Administrator Recruitment & Development

Status Update

AR1 Organizational Chart

Superintendent

Chief Business Officer

Director Human Resources

Director Administrator Recruitment and Development — Secretary III

Clerk III (185)

Administrator Development Specialist

Professional Development Specialist

Resource Teacher (195)

Data Management Research Technician

Clerk II (220)
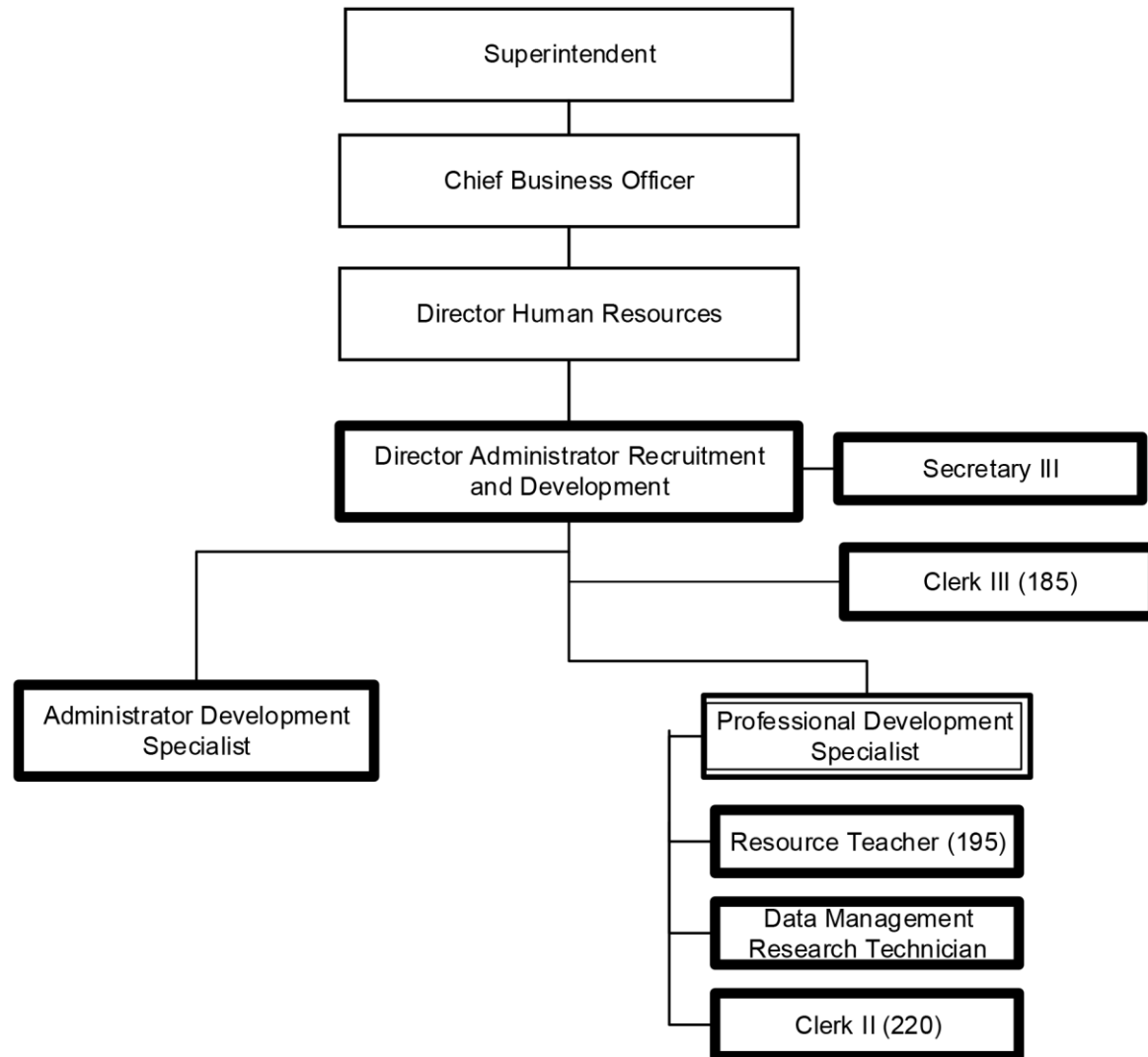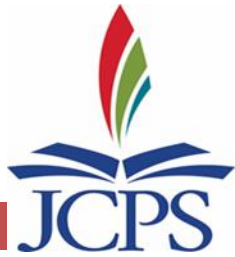
Margie Eckerle

