

PRESIDENT'S REPORT 2016-2018

By Valerie A. Storey, Ph.D.

INTRODUCTION

As I review the international landscape a common trajectory concerning the decentralization of the bureaucracies of state education becomes evident. This now entrenched feature of the American and British education landscape is often duly associated with loosely defined conceptions of both neo-liberalism and neo-conservatism. Global variations in these trends are equally evident in Swedish and Danish Free Schools, American Charter Schools, through to Italian, Spanish, South African, and Argentine education contexts and beyond.

CURRENT CONCERNS

As General Election Day in Florida (November 6, 2018) draws closer, it is essential that our students are fully conversant with the importance of voting on this day as it is likely that many voters will be unaware of the likely impact of their vote on the delivery of education in Florida. On this day, Florida voters will choose municipal government officers, school board members, judges, state House and Senate members, and U.S. Representatives. Statewide, Floridians will choose a U.S. Senator, the Governor and Cabinet offices, state Supreme Court Justices

and 13 ballot measures proposed to amend Florida's Constitution. These 13 ballot measures contain more than 25 disparate issues.

Eight of the 13 initiatives were placed on the ballot through Florida's Constitution Revision Commission (CRC). Thirty-three CRC members are political appointees from the Governor, Senate President, Speaker of the House, and Chief Justice of the Supreme Court. The CRC convenes every 20 years to review and recommend possible changes to the Constitution.

Amendment 8 was one such initiative. The amendment related to education, and contained three important issues:

1. The establishment of a two-term limit on school board members. It singles out school board members but does not limit any other locally elected commissioners, sheriffs, etc.
2. The amendment appears to establish a dual system of schools (one public and another like charter or voucher under segregated jurisdiction.)
3. A requirement for the legislature to provide for the promotion of civic literacy, above and beyond the current requirements in Florida standards and graduation requirements.

The League of Women Voters filed suit challenging Amendment 8 alleging that the

ballot title and summary did not accurately inform voters and affirmatively mislead voters. The amendment would allow charter school organizers to circumvent local control i.e. bypass locally elected school boards to get approval.

In August a Leon county judge ordered that Amendment 8, be removed from the ballot as the amendment's ballot title and summary "fails to inform voters of the chief purpose and effect of this proposal." In September the state Supreme Court, in a narrowly divided 4-3 decision, upheld the lower court's decision.

Be alert! The three issues highlighted under amendment 8 are likely to reappear in the near future in a different disguise.

ENGAGING WITH PARTNERS: SHARED ADVOCACY FOR THE PROFESSION

Internal capacity and effective partnerships are essential to navigate through change and meet the ever growing and changing demands of stakeholders, and policy-makers.

Consequently, during 2016-2018 FAPEL leadership has highlighted research and practice that drive high quality leadership preparation programs in order to provide school leaders with the requisite knowledge and skills essential to quality leadership practice. Furthermore, the FAPEL Board has worked to develop partners at the state and international level in order to ensure

that FAPEL members have a voice at the policy table and continue to deliver educational leadership programs that ensure our graduates have the knowledge, competencies and skills required of a principal leading a successful school.

The FAPEL Board are committed to liaising with partners in order to enlighten policy makers of the need to make sure that directions taken when preparing future school leaders are the right directions based on ethics, values, and social justice. Only by engaging policy makers can we strengthen our voice and place at the table in relation to school leadership preparation and reform.

1. International

During the last two years FAPEL has worked with a recently created UK research interest group (RIG), focused on Leadership Preparation and Development, launched by British Educational Leadership, Management and Administration Society (BELMAS). The RIG was formed after the British government withdrew their mandatory qualification for headship in 2012, and closed the National College for School Leadership. This was of great concern to me personally as I have been in an early cohort of graduates from the National Professional Qualification for Headship (NPQH) and appreciated the professional role of the National College for School Leadership in leadership development

and school improvement. My personal view is that the domain of educational leadership is being deprofessionalized into solely a domain of practice. Whilst professional knowledge and practice is at the core of leadership development, understanding of the scholarship and research on which effective practices are grounded feeds both the core and the whole. This synergy reflects the fact that neither domain can be effective without the other.

Golden Era of School Leadership-UK

Scholars in the UK are now referring to the period (1997-2012) as the “Golden Era of School Leadership,” due to the respect and investment made in preparing aspiring school leaders.

Today, school leadership preparation and development is based on a system leadership approach that aims to create a self-improving school system (SISS). Not surprisingly, local education authorities (school district central office) have seen their power (and budget) decline considerably over recent years.

Leaders of education exist at various levels: national leaders of education (NLEs) are experienced headteachers, deployed to give school-to-school support (S2SS) to those who request it. Local leaders of education (LLEs) provide this S2SS for leadership teams, usually from a deputy head’s perspective. Specialist leaders of education (SLEs) are the most

numerous in the system, and can be specialists from a wide range of subjects: core skills, such as math, English and science, but also on other areas such as behavior and assessment. These leaders of education, at all levels, are deployed as much as schools request them, but this requires the capacity for teacher release, which has been seen to be difficult in shortage subject areas. Thus school leaders and teacher specialists are becoming consultants to schools within their system. Whilst on the one hand this means that local needs are met it also means that there is considerable diversity in the quality of school support and professional development.

2. State

a). FAPEL Research Alliance (FRA)

A new initiative this year has been the development of the FAPEL Research Alliance (FRA). The seeds for the Research Alliance were sown at the Spring 2018 meeting during a discussion between FAPEL members, Eileen McDaniels (FDOE) and Phil Canto (FDOE). To date UCF, USF, FSU, UNF, and St. Thomas have contributed abstracts from graduate students in their Educational Leadership doctoral programs (EdD & PhD) to the FAPEL Research Alliance database. The database can be accessed through the FAPEL website.

