

MICHIGAN
STATE BOARD OF EDUCATION

POLICIES ON
ELEVATING EDUCATIONAL LEADERSHIP

Federal requirements to raise standards for all students and to close the achievement gap between student subgroups pose a challenge to every state. In its constitutional role as the general planning and coordinating body for all of Michigan's public education, the Michigan State Board of Education can take the lead in helping schools and districts across the state make the most of their most valuable assets--the teachers and principals who work with students every day.

The following three policies – (1) creating an advisory panel to the Board to review potential changes to policies and legislation affecting schools and to help redefine the roles and responsibilities of the principals in their schools, (2) creating a system of administrator endorsement, focused on the principal as the school building leader, and preparatory program review based on established standards for effective school leadership, and (3) supporting high-quality professional development for administrators--will help equip Michigan's schools and districts to meet the ambitious goals set for them by recent state and federal education policies.

Accordingly, the policies of the State Board of Education are as follows:

The State Board acknowledges the complexity in the roles and responsibilities of the school administrators and will help others to realize the tremendous change in the demands on school leadership that has transpired over the past 20 years. In the interest of establishing and implementing a more effective educational policy, the State Board will create an advisory panel of seven to nine members to monitor and review proposed changes in education policy and their potential implications for school administrators, as well as assist the State Board in establishing standards for school leadership.

The State Board directs the Department to work with the advisory committee to develop a new system of endorsement of school building principals. The Board will establish standards for effective school leadership that acknowledge the existence of core competencies that school leaders must have if their schools and students are to achieve excellence and that reflect the multiple roles of instructional leadership, operations management and community leadership. Included in this effort will be a new process for accrediting the university programs that prepare administrator candidates to ensure that such programs include sufficient opportunities for candidates to learn about the real issues that will confront them as school leaders. In addition, the board recognizes that other opportunities may be available that would count toward endorsement. The board will make recommendations to the legislature as appropriate.

The State Board is committed to securing an appropriate level of support for the professional development of principals in allocating funds from Title II of the federal “No Child Left Behind” legislation. Central to this professional development is the establishment of an effective mentoring program for new principals, particularly for those principals beginning work in low-performing schools. To this end, statewide professional development opportunities such as Principals’ Academies that draw upon the resources of the state and national administrators associations and university expertise could create an on-going system of support for school leaders who otherwise have very limited access to knowledgeable others familiar with the type of issues they face on a daily basis.

Adopted September 12, 2002