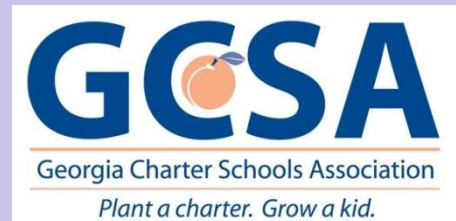


Leadership

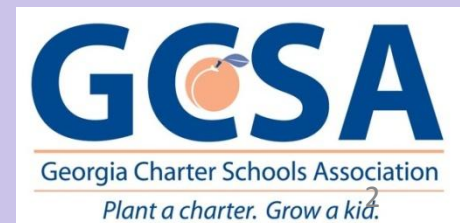
The Keystone to Quality and Growth.

Ensuring
Quality, Capacity, and Efficiency



Presenters

- **Eric Paisner**
Director of Organizational Strategy & Staff Counsel
The National Alliance for Public Charter Schools
- **Kelly Cadman**
Director of Education and Training
The Georgia Charter Schools Association
- **Andrew Lewis**
Chief Programming Officer
The Georgia Charter Schools Association
- **Dr. Mercedes Cordero**
Vice President, South
CaseNEX
- **Jelena Naim**
Curriculum Director
Amana Academy, Georgia



Charters by the Numbers

- 4956 charter schools
- More than 365,000 on waitlists
- 39 states + DC
- Most charters in a state: CA – 820;
Least: VA - 4

Market Share

- 7 markets have more than 25% of all students in charters:
- New Orleans (55%)
DC (36%)
Detroit (32%)
Kansas City (29%)
Dayton (27%)
Youngstown (26%)
St. Louis (25%)

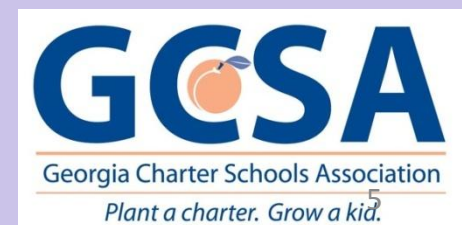
Charters are growing by a rate of approximately **10% annually**...with the national attention, this rate could easily increase in the coming years....

- Critical need for groups to plan **high quality** charters to support the growth and success of the charter reform movement and to increase impact nationwide in student achievement.
- High demand and need for **6,000-21,000** effective new charter school leaders in the next 10 years to address openings due to attrition and new schools authorized across the nation.

Source: Charter School Executives: toward a New Generation of Leadership, Nov. 2008, National Alliance for Public Charter Schools



Growth of the Movement Focuses Attention on Success of Its Charters...



Session Focus

- **The Quality and Leadership Connection**
- **Hiring and Retaining Quality Leadership**
- **Discussion about Georgia's Solution**

Management of a high quality charter school requires knowledge, skill, and experience in a number of key areas...

Governance

Legal & Compliance

Financial

Operations

Safety & Risk Mgmt.

Community & Culture

Facilities & Grounds

Marketing & Enrollment

Leadership & Staffing

Academic Program

**Continuous Assessment &
Improvement**



Effective management of a high quality charter school also considers:

- Governance**
- Legal & Compliance**
- Financial**
- Operations**
- Safety & Risk Mgmt.**
- Community & Culture**
- Facilities & Grounds**
- Marketing & Enrollment**
- Leadership & Staffing**
- Academic Program**
- Cont. Assess. & Improv.**



Here's an example...

Academic Program

People

- Instructional Leaders
- Classroom Teachers
- SPED
- Gifted
- Remedial
- Para Support
- Media
- OT/PT/SLP, etc.
- Psychometrists
- Counselors

Systems

- Grading
- Reporting
- Web
- SPED
- Student Information System
- RTI

Training

- Pedagogical Practices
- Classroom Management
- Health and Safety
- Standards and Assessment
- On Processes, Systems, or Legal/Reg.
- Certification of Staff (HQ)
- Meeting SACS requirements

Policies

- Grading
- Reporting
- Fieldtrips
- Supervision
- Curriculum Adoption
- Specific Programs
- Graduation Reqs.
- Gender Equity
- Class Size
- Textbook Adoption
- Internet Use and Safety
- Promotion and Retention
- Absences
- Hospital Homebound

