Leadership Training for Superintendents, School Board Members, Principals, and School-based Decision Making Council Members

Research Report No. 371

Prepared by

Marcia Ford Seiler, Director; Ken Chilton, Ph.D.; Keith White, Ph.D.;
Albert Alexander; Brenda Landy; Deborah Nelson, Ph.D.; Sabrina Olds; Pam Young

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Project Staff

Marcia Ford Seiler, Director
Ken Chilton, Ph.D.
Keith White, Ph.D.
Albert Alexander
Brenda Landy
Deborah Nelson, Ph.D.
Sabrina Olds
Pam Young

Foreword

In December 2008, the Education Assessment and Accountability Review Subcommittee approved a 2009 research agenda for the Office of Education Accountability that included a review of training requirements for superintendents, school board members, principals, and school-based decision making council members.

This report provides data on the perceived effectiveness of leadership training in preparing superintendents, principals, school board members, and school-based decision making council members.

The Office of Education Accountability would like to thank the Kentucky School Boards Association, the Kentucky Association of School Councils, and all superintendents and principals who participated in leadership training surveys.

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Robert Sherman
Director

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Summary

In December 2008, the Education Assessment and Accountability Review Subcommittee directed the Office of Education Accountability (OEA) to study school leadership. In Kentucky, education leadership is shared among superintendents, school boards, principals, and school-based decision making (SBDM) councils. Superintendents and principals are trained educators responsible for the performance of students within the district and schools, respectively. Board members and council members are elected leaders who have substantial influence in how districts and schools are managed.

The bifurcated school leadership framework in Kentucky comprises district-level and school-level leaders. The board of education is responsible for making districtwide policies, and superintendents implement those policies at all schools within a district. Principals work with councils to implement school-level policies and programs that target school-based improvement. Each level of leadership plays an important role in promoting educational excellence.

As part of the strategic role of leadership in producing better schools, all school leaders in Kentucky must meet minimum training requirements. While the direct impact of state-mandated training on student achievement cannot be ascertained, this report examines the fulfillment of regulatory training requirements and the self-reported levels of satisfaction that superintendents, board members, principals, and council members have in the training they receive. The Office of Education Accountability developed four in-depth surveys that were administered to the four levels of leadership and achieved robust response rates for each leadership entity.

Training Requirements

The number of annual training hours for superintendents and principals is greater than for board members and council members. Superintendents are required to receive 42 hours of training over a 24-month period, or the equivalent of 21 hours as part of an individual growth plan annually. Principals must complete 21 hours of leadership training per year. The requirements for board and council members vary by their individual levels of experience. Board members with 3 or fewer years of experience must complete 12 hours of annual training, while members with 4-7 years complete 8 hours of annual training, and members with 8 or more years of experience must complete 4 hours of annual training. New school-based decision making council members are expected to complete 6 hours of annual training, and all members with more than 1 year of experience must complete 3 hours of annual training. Principals, as administrative heads of the school-based decision making councils, are required to satisfy SBDM training requirements.

Failure to complete mandated training can lead to the loss of a superintendent's or principal's certificate. Similarly, board members can be removed from leadership positions for failure to attend training. There is no statute or regulation setting out discipline for failure of a council member to receive training. Data reviewed in this study found that almost all leaders, with the exception of a small number of SBDM council members, complete their training, and removal for failing to complete training is not pursued. The Kentucky Department of Education does not require local districts to report when the removal process begins. The department's Office of

Legal, Legislative and Communication Services opined that SBDM council members who have failed to acquire the annual school council training by November 1 may be removed for cause and are subject to guidance pursuant to KRS 160.347 (Thompson).

Recommendation 2.1
Districts are required to submit training records for compliance purposes. Thus, the Kentucky Department of Education should review those records and enforce KRS 160.345(6) by taking appropriate action toward those school-based decision making council members not receiving training.

Leadership Initiatives

In addition to mandated leadership training, the Kentucky Department of Education and the Education Professional Standards Board are focusing on other leadership initiatives. Initiatives like the Kentucky Cohesive Leadership System are well-intentioned programs that are attempting to align leadership training in the Commonwealth. The Education Professional Standards Board has implemented a redesigned principal preparation training program that focuses on teaching future education leaders needed leadership skills. The program is new and dovetails with the Teacher Leader Master's Program. As with other new initiatives implemented in the state, a rigorous evaluation methodology is needed to measure the impact of the program on leadership capacity.

Recommendation 2.2
The Education Professional Standards Board should develop by July 30, 2011, a rigorous evaluation framework to measure the effect of the principal training redesign.

Leadership Training Surveys

Four surveys were developed and administered to superintendents, school board members, principals, and school-based decision making council members. The surveys were designed to elicit input on the perceived value of leadership training in preparing leaders to perform their statutory duties.

In all cases, survey respondents reported high levels of satisfaction with the appropriateness of their training. More than 70 percent of respondents agreed or strongly agreed that mandated training prepared them to perform their duties. There was considerable overlap and agreement between superintendents and boards and between principals and councils.

