Mel Coleman, Associate Professor; Dr. Victor Lopez, Assistant Professor

Session Description: Florida school districts and private schools are facing significant challenges in managing personnel shortages. This session will provide participants with the opportunity to share their perspectives and offer recommendations on how NSU can assist in enhancing teacher and administrator recruitment and retention.

Summary

There are personnel shortages in districts that include staff, teachers, bus drivers, custodians, administrators. One district entered into a contract to recruit teachers from overseas. The recruitment team is being creative in recruiting for vacancies such as bus drivers (they are short by approximately 50 bus drivers).

Another district did not experience a huge loss of teachers and have had enough substitute teachers. However, they too are short on bus drivers and are offering a \$1000 signing bonus. With regard to recruitment, they have had “people coming to us from out of state” (although level II certification is not reciprocal).

In one private school setting there has been some significant turnover and they are engaging educational leaders in planning for the implementation of instructional programs in the Fall. They are also utilizing scenario planning in addressing teacher departures and have been able to hire credentialed guest teachers (there are currently 80 open positions that they hope to fill by fall). Also, virtual instruction was already in use prior to the pandemic, and the virtual school helped the brick and mortar schools (62 altogether) in transitioning to virtual learning.

Schools should focus on building a retention culture.

A large number of teaching positions were not filled. Districts are recruiting and having job fairs in hopes of hiring by the start of the school year in August.

A number of teachers are not planning on returning this new year. Substitute teachers will have to fill a number of positions at the beginning of the year. A number of teachers are finding private sector positions that pay more and have less stress.

Potential new teachers are not selecting training in education at the universities and are going into the private sector.

Based on recent standardized scores, there will be a greater emphasis on instruction and connection to standards as well as increased intervention in reading and math. One district will focus on instructional leadership (its current focus is on Pre-K and reading, and it will be opening several literacy centers).

Passing the FELE has been an issue for candidates, and there is a waiting pool in the district(s) for Level I programs. More specifically, several EDL candidates are sitting out of Level I programs because their certification is dependent upon passing the FELE. As a result, districts have less Level I applicants than in previous years. Additionally, because of program costs and competition among online programs, there are quite a few candidates from out-of-state universities on the list of Level I applicants (they are not strong).

Recommendation: Institute FELE knowledge “check points” in the FCESCJ program curriculum.

In response to the question, *What can we do to prepare our candidates for some of the challenges we are facing now and in the coming academic year?*, the following was noted:

- We have to prepare. Understand the importance of technology with regard to education. Be comfortable with multiple models of delivery so that learning is continuous. Integrated instruction, AI, problem-based learning. If there is a hurricane, we are prepared. Go through scenarios to ensure learning is continuous.
- There should be a continued emphasis on equity work. COVID exacerbated all of those issues that were there before. Continued focus on instructional leadership.
- New Assistant Principals are on a steep learning curve. First 6 months they are overwhelmed. Learning a whole new job role. Amount of conflict they encounter in the position is underestimated (between adults; adults and students, etc.).

The third and final question, *What would you want to do during the first 6 weeks of the year?*, yielded the below observations:

- Focus on setting tone, set up professional learning communities. Focus on processes to ensure we are aligning and teaching to standards.
- Still in pandemic, but can't use it as an excuse, need to move forward.
- PLCs, partnering with parents, utilizing community resources.

III. Breakout Room Discussion (10:40 am): Candidate Preparation for Level I Programs

Facilitators: Dr. Melinda Coleman, Associate Professor; Dr. Maria Grethel Mendez, Associate Professor

Session Description: The facilitators will explore with district/school representatives how NSU can not only improve its partnerships in preparing candidates for Level I programs but also provide support in increasing the number of building-level school administrators. Areas for discussion include curriculum and instruction, defining technology for leaders, digital citizenship, school safety, and social-emotional learning (SEL).

Summary

The representatives indicated that most districts have their own FLDOE-approved Level I preparation programs (this is, in effect, a partnership with school districts). Based on district goals and objectives and the management of schools, the emphasis is on curriculum and instruction (there are no expectations for NSU in this area).

Balancing time and effort by administrators is the key for well-run schools and successful student achievement. The state of Florida will be rewriting the standards for School Districts to follow and implementing them starting in the 2024-25 school year. A portion of the new standards will require partnerships between universities and school districts to better prepare educators for teaching and leadership roles.

Level I training includes missing practical pieces. Also, candidates don't have the basic day-to-day knowledge of managerial/organizational responsibilities (PLCs were offered as a solution).

How can NSU Help? Responses to this question included the following:

- Technology Training: Maximizing use of Microsoft and associated platforms (e.g., Teams) and other tools for presentations and engagement (e.g., Class Dojo). One district offers “above and beyond” training that is practical and gets staff excited (safety seminars have been included).

Another district noted that they use a variety of technologies. For NSU’s EDL students, training in the use of spreadsheets (Excel) and data interpretation are needed.

- Safety Training: Educational Leadership graduate students should be knowledgeable about safety preparation and response recovery and the “inevitability of the inevitable.” They should also be familiar with emerging technologies for dealing with emergencies.

One district handles its own safety training and, in general, the representatives believe that safety is a district responsibility.

- Dispositions: How can we change dispositions? For example, dealing with angry parents requires special training. Also, understanding equity and the impact of achievement gaps is important.
- Other: Problem solving, enhancing field experiences

Recommendations:

- NSU graduate students should know how to teach key information to make student learning more interactive.
- Training in the use of spreadsheets (Excel) and data interpretation is needed.
- NSU should offer safety scenario training (e.g., responding to active shooters).

IV. District & School Grants: Opportunities in 2022-23 (10:40 am)

Facilitator: Dr. Jamie Manburg

Dr. Manburg provided a brief overview on the expansion of the Fischler Academy Flagship program to include NSU’s seven regional campuses. These Florida statewide teaching academies will also collaborate with their respective local school districts.

A discussion on grants and partnerships centered on Teacher Quality Partnerships—a USDOE grant focusing on improving the quality of prospective teachers and enhancing student achievement—followed. TQP represents a possible opportunity.

Wallace Grants—which seek to promote equity and improvement in student learning—were awarded in the past to Volusia and Lee counties.

Grants evolve through collaboration and state and federal governments working together.

Regarding partnership opportunities, one district noted that it has collaborated with other local universities. Building an “equity pipeline” and maintaining high standards for EDL graduate students is a priority. Furthermore, the district is looking for leaders who can go into any school and see inequities in the classroom...and are then able to have the “important conversations.”

NSU is interested in expanding its educational leadership focus through district partnership agreements and is open to having more discussions. For further information, please contact Dr. Manburg at the following:

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