

FLORIDA ATLANTIC UNIVERSITY



OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

***Building Bridges to School and District Leadership:  
Cultivating a Strong and Sustainable Pipeline***

Thursday, February 27, 2025

2:00 PM to 3:20 PM



## **Daniel Reyes-Guerra, Ph.D.**

***Executive Director, OELL***

***Professor & School Leaders Program  
Coordinator, FAU Department of Educational  
Leadership and Research Methodology***

## **Employment History**

- FAU Professor
- Executive Director, OELL
- FAU School Leaders Program Coordinator
- Secondary Director/Principal (6-12)
- High School Principal (9-12)
- Department Chair / Athletic Dir. / H. S. Social Studies Teacher / English Teacher
- Coffee Farm Chief Administrator
- Owner&CEO, Hobby Horse Furniture Factory

## **Professional Service**

- Florida SELECT Committee
- Wallace Foundation Grant Recipient
- RTTT PROPEL Grant Recipient
- FELE Steering Committee
- FELS Development Committee

# Professional Learning Norms



Equity of Participation	Active Listening	Respect for All Perspectives
<b>Pause</b> <ul style="list-style-type: none"><li>• Leave quiet time for others to think and process</li></ul> <b>Pay attention to self and others</b> <ul style="list-style-type: none"><li>• Let everyone get their hands on the materials</li><li>• Step up and step back</li></ul> <b>Place ideas on the table</b> <ul style="list-style-type: none"><li>• "Here is one option..."</li><li>• "One thought I have is..."</li></ul>	<b>Paraphrase</b> <ul style="list-style-type: none"><li>• "So are you saying...?"</li><li>• "I think I heard... is that right?"</li></ul> <b>Be Present</b> <ul style="list-style-type: none"><li>• "I'm just going to turn my phone off so I can really listen to you."</li></ul>	<b>Presume positive intentions</b> <ul style="list-style-type: none"><li>• "What ideas do you have about how we can improve?"</li><li>• "Tell me more about your thinking"</li></ul> <b>Probe</b> <ul style="list-style-type: none"><li>• "Please say more about..."</li><li>• "I'm curious about..."</li></ul>

Adapted from Adaptive Schools <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>  
and the New Teacher Center [www.newteachercenter.org](http://www.newteachercenter.org)

Teacher Institute  
on Science  
and Sustainability

# Breakout Session Agenda

Time	What	Why	How
2:00 PM	Opening/Introductions	To get to know the facilitator	Personal Narrative
2:05 PM	Effective Teachers / Effective Leaders Presentation	Understanding the importance of the roles and their development	PowerPoint Presentation
2:15 PM	Survey: Barriers to Developing Effective Practitioners	Discovering the greatest impediments to consistent professional learning	QR Code Survey and Demonstrate Results
2:20 PM	Pipeline Development: What are the important components?	Helping to understand how colleges/universities and districts can build a scaffolded system of pipeline professional learning	PowerPoint Presentation
2:40 PM	Discovering where you are in pipeline development	Utilizing a tool to begin the process of pipeline development or refinement	Tables will be assigned Domains 1, 2, 3, and 4 and engage in the process
3:10 PM	Process reflections and next steps	Understanding of how best to move forward with developing the pipelines	Group report outs and development



# Breakout Session Professional Learning Objectives

## Objectives for this Session:

1. Revisiting the impact of effective teachers and leaders on student learning and academic achievement – and their importance
2. Identifying the impediments to developing school/district teacher and leader pipelines
3. Understanding what makes for powerful school/district teacher and leader pipelines to improve student, school, and district performance
4. Exposure and practice in measuring your current status in terms of developing a district leadership pipeline
5. Examining options in pipeline development for districts in different contexts (urban/suburban, rural)



# National Findings on Incoming Teachers & School Leaders

## 1. Declining Experience Levels

1. New teachers entering the profession have **less classroom experience** before full-time teaching compared to previous generations.
2. Many teacher prep programs now include **shorter practicum or internship experiences**, affecting early career readiness.

## 2. Gaps in Classroom Management & Instructional Skills

1. Many new teachers **struggle with classroom management** and differentiated instruction.
2. There is an increasing reliance on **mentorship programs** to support early-career teachers.