Despite the overall high levels of satisfaction reported with the training, results for some subjects that are critical to improving student achievement were considered less satisfactory than for others. For example, superintendents and board members reported lower levels of agreement on their preparedness to develop curriculum, analyze and interpret assessment data, and address achievement gaps. For principals and council members, the lowest levels of preparedness were reported for selecting textbooks and instructional materials, planning professional development, and determining the number of persons to be employed in each job classification.

In the course of administering the surveys, OEA staff experienced various degrees of difficulty communicating with some education leaders, especially school-based decision making council members. Databases of these school leaders are not maintained or updated annually.

Recommendation 3.1
The Kentucky Department of Education should develop and maintain an up-to-date directory—including e-mail addresses—of all superintendents, school board members, school principals, and school-based decision making council members to facilitate better communication between district and school leadership.

Leader Knowledge

The surveys asked if appointed leaders—superintendents and principals—differed from board members and council members in reported levels of knowledge. Overall, 85 percent of school board members and school-based decision making council members consider themselves knowledgeable about duty-related topics. Yet, only 54 percent of school principals indicated that their SBDM councils had high or very high knowledge levels regarding duties, and only 60 percent of superintendents responded that their school boards had high or very high duty-related knowledge levels.

Overall, leaders reported high levels of satisfaction with training and their levels of knowledge. The topics in which the lowest percentages of school board members reported having knowledge were developing curriculum standards (73 percent indicated having knowledge), assessment data analysis and interpretation (78 percent), and addressing achievement gaps (78 percent). These areas are all interrelated. Developing curriculum to overcome achievement gaps depends on the ability to analyze and interpret student assessment data.

Relationship Between Training and Student Performance

School leadership is linked to student achievement in education research. However, the relationship between leadership survey responses and student performance indicators in Kentucky is weak. In theory, school leaders' responses indicating high levels of preparedness, collaborative training, and higher knowledge levels would be expected to yield higher student performance scores. An examination of the relationship between Kentucky Core Content Test performance and preparedness found no statistically significant relationship between high levels of leadership capacity and Kentucky Core Content Test performance.

Chapter 1

School Leadership Overview and Background

Education leadership is considered by many education researchers to be a critical variable in promoting higher student achievement.

Leadership at the school and district level is a crucial element that can positively affect school climate, staff morale, and student performance. Numerous books, journal articles, and education research entities have focused on understanding school leadership and its role in promoting student academic achievement. While most researchers agree that leadership is a critical variable affecting student performance, it is difficult to isolate and replicate the variables associated with exceptional school leadership.

Education leadership in Kentucky is shared by superintendents, principals, school board members, and school-based decision making (SBDM) council members.

In Kentucky, education leadership is shared by appointed superintendents and principals and elected school board members and school-based decision making (SBDM) council members. Each leadership entity has unique responsibilities that impact school operations. Theoretically, the four entities should be aligned and pursue similar goals in each school in each district.

Education leaders in Kentucky are required by statute to receive annual leadership training that focuses on performance of job-related duties.

Education leaders in Kentucky are required by statute to receive annual leadership training to prepare them to undertake their statutory duties. Superintendents and principals can choose from more than 850 Effective Instructional Leadership Act (EILA) courses to satisfy training requirements. EILA was established by statute to "encourage and require the maintenance and development of effective instructional leadership" in Kentucky's public schools (KRS 156.101). Procedures are in place to make sure that all leaders receive annual training, but no systematic process is in place to measure the value of the training.

Description of This Study

This study examines training requirements for Kentucky school boards members, SBDM council members, school principals and superintendents.

In December 2008, the Education Assessment and Accountability Review Subcommittee (EAARS) approved a research proposal from the Office of Education Accountability (OEA) to examine training requirements for Kentucky school boards members, school-based decision making council members, school principals, and superintendents. While superintendents and principals are required to go through preservice training and testing for purposes of certification, the focus of this study is on the training required after appointment. Specifically, OEA staff developed a series of four surveys to gauge the impact of leadership training on preparedness to perform duties, leadership training needs and gaps,

perceived knowledge levels, collaborative participation in training, and the perception of training mandates within and between experience levels. The relationship between academic performance indicators and reported leadership preparedness and knowledge levels is explored. The purposes of this report are to determine whether Kentucky's education leaders are satisfying statutory training mandates and to explore leadership perceptions regarding the effectiveness of training.

Staff developed research questions that guided the development of the surveys.

- Do Kentucky education leaders feel prepared as a result of mandated training to perform their duties?
- What training needs and gaps exist in current training programs?
- How knowledgeable do Kentucky's education leaders perceive themselves to be in terms of duty-related topics?
- Do Kentucky education leaders train collaboratively?
- How appropriate do Kentucky education leaders perceive annual training mandates to be?

Organization of Report

The remainder of this chapter outlines Kentucky's education leadership structure and the major findings of the report. Chapter 2 presents education leaders' duties and training requirements and a brief overview of some leadership initiatives. Relevant statutes and regulations are covered. Chapter 3 presents the results of OEA's education leadership training surveys. The data presented are a synthesis of the four surveys and focus primarily on the major findings of the research.

Leadership Structure

Education leadership is bifurcated between district- and school-level leaders The superintendent and board of education manage district concerns, and the principal and SBDM council focus on school concerns.