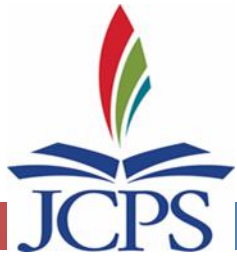Director Administrative Recruitment & Development

- Assumes responsibility for planning coordinating, and managing the district's administrative recruitment and development programs
- Identifies and defines present and future training needs
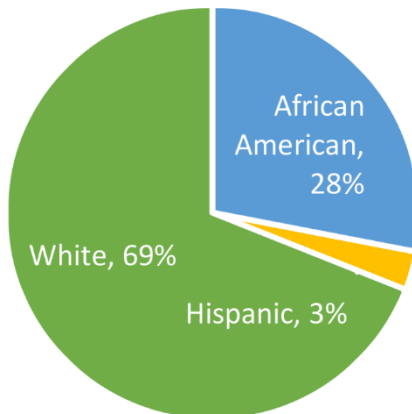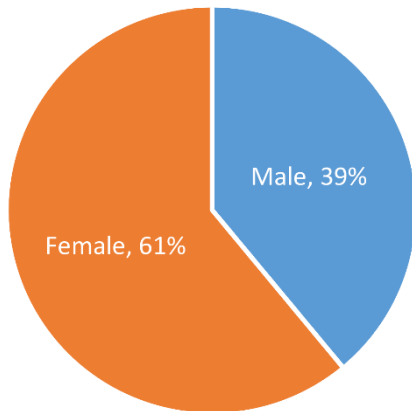- Coordinates and conducts needs analyses

Data Analyses

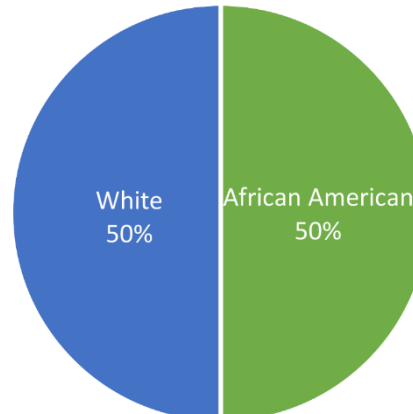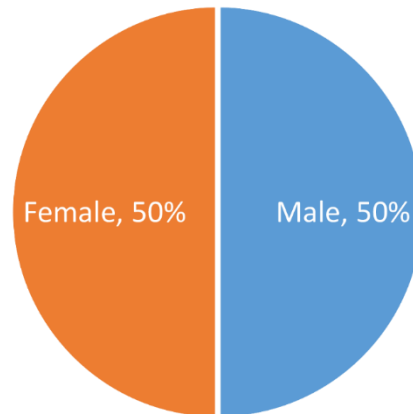Looking at previous and current trends in administrator recruitment & experience

