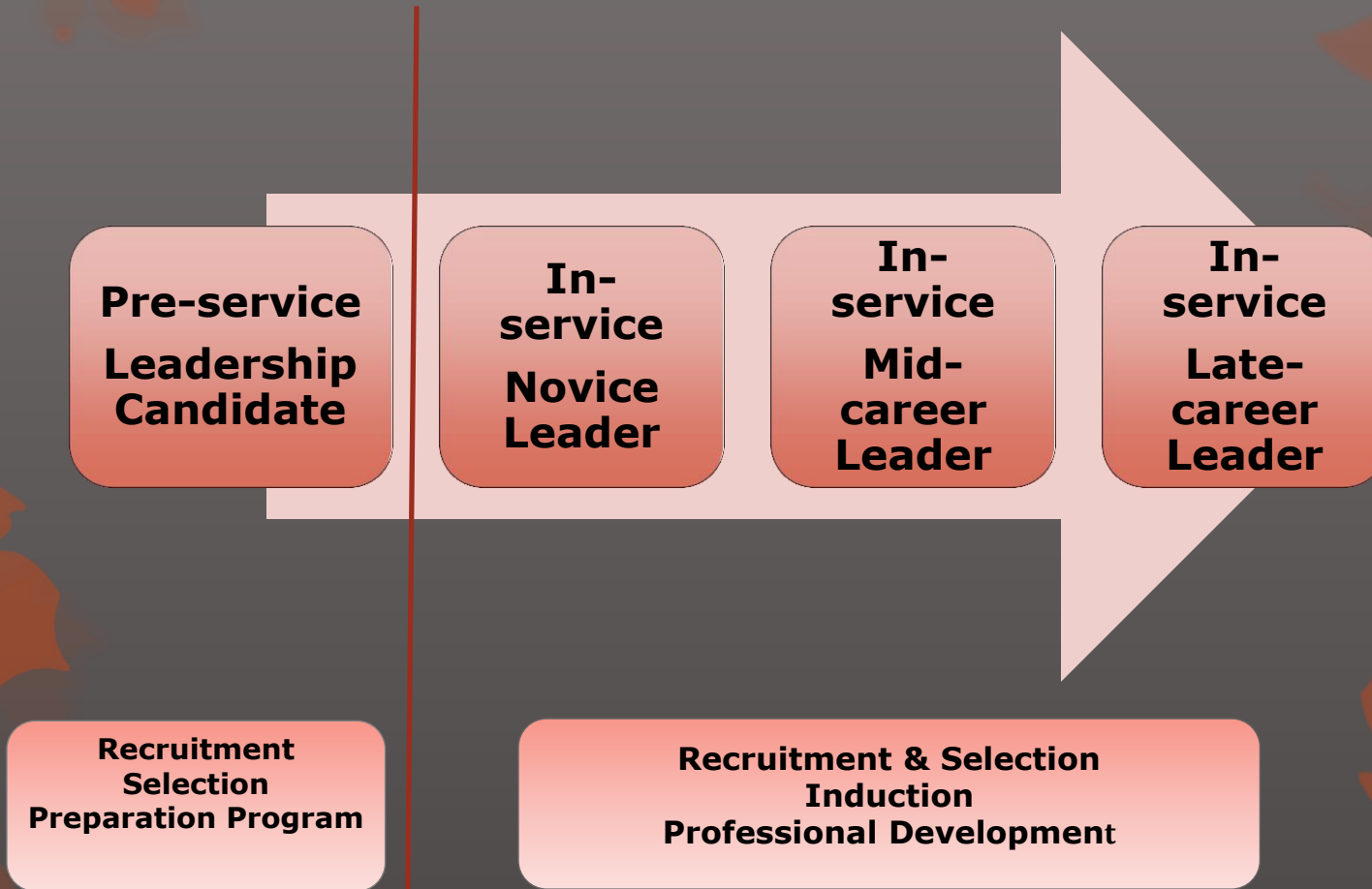# Professional Pipeline for Educational Leadership

Informing Educational Policy: A White Paper developed for the National Policy Board for Educational Administration

Professional Pipeline for Leadership

Pre-service

Leadership Candidate

In-service

Novice Leader

In-service

Mid-career Leader

In-service

Late-career Leader

**Recruitment
Selection
Preparation Program**

**Recruitment & Selection
Induction
Professional Development**

Pre-service Educational Leadership

Recruitment of Candidates into Preparation Programs

1. Develop district-university partnerships and encourage recruitment from within.

2. Reduce the financial burden of leadership preparation.

3. Recruit candidates who reflect the rich diversity of school communities.

4. Promote better working conditions for educational leaders.

Pre-service Educational Leadership

Selection of Candidates for Preparation Programs

1. Require demonstrated success as a classroom teacher.

2. Require demonstrated success in leading adults in some capacity.

3. Require an advanced degree.

4. Screen for passion and commitment to leadership.

Pre-service Educational Leadership

Structure and Delivery of Preparation Programs

1. Maximize social support networks.

2. Optimize candidate growth through continual cycle of assessment and feedback.

3. Provide a challenging, relevant and standards-based curriculum.

4. Focus on field-based experiences and effective adult learning practices.

In-service Educational Leadership

Recruitment and Selection into Professional Positions

1. Create supportive conditions for leadership development.

2. Structure career ladders for educational leaders.

3. Consider school context and individual capabilities when making a match.

4. Use behavior-based interviewing in the selection process.

In-service Educational Leadership

Induction of Novice Leaders

1. Design a coherent and intentional induction program.

2. Develop high-quality mentors through careful selection and on-going support.

3. Provide professional opportunities beyond the district to engage in dialogue and reflection.

4. Consider induction duration and timing.

In-service Educational Leadership

Professional Development for Practicing Educational Leaders

1. Ensure time is set aside.

2. Assess the impact of professional development.

3. Individualize the content and focus of professional development.

4. Enrich the instruction in professional development.

Support for an Effective Pipeline Spanning Preparation and Practice

1. Attend to the relationship between preparation program features and outcomes for schools and students.

2. Ensure preparation programs align with the realities of practices and challenges of schools and districts.

3. Use a combination of external (accreditation) and internal review strategies to evaluate preparation programs.

4. Continue work in documenting individual program features and approaches to leadership preparation and development.

Discussion/Feedback

1. Does this document serve its intended purpose?

2. Are the recommendations consistent with the views of members of the NPBEA?

   - Additions?

   - Deletions?

3. How can the presentation/format be improved?

4. What are the next steps?