School leadership in Kentucky is specifically set out in statute, assigning specific duties to each of the four levels of leadership. A list of all relevant leadership statutes can be found in Appendix A. Education leadership operates at two levels—district and school—with various levels of duties and responsibilities. At the district level, the superintendent and school board set the direction for the district by developing, implementing, and monitoring policies that affect all schools in the district. At the school level, the principal and the SBDM council develop and implement school-based policy. The ultimate goal of each leadership entity is to promote higher student achievement. Table 1.1 highlights the four primary

leadership groups in Kentucky by appointment type, length of term, number in that position, and preservice requirements.

Table 1.1
Summary of District and School Leadership

Leadership	Elected/Hired	Term	Number in Position Statewide	Preservice Requirements
Superintendent	Hired by school board	1-4 years	174	Certification
School board	Elected by public	4 years	873	High school diploma or equivalent
Principal	Hired by council	1 year	1,171	Certification
School-based decision making council	Elected at school level	1 year	7,500	Teachers must be certified; Parent or guardian must have a child enrolled in the school

Source: Staff compilation.

Leadership Term and Evaluation

Superintendents are hired for 1- to 4- year terms and are evaluated annually by school boards.

Superintendents. Superintendents are hired for 1- to 4-year terms that can be extended or repealed by the district board of education. As outlined in KRS 156.557, superintendents are evaluated annually by school boards, and accountability is a built-in feature of the review process. School boards use the evaluation process to let superintendents know how they are doing in carrying out board policy and managing their districts.

School boards typically consist of five members. There are 174 school boards consisting of 873 board members in Kentucky. They are not formally evaluated, but they are accountable to the voting public.

School Board. By statute, each school board consists of five members who are elected to 4-year terms. A few school boards have additional membership through an alternative model as set out in statute. For example, the Jefferson County and Webster County school boards each consist of seven members, but the Webster County school board was to revert to a five-member board in January 2011. Currently, there are 174 school boards, with 873 board members. While members are not compensated for their work, they can receive up to $75 for attending official board meetings and training as permitted under KRS 160.280.

Board members are not required to undergo any performance evaluation. Board member accountability is enforced through elections. KRS 160.180(3) lays out the criteria for removing board members who violate statutes, including failure to complete mandated leadership training requirements. In reality, board members are rarely forcibly removed from office in Kentucky. In

instances of repeated student achievement failures, the federal No Child Left Behind Act allows for the entire school board to be removed from office.

Principals. Each school is required by KRS 160.345 to have a principal, selected by the SBDM council, who is the instructional leader of the school. Principal contracts are granted for 1 year, and once selected by an SBDM council, a principal can be removed, demoted, or transferred for cause by a superintendent. Principals are annually evaluated by superintendents and are accountable for student achievement gains and prudent school management. In most instances, the principal is administrative head of the SBDM council.

Schools are required by statute to have a principal who is selected by the SBDM council. Contracts are granted for 1 year, and a principal can be removed or transferred for cause by a superintendent. Principals are annually evaluated by district superintendents

SBDM Council Members. Teachers and parents serving on an SBDM council are elected to 1-year terms and are not formally evaluated. As with board members, accountability is enforced through elections, and SBDM council members can be removed for cause. In persistently low-performing schools, council authority could be transferred to the superintendent or a highly skilled educator based on the school and district audit pursuant to KRS 160.346.

Teachers and parents serving on an SBDM council are elected to 1-year terms. They are not evaluated annually.

Four school councils in the past several years have been impacted because of persistent low school performance—Two Rivers Middle School and Holmes Junior/Senior High in the Covington Independent Public Schools system and Iroquois Middle School and the Southern Leadership Academy in the Jefferson County Public Schools system. The Commissioner of the Kentucky Department of Education recommended, and the Kentucky Board of Education approved, the transfer of council authority for Two Rivers Middle School and Holmes Junior/Senior High to district leadership. Council authority is restored when the school meets its goal of accountability.

The authority of the councils at Iroquois Middle School and the Southern Leadership Academy was transferred to the Jefferson County superintendent, and neither council was recommended to retain any advisory role. Since that recommendation was approved, both schools have been closed, reconfigured, and reopened as Olmstead North Middle School and Olmstead South Middle School. Because of this reconfiguration, each school has a newly elected SBDM council.

Preservice Requirements

Superintendents must complete specialized training in order to receive superintendent certificates. In addition, superintendents have varied experiences as teachers and administrators that familiarize them with duties associated with the duties of the superintendent position.

Superintendents. To attain a superintendent certificate through the Education Professional Standards Board, as specified in KRS 156.111, superintendent candidates must complete training on core management concepts, school-based decision making, Kentucky school law, Kentucky school finance, and school curriculum and assessment. In addition to formal superintendent training, superintendents are required by 16 KAR 3:010 to have at least 2 years of experience in a position of school principal; supervisor of instruction; guidance counselor; director of pupil personnel; director of special education; school business administrator; local district coordinator of vocational education; or a coordinator, administrator, or supervisor of districtwide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.

In addition, superintendents must complete advanced coursework in education leadership and administration as part of their continuing education requirements. Superintendents typically have experience as teachers and school administrators.

Principals are required to complete a specialized course of study in order to receive principal certificates.