## 3. Impact of Alternative Certification Programs

1. A growing percentage of teachers **enter through alternative certification routes**, such as Teach for America or fast-track online programs.
2. While these programs help address teacher shortages, they often **lack comprehensive pedagogical training**.

## 4. Shortages in STEM and Special Education

1. The demand for **STEM and special education teachers** continues to exceed supply.
2. Many states, including Florida, offer financial incentives to recruit teachers into these high-need areas.





# Meanwhile, in Florida...

## Teacher Certification Changes

- Florida has **relaxed some certification requirements** to address teacher shortages, leading to more uncertified teachers in classrooms.
- Some districts have **increased training support** for non-traditional teachers to bridge skill gaps.

## High Attrition Rates Among New Teachers

- Florida has **one of the highest teacher turnover rates**, with many leaving within the first five years.
- Common reasons include **low salaries, high student-to-teacher ratios, and excessive standardized testing demands**.

## School Leadership Gaps

- Many school administrators report that **incoming principals lack experience in instructional leadership**.
- Leadership training often focuses on **administrative skills rather than curriculum and teacher mentorship**.

## Statewide Professional Development Initiatives

- Florida has introduced **state-funded professional learning programs** to improve teacher effectiveness.
- However, access to high-quality **in-service training varies by district**, creating inequities in teacher preparation.

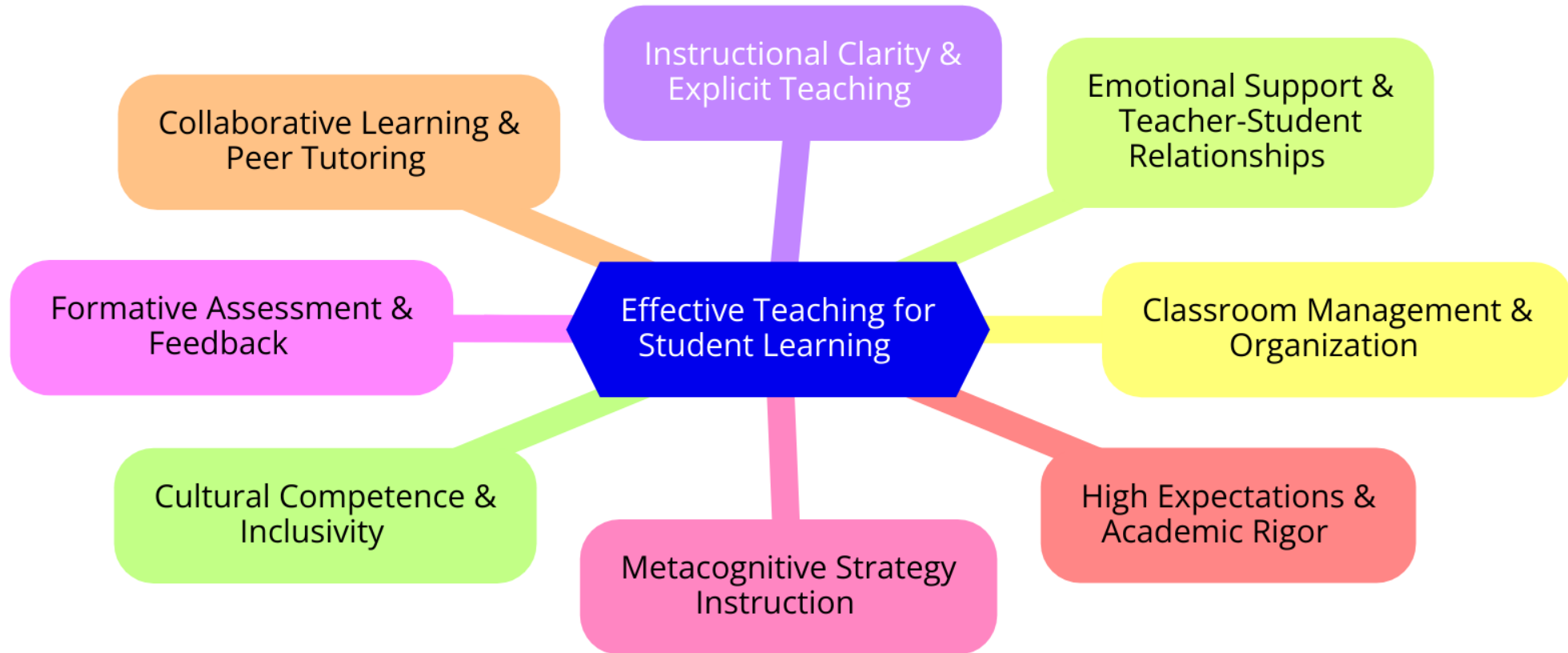
# Teacher Practice – what predicts effect on student learning?