Budget

- Furniture
- Instructional Materials
- Textbooks
- Library Books
- Printing for Forms (report cards, etc.)
- Personnel Salaries, Benefits and Retirement
- Contracted Services
- Transportation for SPED and fieldtrips
- Technology
- Professional Development
- Insurance

Processes

- Classroom and school wide discipline
- Scheduling and Calendar
- Professional Development and Collaboration
- Grading and Reporting
- SST
- RTI
- Testing for Programs
- Collecting Money and Accounting
- Using School Networks
- Media Center Checkout

Legal & Regulatory

- IDEA, ADA,
- Student Records
- AYP
- Reporting Academic Perf. to Authorizers
- Health and Safety
- FERPA
- Title II
- Title I

Not intended to be all inclusive

Did You Know...

- Center for Educational Reform did a study on 588 charter schools that closed...2/3 were reported closed due to financial issues (enrollment, mismanaged financial affairs, etc.)
- Brian Carpenter (author of *Charter School Board University*) did a study on 100 schools that closed. Prevalent in most schools that closed....finance and “sloppy” governance.
http://www.nationalcharterschools.org/resource_listing_detail.php?id=152

Finance

Enrollment

- Marketing
- Living up to the mission and vision
- Location
- Staff (leadership, teachers, etc.)
- Policies & Procedures
- Image
- Recommended 300+ for sustainability

Managing Financial Affairs

- Qualified CFO and business manager
- Shared Board Accountability
- Fiscal Control Policies & Procedures
- Audit
- Compliance
- Budgeting appropriately and monitoring
- Contingencies

Governance

Ineffective Governance

- Dominated by a founder or EMO
- Violations of fiduciary duties
- Micromanagement
- Violation of governing documents
- No plan for succession, rotation, or orientation
- Lack of functioning committee structure
- No strategic plan
- Failure to remove unproductive members
- Board size
- Lack of internal cohesion
- Excessive turn over
- Well intentioned people lacking capacity to govern

Consider Again All of the Responsibilities of a Charter School Leader

- Governance**
- Legal & Compliance**
- Financial**
- Operations**
- Safety & Risk Mgmt.**
- Community & Culture**
- Facilities & Grounds**
- Marketing & Enrollment**
- Leadership & Staffing**
- Academic Program**
- Cont. Assess. & Improv.**



Lack of a Support Structure for Leaders

- Limited mentors available to support new leaders:
 - Most states, less than 10 years with charters, so charter experience is limited
 - High attrition rates mean even less experience
 - Public school leaders are primarily a support for educational issues
 - Limited support on the business side
 - With so many responsibilities, getting out of the building is a challenge to even collaborate with other leaders
- Boards provide little support in supporting professional development, monitoring leaders, and proper assessment
 - Most don't fully understand what leaders are supposed to do
 - Most lack experience running a school or even a non-profit business
 - Most have little professional development, monitoring, and proper assessment structures in place

**Lack of support for leaders
compounds the challenges...**

Activity

- Read the mini case scenario.
- Determine what went wrong...and potential consequences.
- What sort of skill gaps, experience, or judgment probably led to this problem?
- What sort of supports or training would help ?

**“Leadership is the capacity to
translate vision into reality.”**

- Warren G. Bennis



The Big Idea...

“Leadership could be considered the single most important aspect of effective school reform...”

- Robert Marzano

Indeed, research has shown that next to the effectiveness of the teacher, the single factor that has the most direct impact on student achievement is the **effectiveness of the leader.**

(Waters, Marzano, McNulty, 2003); Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004)

Did You Know...

Why Charter Leaders Come to the Charter Sector...

- 86% come because of educational mission
- 71% were seeking a challenge
- 66% came because of the students served
- 42% supported the charter movement
- 37% came because of location
- 15% were looking for career advancement
- 13% come because of pay and benefits

Why They Stay...

- Increased autonomy in leadership
- More collegiality
- Chance to serve a targeted group of students
- Commitment to making a difference

Source: Working Without a Safety Net: How Charter School Leaders Can Best Survive on the High Wire. National Charter School Research Project, University of Washington. Christine Campbell, Bethany Gross. September 2008, Seattle, Washington.