Principals. To become principals, educators must complete a specialized course of study in principal training. Principals, according to 16 KAR 3:050 Section 2(3)(b), must have 3 years of documented teaching experience in a public school or a nonpublic school that meets state performance standards. In addition, many have served as principals at other schools before taking their current positions.

School board members are required to have completed a high school diploma or its equivalent. Teachers serving on an SBDM council must be employed at the school, and parents must have a child enrolled in the school.

School Board and SBDM Council Members. The only educational requirement for school board members is outlined in KRS 160.180 that requires either the completion of a high school diploma or a GED. Parents serving on an SBDM council are not required to have completed any formal education program. The only restriction on SBDM council participation for parents is that the council member be a parent, stepparent, or legal guardian for a student currently attending the school. Teachers must be employed by the school in which they serve as a council member.

Major Findings

This report has six major conclusions.

1. With a handful of exceptions, the statutory annual training requirements for all levels of leadership are being fulfilled. There are no examples of superintendents, school board members, principals, or SBDM council members who have been removed from service for failure to receive training.
2. The majority of education leaders in Kentucky consider the annual training requirements to be appropriate and not excessive.
3. Most leaders report that the mandated training has positively prepared them to perform the duties of their jobs.
4. The areas where school board leaders feel least prepared to perform their duties are developing curriculum, analyzing and interpreting assessment data, and addressing student achievement gaps; superintendents concur with the board member perceptions. However, between 60 percent and 70 percent of respondents agreed that mandated training had helped prepared them to carry out these duties.
5. The areas where SBDM council members feel least prepared to perform their duties include selecting textbooks and instructional materials, planning professional development, and determining the number of staff to be employed in each job classification; principals concur with the council member perceptions. However, more than 70 percent of respondents agreed that mandated training had helped prepare them to carry out these duties.
6. Advanced statistical analysis of survey data and school performance data found no links between perceived preparedness to perform leadership duties and school-level academic performance.

Chapter 2

Leadership Duties and Training

Chapter Overview

This chapter focuses on the statutory duties of school leaders and their training requirements. It covers leadership duties and responsibilities, training requirements, and monitoring of training for each leadership entity.

Superintendents

Duties and Responsibilities

The superintendent is the executive agent of the school board and is responsible for ensuring that laws relating to schools, bylaws, rules, and regulations of the Kentucky Board of Education and the regulations and policies of the district are implemented.

In general, the superintendent is the executive agent of the board, and the duties of the office are enumerated in KRS 160.370. The superintendent is responsible for ensuring implementation of laws relating to schools, regulations of the Kentucky Board of Education, and policies and procedures of the district. The superintendent has general supervision over the general conduct of the schools, course of instruction, management of business affairs, and hiring and dismissal of all personnel. Table 2.1 includes the major superintendent statutory duties.

Table 2.1
Superintendent Statutory Duties

Statute	Duties and Responsibilities
KRS 160.370	Superintendent acts as executive agent of the board. • Serves as professional adviser to the board in all matters • Prepares rules, regulations, bylaws, and policies under direction and approval of the board • Conducts hiring and dismissal of all personnel in district
KRS 160.390	Superintendent duties and responsibilities include • supervising schools and examining their condition and progress. • preparing or having prepared all budgets, salary schedules, and reports required by the Kentucky Board of Education. • examining reports from teachers and other school employees and providing reports as directed by the board. • supervising general condition of the schools. • supervising personnel actions, including hiring, assignment, transfer, dismissal, suspension, reinstatement, promotion, and demotion; and reporting the actions to the board.

Source: Staff compilation of statutes.

Training Requirements

Superintendents are required to receive 42 hours of leadership training every 24 months, or they must complete an individual growth plan of at least 21 hours annually.

The annual training requirements for superintendents are promulgated in 704 KAR 3:406. Superintendents are required to receive 42 hours of training every 2 years or to complete an individual growth plan of at least 21 hours annually. They can satisfy many of these requirements through completion of EILA courses. In addition, many superintendents attend national education conferences, state education conferences, and local school board training sessions to satisfy annual training requirements.

Monitoring Training

Superintendent training records are sent to the Kentucky Department of Education (KDE) and to the local board chairperson.

According to 704 KAR 3:406 Section 8(2), fulfillment of annual superintendent training requirements is reported to the Kentucky Department of Education (KDE) and notification is sent to the local board chairperson. If a superintendent fails to meet annual training requirements, the matter is referred to the Education Professional Standards Board (EPSB) for consideration of revocation of the superintendent certificate. According to KDE, no superintendents have failed to receive required training.

School Boards

Duties and Responsibilities

By statute, school districts are under the general control and management of the local school board.

As established by KRS 160.160, each school district shall be under the management and control of a publicly elected board of education. KRS 160.290 grants the board general power to establish schools and to provide for courses and other services necessary for the promotion of education and the general health and welfare of pupils.

Other major duties of school board members are listed in Table 2.2. One critical responsibility of each school board is to hire, and ultimately evaluate, a superintendent to manage the day-to-day operations of the district and carry out the policies of the school board.