2010 report, "Generalizations about Using Value-Added Measures of Teacher Quality," by Eric A. Hanushek and Steven G. Rivkin

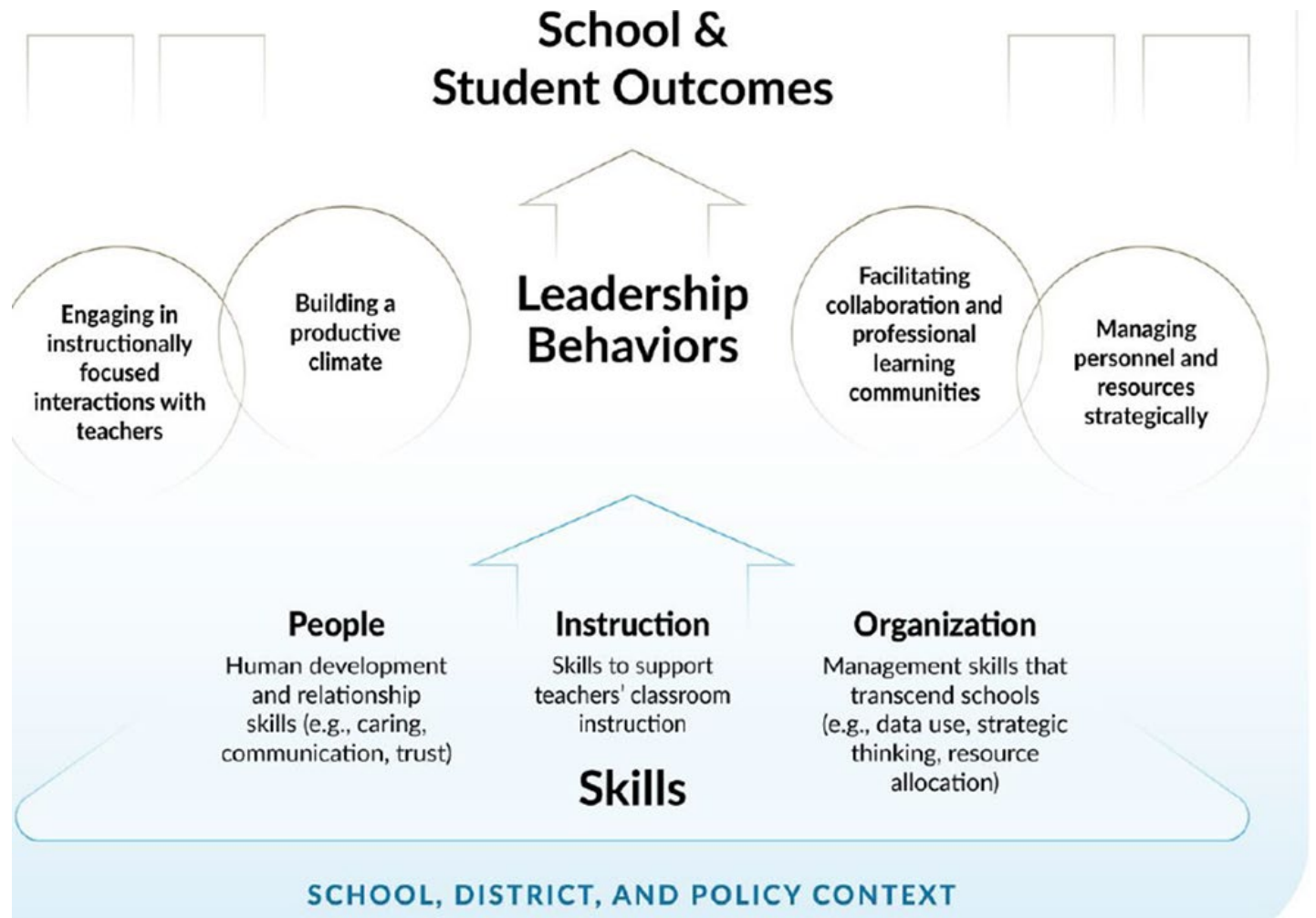
- Traditional metrics:
  - advanced degrees
  - years of experience beyond the initial few
  - certification exam scores
- Finding: these do not not consistently predict a teacher's impact on student achievement.



