

Questions for Consideration

- ◆ Why do people become principals?
- ◆ Why do the least qualified principals end up in the poorest performing schools?
- ◆ Where do principals go when they leave school leadership positions?
- ◆ What can be done to attract high quality individuals into the principalship?
- ◆ Are there recruitment strategies that work best?

Challenges Facing School Principals – Why Do Principals Leave?

- ◆ Time demands – workload – 54-80 hour weeks
- ◆ Conflict between family and job
- ◆ Physical and psychological demands
- ◆ Pressure to improve school performance
- ◆ Increased expectations and responsibilities
 - Inclusion (IDEA)
 - Testing (NCLB)
 - Beginning teacher induction
- ◆ Lack of control
- ◆ Lack of support from central office
- ◆ Inadequate pay

The Crisis in the Principalship

- ◆ Shortages: Myth or Reality
- ◆ Accountability Expectations: State and Federal Mandates
- ◆ Definitional Uncertainties: Instructional Leader or Collaborative Leader
- ◆ Structural and Organizational Impediments

What the Evidence Suggests

- ◆ Half of school districts reported some difficulty in recruiting and hiring principals (2002)
- ◆ Production and licensure greatly exceed vacant positions
 - 17 applicants for each vacancy
 - 85% come to principals from teaching
- ◆ Inequitable distribution of HQ principals
 - Least qualified principals in lowest performing schools

What the Evidence Suggests (cont)

- ◆ Superintendents report dissatisfaction with candidate pool
 - Replacement principals lack necessary skill set
 - Current preparation programs judged inadequate by 25% of superintendents
- ◆ Immediate qualitative shortage – Expected quantitative shortage
 - Rising attrition (+20%)
 - Greying of principalship (49.3 years of age)
 - Expectation of high numbers retiring within 5 years (43% of 93,000 before 2010)

New Expectations for Principals

- ◆ Lead their schools in ways that put student learning first
- ◆ Set high expectations and standards for both students and teachers
- ◆ Demand content and instruction that ensures student achievement
- ◆ Create a culture of continuous learning
- ◆ Use data to improve instructional performance
- ◆ Actively engage the community

Policy Board for Educational Administration

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