Table 2.2
School Board Member Duties

Statute	Duties and Responsibilities
KRS 160.290	Board member powers and duties include • general control and management of the schools in its district; • control and management of school funds and property; • appointing superintendent of district; • fixing compensation of employees; • making, adopting, amending, or repealing rules, regulations, and bylaws for its meetings and management of schools and district property; and • entering into agreements with other boards of education per the Interlocal Cooperation Act to establish a consortium to provide services in accordance with the Kentucky Education Reform Act.
KRS 160.340	School boards shall submit reports to the Kentucky Board of Education on all phases of school service. School boards shall have policies relating to • pupil transportation; • pupil conduct and discipline; • limitations or restrictions on school facilities; • conduct of board meetings; • personnel policies for certified employees; • evaluation of certified employees; • selection of textbooks and instructional materials; • expenditure and accounting for school funds; and • school-based decision making council policies, including a policy requiring each school council to present an annual report at a public board meeting on the school's progress in meeting educational goals and district goals set by board. School boards shall biennially review each school's consolidated plan, which includes the activities and schedule to reduce achievement gaps. These policies shall cover matters that are at the discretion of the board and not matters covered by other law or regulation.
KRS 160.455 KRS 160.470 KRS 157.440 KRS 160.593	Local boards of education are the "tax-levying authority" for public schools and are authorized to levy taxes on real estate, personal property, and motor vehicles, as well as utility, occupational, and excise taxes.

Source: Staff compilation of statutes.

Training Requirements

Training requirements for board members vary by their years of experience. Members with 3 or fewer years of experience receive 12 hours of training, members with 4-7 and 8 or more years of experience are required to receive 8 and 4 hours, respectively.

All board members are required by KRS 160.180 to receive annual training. The training requirements vary by a board member's years of experience. Members with 0-3 years of experience are required to receive 12 hours of training. Members with 4-7 years of experience are required to receive 8 hours of training. Those with 8 or more years of experience are required to receive 4 hours of annual training.

Kentucky is one of 20 states that require board member training. It is one of only 14 states that requires training for both new and experienced board members.

A survey by the National School Boards Association found that 20 states mandate training for board members. Of those 20 states, 6 require training for new board members only. Kentucky is only one of 14 states that require training for both new and experienced board members, and the number of hours required in Kentucky is similar to the number required in other states.

School board members generally fulfill mandated training through participating in courses offered by the Kentucky School Boards Association (KSBA) or through attendance at national and state education conferences. In some cases, boards determine an area of need in their district, such as addressing achievement gaps, and arrange to be trained on the topic.

The Kentucky School Boards Association (KSBA) has developed a comprehensive Academy of Studies to meet the training needs of board members.

KSBA has created an Academy of Studies program modeled after a program developed by the Iowa School Boards Association. Established in 2007, the Academy of Studies immerses board members in a sequence of training to build stronger, more effective school boards. The program is voluntary, but KSBA is marketing it as a comprehensive tool for developing board members to be well-equipped to fulfill their duties. The Academy of Studies exposes board members to a series of courses that range from the basics of the position to more advanced courses on school finance and risk management. Appendix B lists all of the courses offered to board members in the program.

Monitoring Training

Board members can be removed from service for failure to receive mandated training. All training records are reported to KSBA, which submits the data to the Kentucky Board of Education. In 2008, 1 percent of members failed to satisfy training requirements in the allotted time.

Failure to receive mandated training can lead to board member removal, although KSBA reports that no members have been removed for this reason. Each local board of education is required to certify completion of all board member training to KSBA, and these records are submitted annually to the Kentucky Board of Education as outlined in 702 KAR 1:115(3). Section 4 of the regulation requires KDE to transmit the names of all district school board members who fail to complete required training to the

Attorney General for potential removal. In 2008, only 11 out of 853 board members—roughly 1 percent—failed to satisfy their training requirements in the allotted time. Members who failed to satisfy their annual training requirements were granted extensions by the Kentucky Board of Education.

Principals

Duties and Responsibilities

> The principal is usually the administrative head of the SBDM council

As the instructional and administrative leader of the school, the principal is usually the administrative head of the SBDM council. The primary duties and responsibilities of principals, as established by KRS 160.345, are categorized in Table 2.3.

Table 2.3
Principal Duties and Responsibilities

Statute	Duties and Responsibilities
KRS 160.345	The principal shall be the primary administrator and instructional leader of the school. The principal shall select personnel to fill vacancies upon receiving a list of applicants from the superintendent and upon consultation with the school council. The principal is responsible for implementing the school council's policy, including the following areas: • curriculum; • instructional and noninstructional staff time; • classes and programs; • school schedule; • school space; • instructional practices; • discipline, classroom management, and overall safety; • extracurricular programs and determination of policies related to student participation; • procedures for aligning with state standards, technology use, and program appraisal; and • procedures for assisting the school-based decision making council with consultation in personnel selection, including meetings, timelines, interviews, reviews of written applications, and review of references.

Source: Staff compilation of statutes.

Training Requirements

Principals are required by KRS 156.101, also known as the Effective Instructional Leadership Act (EILA), to receive 21 annual hours of training. The 21 hours can include up to 6 hours of service on a beginning teacher committee and, as provided in 704 KAR 3:325(3), up to 6 hours of attendance at education conferences. Training hours completed as part of a principal's SBDM requirements can be counted as EILA credit.