# Effective Teachers Skills and Behaviors



# Leader Effectiveness: Skills and Behaviors





# A Comparison: Improving Teacher Effectiveness AND Principal Effectiveness

TABLE 5.2

Comparing Teacher and Principal Effects on Student Achievement

Average increase in student achievement associated with:	Math	Reading
Moving from a <b>teacher</b> at the 25th percentile of teacher effectiveness to one at the 75th percentile	0.23 SD $\approx$ 3.7 months of learning <i>Averaged across all students in the teacher's classroom</i>	0.17 SD $\approx$ 3.8 months of learning
Moving from a <b>principal</b> at the 25th percentile of principal effectiveness to one at the 75th percentile	0.18 SD $\approx$ 2.9 months of learning <i>Averaged across all students in the principal's school</i>	0.12 SD $\approx$ 2.7 months of learning

**Notes:** SD = standard deviation. Teacher effects estimates based on Hanushek and Rivkin (2010). The months-of-learning conversions are based on gains for the typical fifth-grader reported in Bloom et al. (2008), using assumptions explained on page 39.



## So what does this mean???

In the average elementary school, according to the National Center for Education Statistics, the typical teacher teaches 21 students, the mean elementary school class size. This teacher's "effect," then, applies to 21 students. The typical elementary principal's effect, in contrast, is felt by 483 students, the average elementary enrollment. The implication is that if a school district could invest in improving the performance of just one adult in a school building, investing in the principal is likely the most efficient way to affect student achievement. (p.40)

# Replacement or *isn't it all about professional development?*



*Across studies, the average estimated impact of increasing principal effectiveness by 1 standard deviation—the equivalent of moving a principal from the 50th to the 84th percentile—is 0.13 standard deviations in math and 0.09 standard deviations in reading. (Grissom et al., 2021, p.36)*



*The magnitude of principal effects suggests that **replacing** this principal with one at the 75th percentile of effectiveness (an above-average principal) would move this student's math performance about 7 percentile points, from the 50th to the 57th percentile. For reading, the change would be from the 50th to the 55th percentile. (Grissom et al., 2021, p.36)*

# Things to Consider

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- ❑ We now know what exactly school teachers and leaders need ***to know and do*** to effectively positively increase student learning
  - ❖ In terms of how we prepare them (pre-service)
  - ❖ In terms of how we develop them (in-service)
- ❑ We also know that the very things that they need to have access and training are:
  - ❖ what they are getting less of through pre-service
  - ❖ a challenge for districts' professional development arms to engage in due to:
    - the increasing unfunded and time-consuming mandates (school safety, accountability measures, etc.)
    - an increasing disparity within the student population of different learning levels
    - an increasing pressure to address the pedagogical development of the teacher population
    - An increasing need to improve the instructional leadership development of the school leader population given their central role in effectively addressing the teacher and student learning needs

**What do you think?  
What is hindering the  
ability of colleges /  
universities and  
districts from  
providing the school  
teacher and leader  
professions with the  
skills and learned  
behaviors they need to  
be successful?**

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## Pre-Service & In-Service Prof Learning Program Challenges in FL





# Student to Teacher Pipeline

A "student to teacher pipeline" refers to a structured pathway designed to encourage and support students to transition into the teaching profession, often including initiatives like early exposure to teaching, mentorship programs, scholarship opportunities, and streamlined pathways to teacher certification, aiming to cultivate a future generation of educators from within a school district or community.



## PIPELINES

A school teacher or leader pipeline is usually mapped demonstrating the sequence of aspiring candidate identification and recruitment, pre-service professional learning, hiring, in-service professional learning, and advancement through the available levels of the job from early practitioner to peer and possibly supervisor status.

Based on recent research and studies, we have identified the following essential domains. These domains work together to create, implement, and engage in continuous improvement so that pipelines are effective.