JCPS

Elementary Principal – Applicants/Positions

102 Applicants

Male, 39%
Female, 61%

African American, 28%
White, 69%
Hispanic, 3%

10 Filled Positions

Female, 50%
Male, 50%
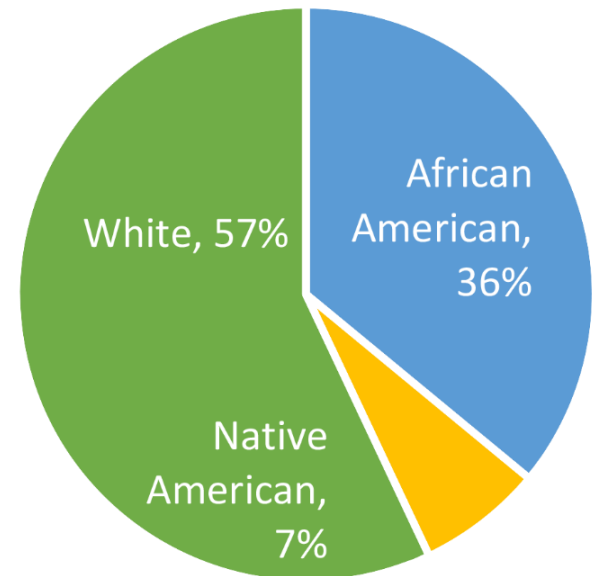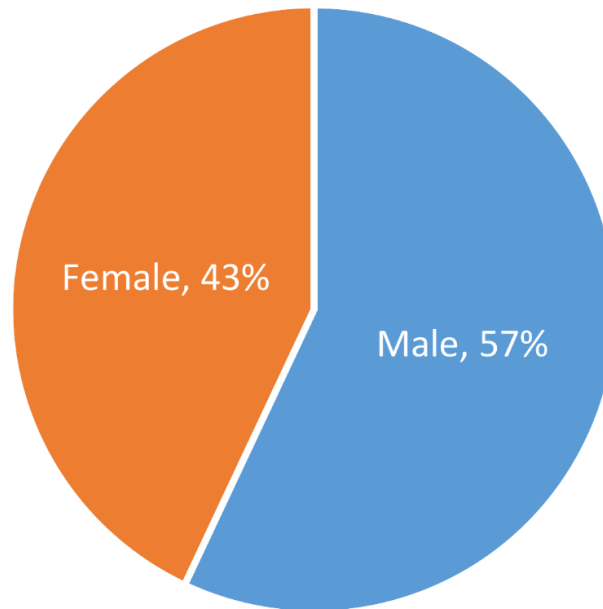

White 50%
African American 50%
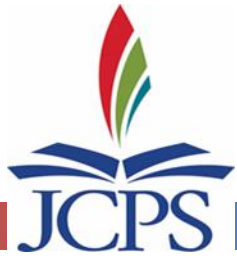
Middle School Principal – Applicants/Position

14 Applicants

One Position Filled by White Female Applicant

Female, 43%

Male, 57%

African American, 36%

White, 57%

Native American, 7%
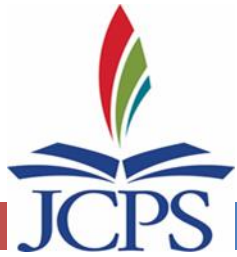
High School Principals – Applicants/Positions