Monitoring Training

Each district is responsible for ensuring that principals receive their mandated training. KRS 156.101 requires superintendents to notify KDE submit of administrators who fail to meet their statutory training requirements. The names of administrators who have not received the mandated 21 hours are then forwarded to EPSB, which can place the administrator on probation for 1 year. During that time, delinquent training requirements must be satisfied, or the principal's certificate may be revoked. According to KDE, the probationary period is a strong motivator that leads to satisfaction of all required training. During the biennium ending June 30, 2008, one administrator was reported to KDE for failure to meet training requirements. The name was forwarded to EPSB, which determined that extenuating circumstances prohibited the completion of training, and the administrator was given an additional year to satisfy the requirement.

School-based Decision Making Councils

Duties and Responsibilities

The Kentucky Education Reform Act of 1990 created school-based decision making councils to promote shared leadership among those closest to students and to strengthen commitment to implementing decisions that enhance student achievement The purpose of SBDM councils, as established in KRS 160.345, is to set school policy consistent with district board policy that provides an environment to enhance student achievement. The SBDM council is typically made up of the principal, three elected teachers, and two elected parents. Schools can request through the local school board an exemption to the aforementioned administrative structure as per KRS 160.345(7). There are 61 schools with approved alternative SBDM models. KRS 160.345 stipulates that schools can be excluded from forming SBDM councils if they are

a one-school district or if they outperform set achievement goals. Currently, there are 1,171 schools with councils, with 7 schools exempt because of high test scores and 13 exempt because they are in one-school districts. According to KDE, 10,551 parents are involved in SBDM as either council members or committee members. Table 2.4 highlights the main duties of SBDM councils.

Table 2.4
School-based Decision Making Council Duties

Statute	Duties and Responsibilities
KRS 160.345	School councils determine the number of staff to be employed in each job classification. School councils may make personnel decisions on vacancies, but they do not have authority to recommend transfers or dismissals. School councils select textbooks, instructional materials, and student support services. School councils consult with the librarian on needs of the library. School councils select new principals: • Councils members will attend training in recruitment and interviewing techniques. • School councils select a new principal from among persons recommended by the superintendent. • Under specific circumstances, the superintendent shall appoint the principal after consultation with the council. School councils adopt policies, including but not limited to the following areas: • curriculum; • instructional and noninstructional staff time; • assignment of students to classes and programs; • school schedule; • use of school space; • instructional practices; • discipline and classroom management; • extracurricular programs and policies related to student participation; • aligning with state standards, technology use, and program appraisal; and • assisting the principal with personnel selection, including meetings, timelines, interviews, reviews of written applications, and reviews of references. School councils annually review test data. School councils implement wellness policies that permit physical activity to be considered part of the instructional day, not to exceed 30 minutes per day.

Source: Staff compilation of statutes.

The principal is responsible for implementing the policies established by the SBDM council. SBDM councils can choose to establish committees that would include additional teachers and parents. Councils are responsible for determining the meeting frequency and agendas, and all meetings are subject to open meetings laws.

School councils have great control over school management and priorities. Carrying out these responsibilities requires detailed knowledge of education policy and programs.

Statutory authority granted to councils gives them considerable control over the management of schools, with some limitations granted to the superintendents and school boards. After a school board determines the amount of funds to be allocated to the school, the SBDM council adopts policies that determine the number of persons to be employed in each job classification at the school. This responsibility has tremendous influence on the array of classes available within a school. For example, if a school is underperforming in math, the SBDM council could choose to increase the number of math teachers and decrease the number of art teachers. These types of decisions regarding a school's academic priorities need to be guided by accurate data collection and analysis.

The SBDM council is responsible for selecting the curriculum to be taught and the related textbooks, instructional materials, and student support services provided in the school. Textbook selection is a duty that requires expertise in educational content and state standards. Determination of instruction materials and student support services requires detailed knowledge of student needs in order to match available resources to school deficiencies.

Principals are required to consult councils on teacher hires at the school. In order to fulfill this duty successfully, council members need knowledge of teacher quality variables and how a potential new hire fits the strategic needs of the school. SBDM councils are also responsible for selecting new principals when a vacancy exists. Superintendents are required to submit qualified principal candidates to the SBDM for consideration. SBDM members receive training on principal selection and choose the trainer to deliver the training.

SBDM councils are required to review disaggregated school performance data to develop a comprehensive plan that addresses any achievement gaps.

In addition to the duties enumerated above, SBDM councils must review disaggregated school performance data showing achievement gaps between subpopulations of students. It is the SBDM council's duty to develop a school comprehensive plan that includes activities and a schedule for reducing achievement gaps. Education researchers have yet to find a quick way to bridge student achievement gaps, yet SBDM councils are charged with

developing policy to address achievement gaps. The variables associated with reducing achievement gaps include school leadership, professional development, after school student services, student intervention, student socioeconomic status, and parental involvement.

Training Requirements

KRS 160.345 mandates training for all SBDM council members, including the principal. Newly elected members are required to receive 6 hours of training within 30 days of starting their terms. Members with more than 1 year of experience are required to receive 3 hours of training within 120 days of the start of the new council year. In general, new council members receive a broad overview of SBDM council duties and roles in their initial 6-hour training sessions. These sessions are designed to introduce council members to the statutory duties of their role. KDE strongly encourages new principals without council experience to complete the 6-hour new-member training.

