OBJECTIVES

• Learners will be inspired to explore new avenues and methods for teacher recruitment and leadership development
• Learners will gain knowledge in best practices in charter leadership from a research-based initiative
• Learners will understand the value of a diverse and empowered teacher and leadership team
THE TALENT LANDSCAPE

With nearly a third of the teaching force nearing retirement, the Center for the Future of Teaching and Learning estimates that California will need an additional 100,000 teachers over the next decade.
Nationally, it is estimated that __17__ percent of new teachers leave the profession within the first five years on the job; in poor, urban schools, that percentage reaches nearly 50 percent.
THE TALENT LANDSCAPE

Nearly 71 percent of charter leaders leave their position within the first five years on the job, with fewer than 40 percent preparing successors to assume the work going forward.
Charter schools experience more annual teacher turnover than traditional public schools.

TRUE
THE TALENT LANDSCAPE

True or False:

Minority students, particularly those living and attending schools in disadvantaged settings, benefit from seeing adult role models of the same race in a position of authority.

TRUE
THE TALENT LANDSCAPE

True or False:

Because principals are often drawn from the pool of teachers, teacher demographics, including race and ethnicity, directly affect principal demographics.

TRUE
The percentage of Black or Hispanic public school principals has increased significantly over the last 25 years.

FALSE
TEACHER RECRUITMENT
Ability to attract diverse and qualified candidates impacts the depth and quality of your talent pool

LEADERSHIP DEVELOPMENT
Long-term talent mapping and leadership development strategies ensures diverse and sustainable school and organizational leaders

TALENT RETENTION
Balancing PD in the classroom and the creation of leadership pathways in the organization helps to sustain top talent
Ruth Dutton, The Academies Charter Management Organization

Corrie Sands, Aspen Public Schools

CENTRAL VALLEY LEADERSHIP INITIATIVE

Michelle Murphy, CCSA

Annie Crangle, Crangle Consulting

Margaret Ameel, Kepler Neighborhood School

Matt Gehrett, Fresno Pacific University

Corrie Sands, Aspen Public Schools
“In today’s climate of heightened expectations, school leaders need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers, students, district officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs.”
OUR CONSTRAINTS

Research shows that leaders are more effective when promoted from within, but we are limited in our ability:

• Financially
• Time and capacity
• Access to charter specific resources
<table>
<thead>
<tr>
<th>THE NEED</th>
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<tbody>
<tr>
<td><strong>Teacher Recruitment</strong></td>
</tr>
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<td>Attracting and retaining high-quality teachers in California classrooms has been a constant challenge and is most acute in urban and rural schools.</td>
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<td><strong>Leadership Development</strong></td>
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<td>Charter school leaders often feel isolated and lack connections to other school leaders with whom they can share best practices and support one another’s success.</td>
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</table>

In Fresno County, 29 percent of eighth graders meet or exceed math standards; 38 percent of third graders are reading on grade level; and 24 percent of adults have graduated from high school.
How do we best develop our talent?
<table>
<thead>
<tr>
<th>THE NEED</th>
<th>OUR RESPONSE</th>
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<tbody>
<tr>
<td><strong>Talent Recruitment</strong></td>
<td>Utilize the depth and breadth of our partnerships with community organizations to recruit teachers and staff who represent the communities we serve.</td>
</tr>
<tr>
<td>Attracting and retaining high-quality teachers in California classrooms has been a constant challenge and is most acute in urban and rural schools.</td>
<td>Diversified Pathways</td>
</tr>
<tr>
<td><strong>Talent Retention</strong></td>
<td>Develop a shared approach to rigorous professional development in order to develop every individual in the organization as a leader with potential for increased responsibility.</td>
</tr>
<tr>
<td>Nationally, it is estimated that 17 percent of new teachers leave the profession within the first five years on the job; in poor, urban schools, that percentage reaches nearly 50 percent.</td>
<td>Leadership as Retention Strategy</td>
</tr>
<tr>
<td><strong>Leadership Development</strong></td>
<td>Implement a cohesive, region-specific leadership program focused on all facets of charter school leadership; build higher education partnerships to supplement and incentivize leadership pathways.</td>
</tr>
<tr>
<td>Low levels of succession planning, capacity to develop talent, and racial and ethnic diversity of leaders.</td>
<td>Effective Charter School Leaders</td>
</tr>
<tr>
<td><strong>Regional Connectedness</strong></td>
<td>Convene a consortium of high-performing charter schools dedicated to strengthening and diversifying our talent pipelines to increase the number and quality of our leaders.</td>
</tr>
<tr>
<td>Charter school leaders often feel isolated and lack connections to other school leaders with whom they can share best practices and support one another’s successes.</td>
<td>Impact Network</td>
</tr>
</tbody>
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CENTRAL VALLEY LEADERSHIP INITIATIVE

We are actively developing and implementing pilot initiatives from this comprehensive strategy:

1. Creating common frameworks to assess and develop talent along a spectrum of positions by skills, competencies, and dispositions

2. Developing and implementing a regional, comprehensive, and charter inclusive leadership development program

3. Building a higher education partnership to enhance the quality of our talent and leadership development systems and approach
COMMON FRAMEWORKS
THE WHEEL OF TEACHING
THE WHEEL OF TEACHING

WHEEL OF Teaching INSTRUCTIONS
The 8 sections in the Wheel represent teaching attributes.
- Taking the center of the wheel as 0 and the outer edge as 10, rank your level of expertise with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example).
- The new perimeter of the circle represents your 'Wheel of Teaching'. Is it a bumpy ride? Can you see your focus area(s)?
THE WHEEL OF INSTRUCTIONAL COACHING
THE WHEEL OF INSTRUCTIONAL COACHING

WHEEL OF INSTRUCTIONAL COACHES INSTRUCTIONS
The 8 sections in the Wheel represent teaching attributes.