Did You Know...

Compared to traditional Public School Principals, Charter School Principals ...

- Slightly more who are **younger** (under the age of 40)
- Slightly more who are **older** and (over the age of 60)
- Are **Less experienced**
- Are **comparable in race and gender**
- Almost 40% of those in the study went **straight from the classroom to principal ship**...leapfrogging over vice principal
- 87% come from an **educational background**
- On average **Make less** (\$66,800 vs. \$82,600)
- 25% reported taking a **pay cut**

A Few More Stats...

54% T7, T6, T5 in Leadership

5% T5 in area other than leadership

1% T4 In area other than leadership

40% No certification and/or not found in the
PSC system

Did You Know...

- Almost 10% of charter leaders leave each year (2004)
- 43% said they expect to leave within 3 years (2007)
- 71% said they expect to be gone within 5 years (2007)
- 92% said they expect to leave in the next 6-10 year (2007)

Why they Leave...

- Struggle with facilities, finances, and hiring
- Have little time for strategic planning
- Wear many hats – and have little support
- Lack capacity or formal training in business management or educational leadership (sometimes both)

Source: Working Without a Safety Net: How Charter School Leaders Can Best Survive on the High Wire. National Charter School Research Project, University of Washington. Christine Campbell, Bethany Gross. September 2008, Seattle, Washington.



What Does It Take to be a Charter School Leader?

- Integrity
- Strategic Planning (SIP, SDP)
- Instructional Leadership
- Curriculum Development
- Managerial Accounting Experience
- Financing Knowledge
- Risk Management
- Employee Relations
- Management Skills
- Policy and Procedure
- Multi-tasker, Wears Many Hats
- Resourceful, Self-Managing
- Legally Compliant
- Culture/Community Development
- Facility/Grounds
- Emotional Stability and Physical Stamina
- Legal and Regulatory
- Community and Culture Development
- Hard Worker
- Hands-On, Actively Engaged
- Problem Solver
- Committed to Self-Development
- “Forest” AND “Trees”
- Shared philosophy
- Commitment to charter
- Pro-School Choice – Pro Charter
- Ambassador
- Fundraiser, Grant Writer
- Diplomat for all stakeholders
- Intelligent
- Stellar communicator – verbal & written
- Consensus Builder



The Right Person to Drive the Bus

Level 5

- **THE EXECUTIVE**

- Builds enduring greatness through personal humility and professional will

Level 4

- **THE EFFECTIVE LEADER**

- Catalyzes commitment to and vigorous pursuit of clear and compelling vision and stimulates high performance standards

Level 3

- **THE COMPETENT MANAGER**

- Organizes people and resources toward the effective and efficient pursuit of predetermined objectives

Level 2

- **THE CONTRIBUTING TEAM MEMBER**

- Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting

Level 1

- **THE HIGHLY CAPABLE INDIVIDUAL**

- Makes productive contributions through talent, knowledge, skills, and good work habits



The Cost of an Ineffective Leader



A recent survey of almost 40,000 US, k-12 public school teachers found that...

the #1 factor in retaining teachers was **leadership**

Scholastic and the Bill and Melinda Gates Foundation

Staggering Losses of Teachers due to poor leadership:

Year 1=12% leave

Year 2=19% have left

Year 3=28% have left

Year 4=34% have left

Year 5=46% have left

Richard Ingersoll, 2008

Loss of teachers impacts student achievement and school sustainability!

Remember the main reasons for charter school leader turn-over?

**Struggles with
Facilities,
Finances, and HR**

**Has Little Time
for Strategic
Planning**

**Wears Many
Hats...Little
Support**

**Lacks Capacity in
Business or
Education**

Consider Some Solutions...

Partnerships

- SPED
- Facilities/Maintenance
- Human Resources

Vendors

- EMO/CMO
- Non-profit or specific business (i.e., back office)

Org Structures & Processes

- Business/Education
- Succession Planning
- Mentoring, Managing

Training

- Educational Leadership
- Business Leadership
- On specific Topics
- Board Training

Activity

- Look at the Quality Charter School Leadership Standards.
- Consider these questions –
 - Who handles “central office” tasks (HR, finance, facilities, etc.)?
 - Who ensures adequate instructional supervision?
 - How have you ensured your leader has time to strategically plan?
 - What sort of support staff does your school have to share duties and responsibilities?
 - Does your leader have any gaps in their training or education related to education or business?
 - What support mechanisms are in place for the leader?
- What could you do to support the school leader in any areas above that are weak?