SBDM council training is provided by trainers who are certified by KDE. While a council can receive training from any endorsed trainer, many use trainers affiliated with the Kentucky Association of School Councils (KASC). KASC-affiliated trainers offer training to districts across the state. In some cases, educators within a district receive a training endorsement from KDE and provide SBDM council training within their home district. A network of trainers from the Kentucky Education Association also provides training to school council members in some districts.

Regardless of the training source, new SBDM council members are required to take Introduction to School Based Decision Making: Part 1 and Introduction to School Based Decision Making: Part 2. Part 1 reviews state laws governing school councils, policy development, consultation and principal selection, consensus and committees, and planning for ongoing learning. Part 2 covers council proficiency and student achievement, a review of Kentucky's Standards and Indicators for School Improvement; the state's assessment and accountability system; and basic issues of planning, professional development, and budgets.

Experienced council members can take additional courses, including
- parent engagement and student achievement,
- leading high schools and middle schools to proficiency,
- budget basics,

- steps to student proficiency,
- research instruction and action,
- planning for achievement,
- teamwork for results,
- council work and school culture,
- school council policy, and
- keys to proficient councils.

SBDM councils that are required
to hire a principal must receive
mandatory principal selection
training before making a new hire.

Pursuant to KRS 160.345(2)(h)(2), any council that hires a
principal must receive principal selection training that is over and
above the mandated annual training requirements.

Principals must also complete SBDM training requirements that
can be used to meet EILA requirements. KRS 160.345 stipulates
that "School council members elected for the first time shall
complete a minimum of six (6) clock hours of training." Principals
are not elected; thus, new principals are not necessarily required to
complete 6 hours of new SBDM member training. However, the
statute requires SBDM members who have served on the council
for 1 year to receive 3 hours of training, and this seems to apply to
principals.

Monitoring Training

Reports are submitted to KDE
verifying that SBDM council
members have received training.
There are no hard data on the
number of council members
forced to resign for failure to
obtain training.

The Kentucky Department of Education's Office of Legal and
Legislative Services opined that SBDM council members who
have failed to acquire the annual school council training by
November 1 may be removed for cause and are subject to the
guidance pursuant to KRS 160.347 (Thompson). All schools and
districts annually submit training reports to KDE for compliance
purposes. KDE requests that SBDM coordinators post training data
on each district's website, but this is not a statutory requirement.

About 95 percent of council
members reportedly receive
training. The majority of SBDM
council members who did not
receive training in school year
2009 were from Jefferson County.

In the 2009 school year, 95 percent of Kentucky's 7,633 SBDM
council members received mandated training. Of those who did not
receive training, the majority, 234, were in Jefferson County. As
Table 2.5 shows, 128 districts reported that all council members
received training. In 29 districts, between 90 and 99 percent of all
council members met their training requirements. Six districts
reported that less than 90 percent of all council members received
training.

Table 2.5
District School-based Decision Making
Council Member Training, 2009

Percentage of Members Trained	Number of Districts Reporting This Level of Training
100	128
90-99	29
Less than 90	6

Notes: Thirteen districts are not required to have school councils because they are one-school districts or because of high test scores.
Source: Kentucky Department of Education.

Overall, parents made up 42 percent of council members not receiving training in 2009. About 10 percent of principals failed to get training in 2009.

Of those SBDM council members who did not receive training in the 2009 school year, 157 (48 percent) were parents, 138 (42 percent) were teachers, and 31 (10 percent) were administrators/principals, as shown in Table 2.6. In Jefferson County, the district with the largest number of SBDM members who did not receive training, 105 were parents, 111 were teachers, and 18 were administrators or principals. Outside the Jefferson County district, 52 (57 percent) of the SBDM council members who did not report receiving training were parents.

There are no hard data on the number of council members who have been forced to resign for lack of training. KDE and KASC staff interviewed for this study could not recall any SBDM council members who have been removed for failure to complete training in the last 5 years.

Table 2.6
School-based Decision Making
Council Members Not Receiving Training, 2009

Council Member	Number of Members Not Receiving Training	
	Jefferson County Public Schools	All Other Districts
Administrator	18	13
Teacher	111	27
Parent	105	52
Total	234	92

Source: Staff analysis of Kentucky Department of Education data.

Recommendation 2.1

Recommendation 2.1 is that KDE review council training records and enforce KRS 160.345(6) by taking appropriate action toward those SBDM council members not receiving training.

Districts are required to submit training records for compliance purposes. Thus, the Kentucky Department of Education should review those records and enforce KRS 160.345(6) by taking appropriate action toward those school-based decision making council members not receiving training.

Leadership Initiatives in Kentucky

Different education agencies offer leadership training opportunities across the state. The following are examples of some ongoing leadership initiatives in Kentucky.

Kentucky Cohesive Leadership System

One example of an ongoing leadership initiative in Kentucky is the Cohesive Leadership System. The goal of the project is to build leadership capacity across the state, and to move away from isolated and uncoordinated leadership strategies found within individual districts and schools to collaborative systems.