The intent is to

1. Develop an open access database containing

- educational leadership doctoral program dissertation abstracts from all FAPEL member institutions with an educational leadership doctoral program (EdD & PhD).
2. Raise awareness of quality research currently being completed in Florida
 3. Enable FAPEL institutions to build upon research completed by FAPEL members. For example, research completed in OCPS could be replicated in Broward or Hillsborough. Such a development could lead to a published manuscript and a consultancy role with an outside agency.
 4. Sustain collaborative research engagement leading to graduate work in cross-institutional teams.
 5. Contribute valid, relevant, and contextual research to state conversation pertaining to K-12 education reform.
 6. Facilitate metasyntesis of the database to the benefit of the state of Florida.

Email invitations have been sent to the program coordinator of all Florida institutions with an Educational Leadership program,

inviting their participation in the Research Alliance.

b). FELE

FAPEL members have participated as subject matter experts in FELE item development and item validation sessions; in standards development, competencies/skills development, and item development for the (pending) instructional coaching endorsement; and in standards development, competencies/skills development, and performance assessments development for school leadership level 2 programs.

c). Wallace Foundation

FAPEL is represented on the School Educational Leadership Enhancement Committee Taskforce (SELECT), part of the Wallace-funded University Principal Preparation Initiative (FAUPPI).

d). Florida Association of School Administrators (FASA)

Since 2012, FAPEL has been an affiliate associate member of FASA. The FAPEL President represents the association on the FASA Board of Directors enabling FAPEL to network with Florida Arts Council, the Florida Chamber, Tax Watch, Council of 100, School psychologists, Florida Assoc. of School Resource Officers, Early Learning Coalitions, Florida Healthy Kids, Florida Prepaid, along with many other professional associations. As

FAPEL President I attended FASA day on the hill, and presented and the annual FASA conference.

In 2015 the FASA scholarship for aspiring school leaders was developed which offers graduate students of member institutions with a large FASA aspiring leader membership to attend FASA's annual summer conference at a considerably reduced cost. Special sessions have also been developed for our graduate students.

It is to the advantage of all programs to encourage graduate students to take advantage of the FASA Aspiring School Leader membership option which give students access to

- **Friday Facts:** A weekly e-newsletter
- **FASA News Tracker:** A daily headline e-news service
- **The Advocate:** A collection of legislative updates/action alerts/video updates during the Legislative session
- **Florida Education Calendar:** A weekly email with conferences for Florida administrators
- **FASA Legalese:** A monthly e-letter with relevant court cases, findings, and actions related to education

FAPEL BI-ANNUAL MEETINGS

At our biannual meetings 2016-2018 we have focused on the relationship between leadership and student learning, state policy and reform, and the FELE. Based on meeting feedback we have increased the amount of time allocated to Critical Friend discussion groups in order to

support collaborative engagement amongst our members. Critical friends have shared their program improvement efforts and practices that reflect research evidence for high-quality preparation including:

- Alignment to FPLS
- Strategies supporting FELE success
- Partnerships with Districts
- Multiple Assessment Practices

At our spring FAPEL meeting, 2018, in Tallahassee, FDOE identified and shared with FAPEL members' individual institution FELE data. Based on this data the FAPEL board has invited faculty from several named programs to share innovative strategies and approaches their program takes to address the FELE at the next FAPEL meeting (fall, 2018, UCF, Orlando).

FAPEL GOVERNING DOCUMENTS

With the voted approval of members our governing documents have been updated.

Available treasurer reports evidence that FAPEL continues to be of financial good standing.

CONFERENCES

FAPEL Board members attended the following conferences both in an individual and association capacity.

AERA, NCPEA/ICPEL, UCEA,

UCEA

New Knowledge Utilization Briefs

1. The National Educational Leadership Preparation (NELP) standards guide the preparation of educational leaders. A webinar focused on NELP Standards: 1) how the NELP standards are different from PSEL; 2) why two standards are needed; and 3) and how the NELP standards were developed can be accessed on the UCEA website- Knowledge Utilization Brief.

[/Downloads/principal-project-phase-2-nelp-draft-building-standards-document-january-26-2018.pdf](#)

Also on the UCEA website is a Knowledge Utilization Brief explaining how to assess the relationship between preparation program elements and leadership outcomes? Check out the new Knowledge Utilization Brief that overviews reform-oriented tools including the self-assessment tool, Quality Measures, as well as the validated INSPIRE program and graduate survey.

MARKETING

The FAPEL Board has designed and purchased a logo cloth for our table at meetings, a banner, and board badges.

CONCLUSION

FAPEL continues to provide the forum for members to be informed, enter into a dialogue, and develop solutions to the challenges facing our profession. This President's Report has endeavored to show how FAPEL continues to work to ensure that: (a) we have a voice at the state level to influence policy that governs our profession; (b) develop a common understanding of what our programs should look like and what their objectives should be; and (c) stay connected to the field.

The FAPEL board will continue to work towards these aims, and are consistently encouraged by members' enthusiasm as critical friends to share best practice and constructive feedback.

The comments made in this President's report 2016-2018 are based on my experience over the last six years as an officer in FAPEL and my involvement with the FDOE and policy makers today.

I welcome any feedback on this FAPEL President's Report 2016-2018 at valerie.storey@ucf.edu