The Georgia Solution

CharterLeader

**Governance
Training**

**Mentoring
and Principal
Collaboration
and School
Partnerships**

**Quality
School and
Leadership
Standards**

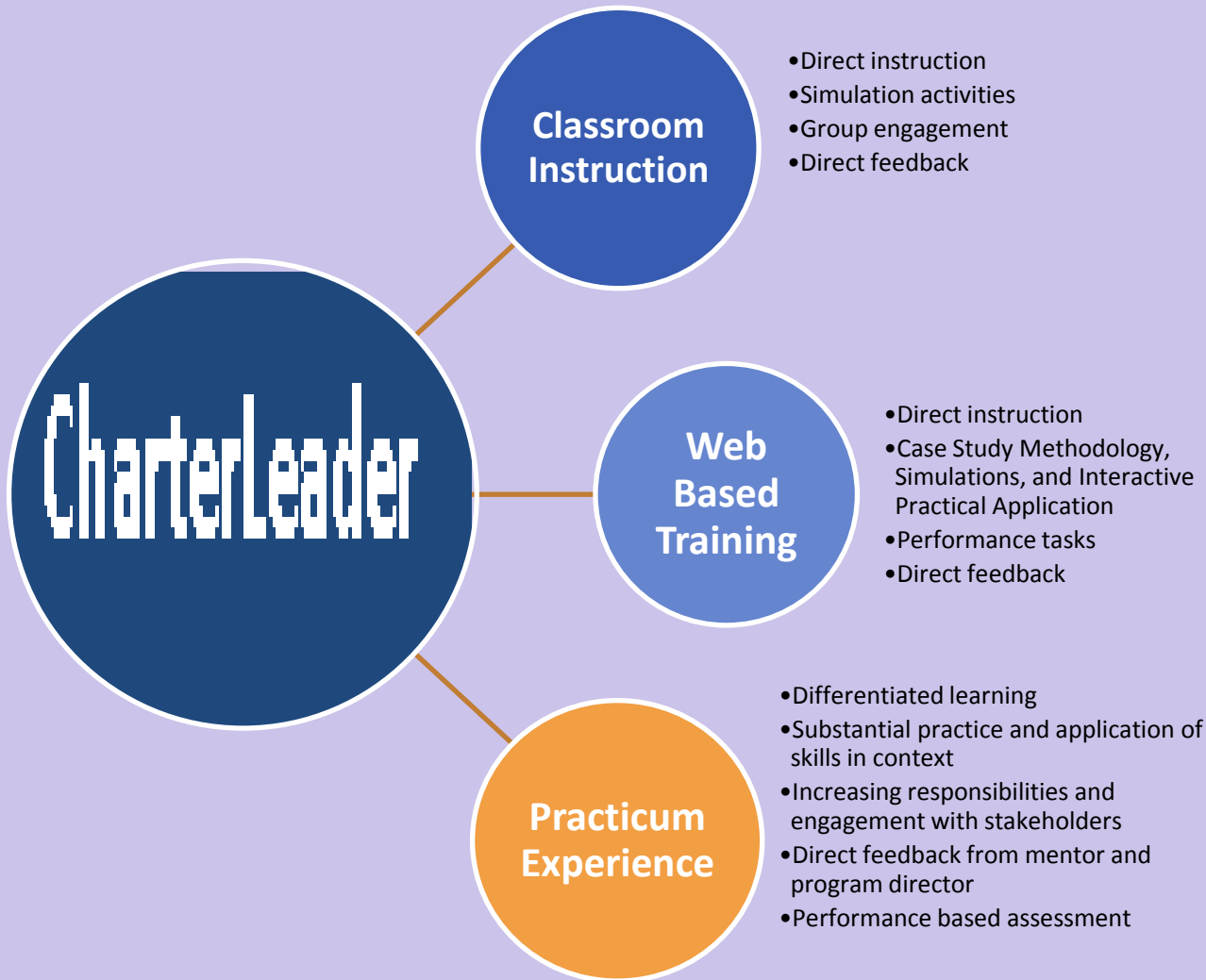
The purpose of the CharterLeader program is to provide training, professional development, case study simulations and practical application, and mentoring that enables current and potential leaders to effectively manage charter schools that exceed the community’s expectations.