- Taking the center of the wheel as 0 and the outer edge as 10, rank your level of expertise with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example).
- The new perimeter of the circle represents your 'Wheel of Education Specialist'. Is it a bumpy ride? Can you see your focus area(s)?

EXAMPLE

22
THE WHEEL OF LEADERSHIP

- Board Development
- Organizational Architect
- External Relations & Advocacy
- Business & Strategic Advisor/ Steward
- Empower Staff
- Keeper of Instructional Vision & Fidelity to Charters
- Administrative Compliance
- Professionalism & Leadership
LEADERSHIP COMPETENCIES

• Coach and develop talent
• Develop and sustain effective systems
• Maintain high expectations
• Drive high quality instruction
• Foster a diverse and inclusive environment
• Ensure strong fiscal and performance governance

• Build partnerships and champions
• Manage key stakeholders
• Negotiate policy and political positioning
LEADERSHIP DISPOSITIONS

• Visionary & passionate
• Strengths-based
• Empowering
• Agile
• Results-oriented
• Resilient
• Empathetic & compassionate

• Humble, aware, inclusive
• Collaborative
• Growth-oriented & continuous learner
• Values-driven
LEADERSHIP DEVELOPMENT PROGRAM
THE PILOT YEAR

1 REGIONAL COHORT
The inaugural cohort convenes public charter school leaders from across the Central Valley region.

5 ORGANIZATIONS
Comprised of mid-size charter management organizations (Aspen Public Schools) to single site schools (Big Picture Educational Academy).

10 COHORT SESSIONS
Monthly in-person sessions occur on participating school campuses, cover topics specific to public school leadership in the Central Valley, and feature local and national experts.

4 GEOGRAPHIES
Participating organizations span the Central Valley Region with schools located in Fresno, Modesto, Salida, and Visalia, California.

13 NEW SCHOOL LEADERS
Emerging school leaders ranging from teacher leaders exploring next steps to current principals early in their career.

25 GUEST FACILITATORS
Local partners and national leaders with expertise in comprehensive, relevant topics such as fiscal policy, coalition building, academic instruction, and regional social justice issues.

100 % of Cohort participants believe that the Central Valley Leadership Program has accelerated their development as a public school leader.
PROFILE OF A CVLP LEADER

**POSITION**
Public school teacher leaders, instructional coaches, assistant principals, or current principals.

**LOCATION**
Widespread regions with demonstrated need and without adequate leadership development support.

**ORGANIZATION**
Public schools serving traditionally underserved or vulnerable student populations; demonstrated academic success; and commitment to grow schools, train leaders, and lead peers.

**BELIEF**
Equitable educational opportunities for all students, regardless of their race, gender, ethnicity, immigration status, or socioeconomic standing is a human and civil right.
Chase Davenport, New Leaders
Sandra Flores, Fresno County Pre-term Birth Initiative
Dr. Jackie Ryle, Empowerment Strategies of Fresno
Gina Plate, California State Advisory on Special Education
Renita Thukral, Civil Rights Solutions
Ben Neverras, Playworks
Alaina Flowers, Inclusion Ventures
Ian Connell, Charter School Growth Fund
LEARNING APPLICATION

Data equity walks at Aspen Public Schools:
HIGHER EDUCATION PARTNERSHIP
DEVELOPING A PARTNERSHIP

• A cohort of high performing public charter schools with a collective vision for a new system of talent development

• Identified charter advocates within the higher education system through ongoing conversations and relationship building

• Developed liaisons between FPU and the cohort of charter schools

• Secured funding for a research grant to deepen our understanding of the core competencies of effective public charter school leadership
What are the personal traits and attributes of effective public charter school leaders? What are the skills?
CLOSING
What content most resonated with you and your team?

Where does your organization experience challenges? What strategies have you implemented?
CENTRAL VALLEY LEADERSHIP INITIATIVE

- Margaret Ameel, m.ameel@keplerschool.org
- Annie Crangle, annie@crangleconsulting.com
- Ruth Dutton, rdutton@sycamorevalleyacademy.org
- Matt Gehrett, matt.gehrett@fresno.edu
- Michelle Murphy, mmurphy@ccsa.org
- Corrie Sands, corrie.sands@aspenps.org

Stay in touch!
THANK YOU
• Center for Education Data and Research: The Theoretical and Empirical Arguments for Diversifying the Teacher Workforce: A Review of the Evidence, 2015
• Center for Education Data and Research: The Theoretical and Empirical Arguments for Diversifying the Teacher Workforce: A Review of the Evidence, 2015
• California Charter Schools Association