- **Standards**
- **High-quality Pre-service Preparation**
- **Selective Hiring And Placement**
- **On-the-job Evaluation**
- **High-quality In-service Learning**
- **Systems And Capacity To Support And Sustain The Pipeline**

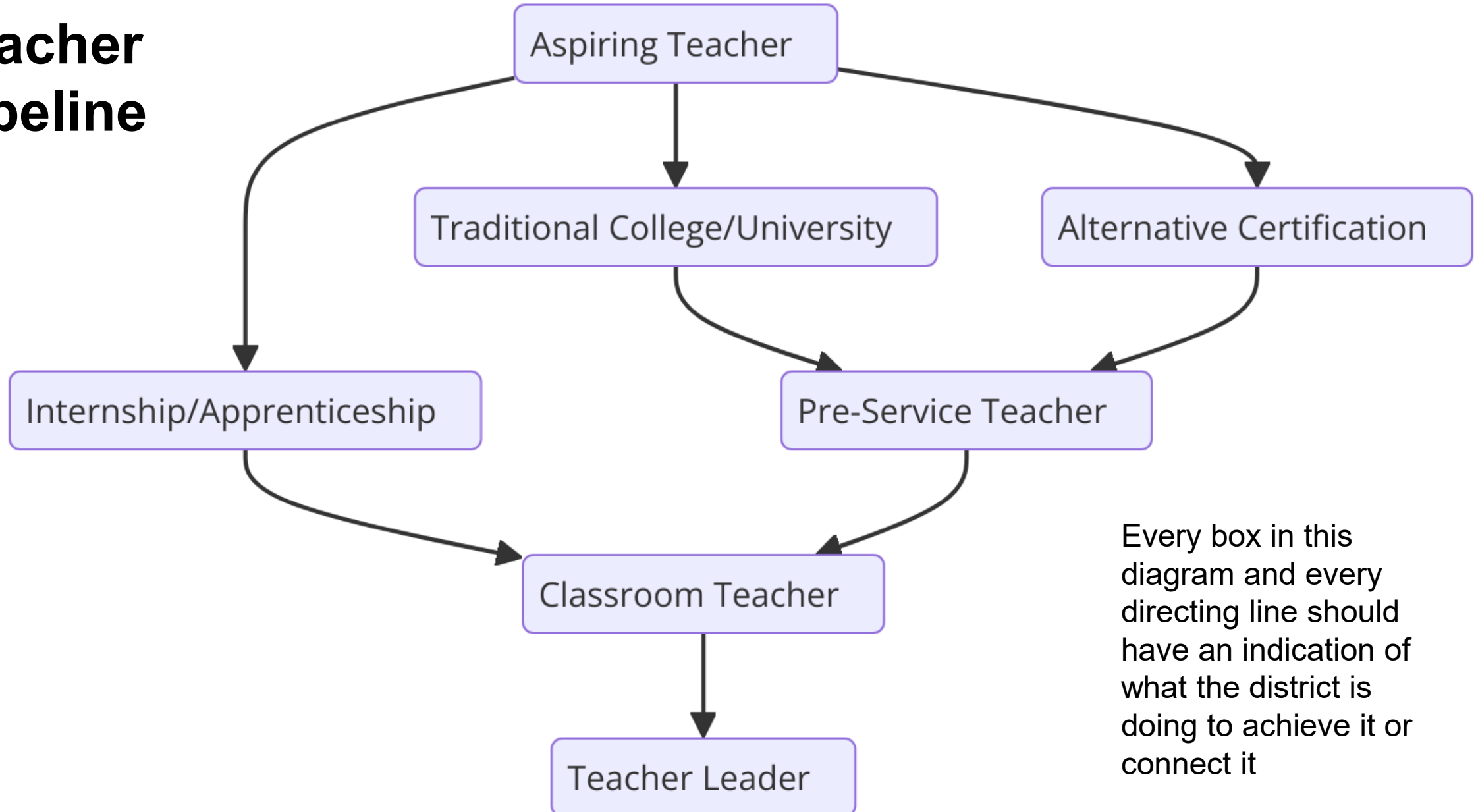
# A WORD ABOUT STANDARDS

*Pipelines should always be applying national, state, district, and school-level standards.*

It is important to note that at least for districts and schools in Florida, state standards should be accompanied by district-specific standards and possibly school-specific standards when developing pipelines.