Female, 33%

Male, 67%

African American, 14%

White, 86%
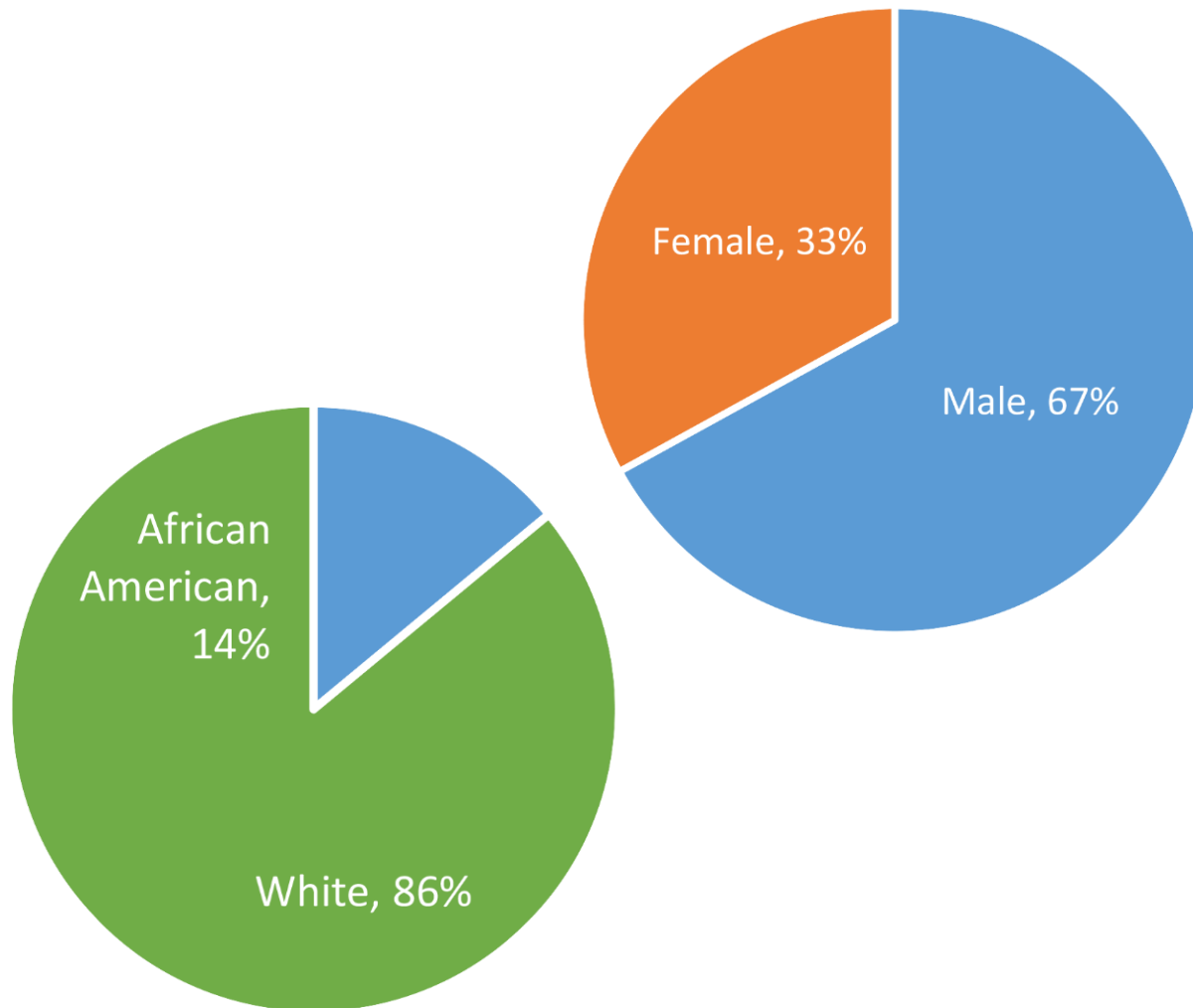
21 Applicants

Two Positions Filled by White Female Applicants
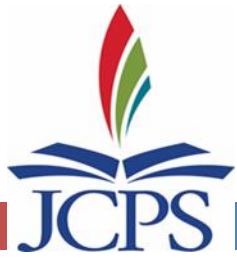
Current Principal Diversity
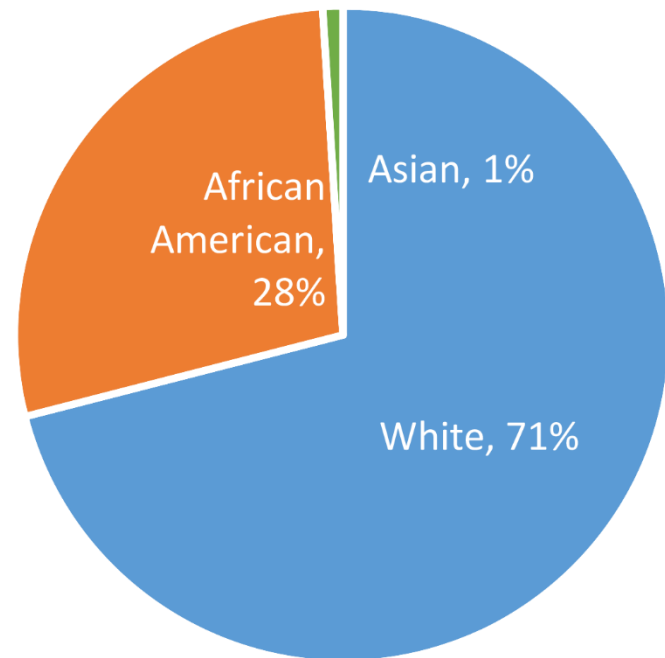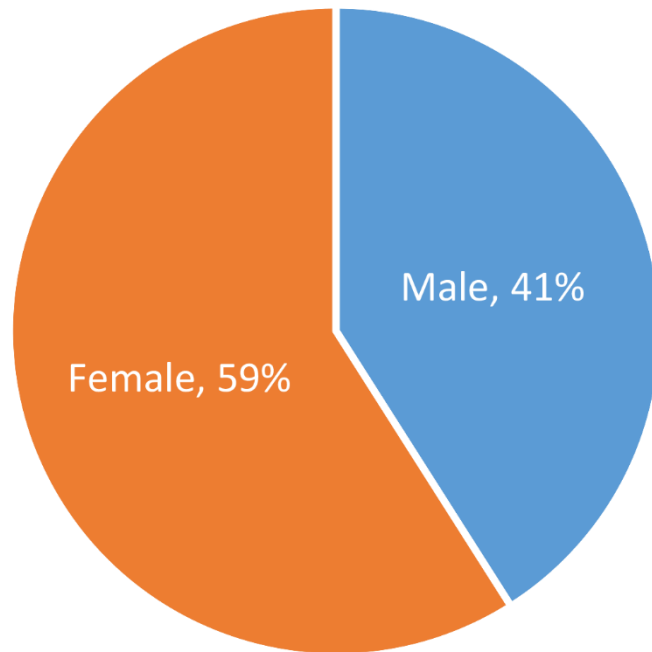
Regarding recruitment, the applicant pools for posted positions are large and diversified.
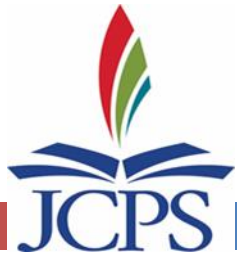
Current Principal Experience Levels

Principals & Years of Experience

Regarding both Principals and Assistant Principals, the majority of employees in these positions have less than five years of experience.