Educational Leadership Module	Business Leadership Module
Recruiting, Hiring, Managing, and Retaining Highly Effective Staff	Stakeholder Relations and Building Community Support
School improvement Plans and Processes	Legal and Regulatory Matters Pertaining to Public Charter Schools
Instructional Supervision – Developing and Implementing Performance Management Systems	Facilities Management
Implementing a Standards-Based Instructional Program	Strategic Planning and Leadership
Developing a High Quality Assessment and Reporting Program	Labor Relations
Using Data Analysis to Drive Instructional Decisions	Current Educational Issues
Cultivating a School Culture Reflecting the Charter Mission and Vision	Sustainability, Financial Accounting and Management, Budgeting, Fundraising and Grant Writing, Funding

CharterStart Program Overview



Scope of the Program



CaseNex: Steeped in Research

- The case method is traditionally used in law, medicine, and business.
- University of Virginia roots – 15 years of seminal research.
- Researchers have demonstrated that educators who participate in CaseNEX are better able to:
 1. Recognize educational issues, problems, and opportunities;
 2. Take into account others' values when designing educational interventions;
 3. Call up relevant professional knowledge when it is needed;
 4. Forecast actions aimed at addressing particular problems; and
 5. Assess the results of their actions
- Additional studies have demonstrated that educators who participate in CaseNEX are:
 1. Better at identifying problems,
 2. Designing educational interventions to address these, and
 3. Evaluating the effects of their actions.

CaseNEX



- Has developed a research-based methodology that educators apply using authentic case studies.

The steps are:

1. *identify* educational **issues**, problems, or opportunities
 2. *recognize* different **perspectives** or values that drive actions
 3. *call up* personal, theoretical, and empirical **knowledge** relevant to the issues identified;
 4. *propose* possible **actions** for handling the issues identified; and
 5. *forecast* the likely **consequences** of such actions.
- Provides online and hybrid programs that are:
 - interactive
 - instructor-led,
 - emphasize analysis and
 - development of solutions for authentic challenges.



www.casenex.com

Username: **charter**

Password: **demo**

Additional GCSA Support

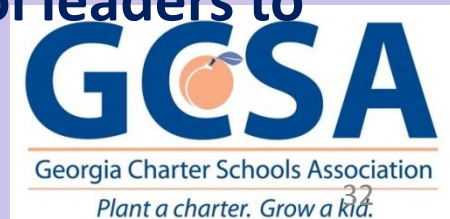
A la Carte' Trainings and Professional Development

The Association also offers training on specific topics under CharterLeader that may help you build your school's or leader's capacity if you don't need the entire program. Access to the Case Study library is also available.

Governance training for boards is offered monthly via webinar and via private training sessions with boards.

Quarterly Principal Meetings

The Association facilitates opportunities for school leaders to interact, problem solve, and share resources.



Support from the PSC and DOE

- **Division of Teacher and Leader** provides programs and resources to enhance teacher and leader quality that include the following:
 - Title II, Part A grant awards
 - CLASS Keys and Leader Keys evaluation systems
 - Professional Learning.
- **Leader Keys Field Study**
 - Designs and conducts a field study of a new leader evaluation process to improve the quality and effectiveness of principals/administrators. The ten strands are the basis for the standards, elements, and rubrics.
 - Curriculum
 - Assessment
 - Standards-Based Instruction
 - Data Analysis
 - Organizational Culture
 - Professional Learning and Development
 - Performance Management and Process Improvement
 - Managing Operations
 - Leading Change
 - Relationship Development
- **Professional Learning**
 - Provides leadership, technical assistance, resources, and consultative services to the Georgia education community in order to improve student learning through organizational development and professional learning (staff development).
 - Professional Learning Unit Credits (PLUs)
 - Application and Credit Program Approval (Comprehensive Plan for PLU Credit)



QUESTIONS for the Panel...