# Teacher Pipeline



Every box in this diagram and every directing line should have an indication of what the district is doing to achieve it or connect it



# KEY ASPECTS OF A STUDENT TO TEACHER PIPELINE

## **"Grow Your Own" Programs:**

School districts identify promising students early on and provide them with targeted support to pursue teaching careers, often including mentorship, classroom observation opportunities, and financial assistance.

## **Teacher Cadet Programs:**

High school courses that introduce students to the fundamentals of teaching, allowing them to gain practical experience in classrooms while still in secondary school.

## **College Partnerships:**

Collaborations between school districts and universities to offer specialized teacher preparation programs and scholarships for aspiring educators.

## **Apprenticeship Models:**

Programs where aspiring teachers work alongside experienced educators in a classroom setting to gain hands-on experience while completing their certification requirements.

## **Community Initiatives:**

Focused efforts to attract and support students from the local community which the school or district serves to enter the teaching profession.



# **BENEFITS OF A STRONG STUDENT TO TEACHER PIPELINE**

## **Addresses Teacher Shortages:**

Helps ensure a continuous supply of qualified teachers to meet the needs of a growing student population.

## **Community Connection:**

Creates a pool of teachers who are familiar with the local community and student needs.

## **Improved Teacher Retention:**

By providing early exposure and support, the pipeline may increase the likelihood of aspiring teachers staying in the profession long-term.



# WHERE TO START: Aspiring Teachers: Key Components of the Early Career Development Model (ECDM) – Fielder et al., 2024

## 1. Pre-Service Internship & Field Experience

1. Encourages **long-term practical placements** rather than short-term teaching practicums.
2. Provides **real classroom exposure** under expert mentors to bridge theory with practice.

## 2. Mentorship & Peer Collaboration

1. Assigns **experienced educators** to guide pre-service teachers.
2. Supports **collaborative learning** through **peer discussion groups**.

## 3. Competency-Based Professional Growth

1. Focuses on **progressive skill-building** through staged evaluations.
2. Encourages **reflective practice** and feedback-based improvement.

## 4. Emotional & Psychological Support

1. Addresses **teacher burnout prevention** and emotional resilience training.
2. Encourages a **supportive school environment** for early career teachers.

## 5. Technology-Enhanced Learning

1. Incorporates **digital teaching tools** to improve **lesson delivery and assessment**.
2. Encourages the use of **online learning platforms** for professional development.

## 6. Career Progression Framework

1. Establishes a **structured pathway** from internship to in-service teaching.
2. Provides **continuous learning opportunities** for skill enhancement.



**NOW LET'S  
LOOK AT  
LEADERSHIP  
PIPELINES**

UPDATED EDITION: FEBRUARY 2021

# PRINCIPAL PIPELINE SELF-STUDY GUIDE FOR DISTRICTS

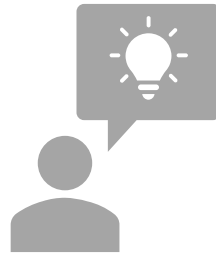
Commissioned by:  
**Wallace**

 **POLICY STUDIES  
ASSOCIATES**

# TABLE REPORT OUTS



What were your initial findings?



What did you find that helped your thinking?

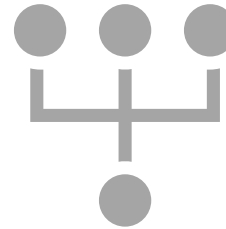


What was shared that was new learning for you?

# THE IMPORTANCE OF PARTNERSHIPS



**TODAY'S TECHNOLOGY  
ALLOWS FOR NEW  
DELIVERY OPTIONS**



**CONSORTIA, AND OTHER  
GROUPINGS, ALLOW FOR SMALLER  
DISTRICTS TO COMBINE AND CREATE  
LARGER ORGANIZATIONAL PL**

Requires a willingness to share resources, develop common vocabulary, and PL providers to meet the different contextual needs of each district



# REFLECTIONS AND NEXT STEPS

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# Session Feedback

FEPLN Convening 2025 Breakout  
Session 5A Exit Survey