Legend: Elementary School, Middle School, High School, Special Schools. X-axis: Years of Experience (0-3 years, 4-5 years, 6+ years). Y-axis: Number of Principals (0 to 60).
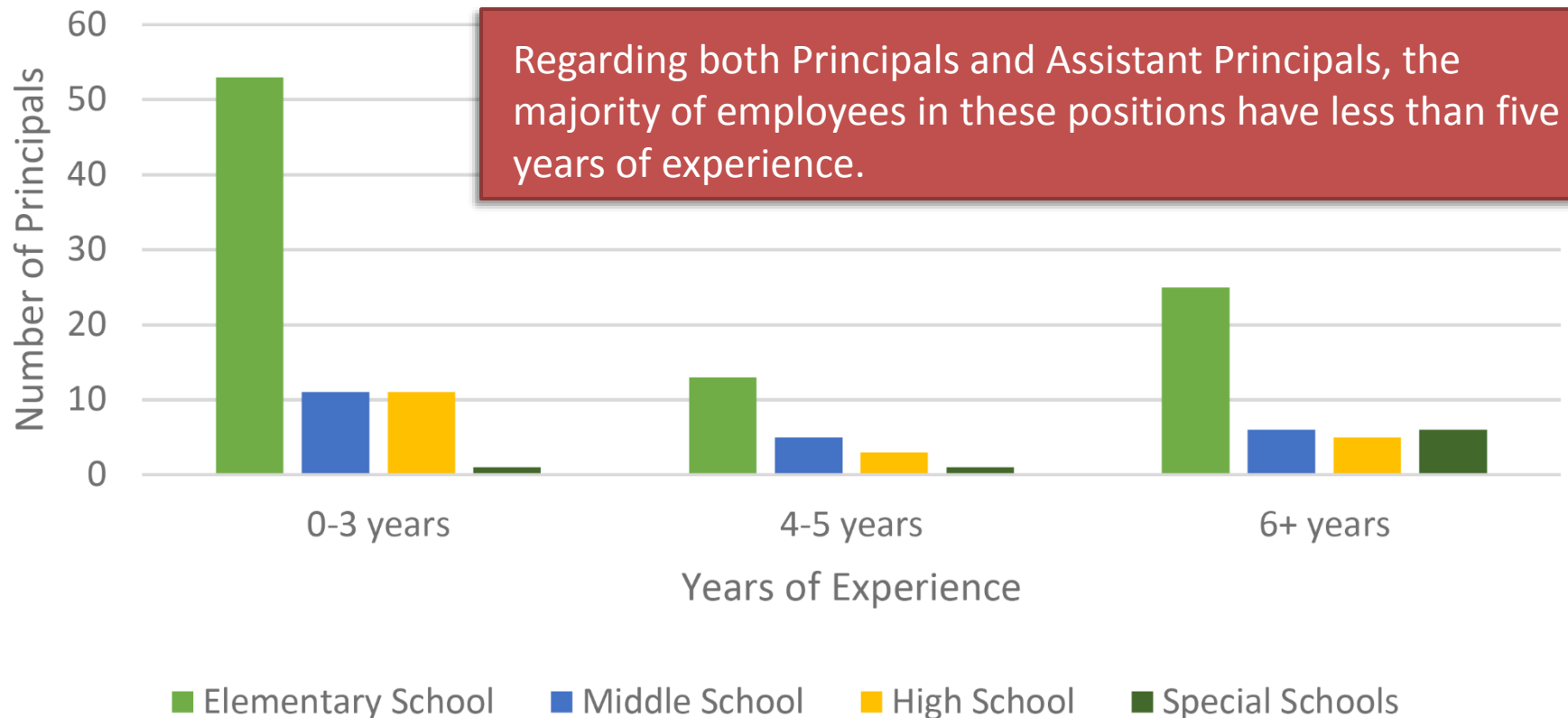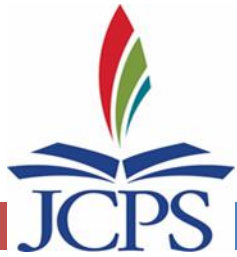
Years of Experience - Principals

	Less than 3 Years	Between 3 and 5 Years	More than 5 Years	5 Years or Less
Elementary	58%	14%	28%	72%
Middle	50%	23%	27%	73%
High	58%	16%	27%	73%
Special Schools	27%	9%	64%	38%
TOTAL	**54%**	**16%**	**30%**	**70%**
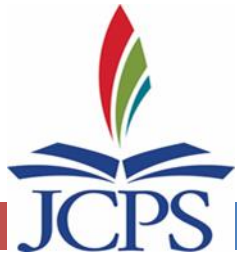
Current Assistant Principal Experience Levels

Assistant Principals & Years of Experience

Bar chart showing Number of Assistant Principals (y-axis, 0–70) by Years of Experience (x-axis: 0-3 years, 4-5 years, 6+ years). Categories: Elementary School (light green), Middle School (blue), High School (yellow), Special Schools (dark green).

- 0-3 years: Elementary School ≈ 58, Middle School ≈ 27, High School ≈ 40, Special Schools ≈ 28
- 4-5 years: Elementary School ≈ 29, Middle School ≈ 13, High School ≈ 13, Special Schools ≈ 1
- 6+ years: Middle School ≈ 17, High School ≈ 21, Special Schools ≈ 6

Years of Experience – Assistant Principals

|	Less than 3 Years	Between 3 and 5 Years	More than 5 Years	5 Years or Less
Elementary	67%	33%	--	100%
Middle	47%	23%	30%	70%
High	54%	18%	28%	72%
Special Schools	80%	3%	17%	**83%**
TOTAL	**61%**	**22%**	**17%**	**83%**
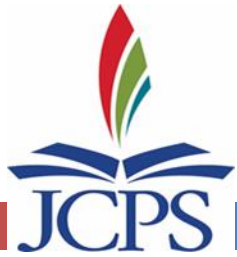
Challenges and Context

- Large number of Building Administrators with less than 5 Years Experience

- Increased demands – Accountability

- Increased Mental Health and Emotional/Behavioral Needs of Students

Previous Programs that were in place for Leadership Development
- Partnership with U of L – IDEAS (Identifying and Developing Educational Administrators)

- Partnership with U of L – Principals for Tomorrow

- Wallace Foundation – Principal Intern Program
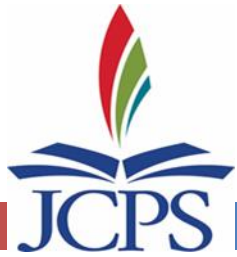
Solutions?

Redevelop, Redesign, and Strengthen '
Pipeline/Development Programs

Partner with Universities – Local and National

Increase onboarding support for new administrators

Vision 2020

- Strategy 2.2.4 - Develop Leaders

- Strategy 3.1.3 - Improve Human Resources Infrastructure:

  - Identify, recruit, develop, and retain...administrators with the capacities, skills, and dispositions necessary for effective...leading
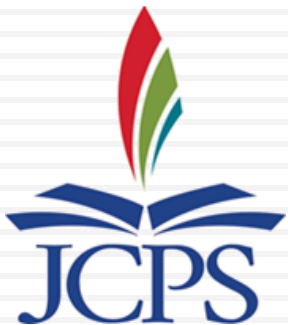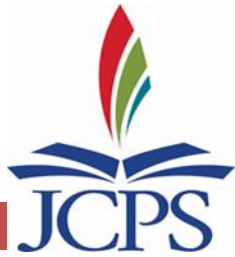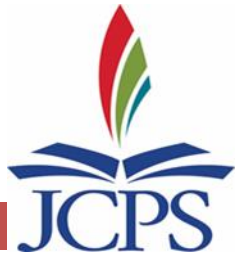
Vision 2020 Strategies

Assistant Principal Leadership Cohort #1

- Increase leadership capacity
- Provide a group of assistant principals the opportunity to further develop leadership skills and knowledge in areas outside of their daily responsibilities
- Help to prepare those who may aspire to be principals at some point in the future

New Principal Cohort

- Monthly support meetings
- Training sessions built into principal meetings
- Support in the areas of evaluation, leadership, budget, staffing, and hiring (as well as any additional areas identified by group)
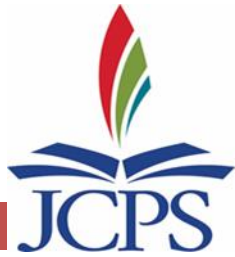
Vision 2020 Strategies

Refinement and Expansion of Administrator Screening Processes

- ☐ Adding completion of Admin Fit Survey to application process requirements
- ☐ Requiring uploading of leadership assessment scores (when applicable)
- ☐ Design, plan, and implement Principal & Assistant Screening Processes
- ☐ Collaborate with Academic Support Services to design screening process for counselors and FRYSC candidates
- ☐ Research "Behavioral Event Interview" (BEI) as a means of identifying administrators with high leadership competencies for success as a turnaround leader

Deeper Learning Symposium

- ☐ Event recommended by EQOC
- ☐ Collaboration between ARD and C&I to plan and develop professional development opportunities for teachers and administrators on deeper learning

Vision 2020 Strategies

Development of Teacher Leaders – Goal Clarity Coaches

- Plan and implement coaching training and support for GCCs to assist schools in deeper learning implementation

- Build teacher leadership capacity of GCCs

Support, Development, & Leadership Opportunities for New & Experienced Teachers

- Plan and implement a three-tiered approach to New Teacher Induction which includes
  - Summer and Follow-Up New Teacher Induction
  - Mentoring-BEST and Collegial Support
  - U of L Induction Course - "NTI - Supporting the Beginning Teacher"
  - National Board Certification Program