Since 2000, the Wallace Foundation has been actively funding education leadership initiatives in Kentucky. The Wallace Cohesive Leadership System was established with a $1.9 million grant in the 2008 school year and was to run through the 2010 school year. The grant was awarded jointly to Jefferson County Public Schools and the Kentucky Department of Education. The goal of the project is to build leadership capacity across the state and to move away from isolated and uncoordinated leadership strategies found within individual districts and schools to collaborative systems that build bridges among the state, districts, and schools.

The Cohesive Leadership System integrates the development of a statewide principal leadership continuum, a statewide pilot of a principal preparation academy, the School Administrator Manager (SAM) project, and the development of instructional and teacher leadership teams.

A goal of the leadership system is to align state and district leadership standards to widely accepted leadership practices. The program focuses on shared leadership, and integrates the following four leadership initiatives:
- development of a statewide principal leadership continuum,
- statewide pilot of a principal preparation academy,
- School Administrator Manager (SAM) project, and
- instructional leadership team/teacher leadership development.

To date, Bellarmine University and Murray State University are piloting a program called the Commonwealth Principal Academy, and Northern Kentucky University and Eastern Kentucky University are planning two additional pilot programs. The content of these programs differs from traditional master's degrees in education.

The SAM project reduces a principal's administrative time burden, allowing the principal to focus on instructional leadership. There are 57 SAMs in Kentucky.

The goal of the SAM project is to reduce the principal's administrative time burden, so that principals can focus on instructional leadership rather than administrative functions. According to KDE, a SAM is not the principal, a teacher, or any individual with teaching responsibilities. There are a number of SAM models that schools can use to reduce a principal's administrative workload, such as creating a new position, converting an existing position, or adding duties to an existing position to focus principal time on student learning, teaching practice, and student learning. KDE reports that there are 57 SAMs

in Kentucky—30 in Jefferson County and the remainder in 8 other districts.

The Wallace Foundation provides funds for training and professional development opportunities for SAMs and principals, but the SAM position is funded at the district level. KDE is pursuing additional grant opportunities to maintain and expand the training provided by the SAM project.

Principal Training Redesign

The Education Professional Standards Board (EPSB) has redesigned principal training, including updates to reflect research-based program practices and high leadership expectations for principals.

In addition to formal annual training, principals have accumulated a wealth of knowledge on education policy and studies through completion of advanced university coursework. The 2006 General Assembly passed House Joint Resolution 14, which created an Education Leadership Redesign Task Force to reconfigure principal preparation programs. The task force included members from EPSB, KDE, and the Council on Postsecondary Education, as well as education professionals from local school districts, universities, state agencies, and professional organizations.

The work of the task force is reflected in EPSB's redesigned principal preparation program. The program guidelines are established in 16 KAR 3:050. The redesigned principal preparation program updates principal training to reflect research-based management practices and high leadership expectations for principals. Academic programs at colleges and universities in Kentucky are required to implement the redesign by January 2012. Professionals enrolled in older principal training programs are required to finish their preparation programs by January 31, 2014.

A rigorous evaluation methodology needs to be in place to measure the effect of the principal redesign once it is implemented.

Recommendation 2.2

Recommendation 2.2 is that EPSB develop a rigorous evaluation framework to measure the effect of the principal training redesign.

The Education Professional Standards Board should develop by July 30, 2011, a rigorous evaluation framework to measure the effect of the principal training redesign.

Master's of Education—Teacher as Leader

All educator preparation programs in Kentucky are required by 16 KAR 5:010 to implement a newly designed master's degree in education that focuses on the teacher as a leader. The new program, called the Teacher Leader Master's Program, has been

implemented at five universities to date. The program departs from the traditional master's degree in education by promoting more collaboration between educator preparation programs and schools/districts, by tailoring curriculum to individual teacher growth plans, and by focusing course work on the theme of school leadership. EPSB is responsible for evaluating and approving all master's redesign proposals.

Chapter 3

Survey Results

Introduction

This chapter presents the results of the district- and school-level surveys aimed at gauging superintendents', school board members', school principals', and SBDM council members' perceptions of and input on

- preparedness as a result of mandated training,
- appropriateness of mandated training,
- general knowledge levels where duty-related topics are concerned,
- collaborative training practices, and
- training gaps and weaknesses.

Using data related to these topics, staff also examined the relationship between academic performance and training preparedness measures.

Key themes of survey responses include an overall feeling of preparedness as a result of training and generally acceptable levels of knowledge of duty-related topics.

Specifically, this chapter offers group-by-group and overall survey results in terms of the aforementioned constructs with results presented by district and school levels and hired and elected under each level. In summary, overall participation rates were acceptable, and survey coverage was encouraging. Likewise, participants with a variety of experience levels and from varied backgrounds took part in the survey. Key themes of their responses include an overall feeling of preparation as a result of training and generally acceptable levels of knowledge of duty-related topics. Most considered mandated training requirements to be appropriate, and elected education leaders who attended training with hired education leaders tended to report higher training-related preparation levels. While relatively high preparedness and training levels were reported, overall data trends and open-ended comments suggest that training, in its current form, is a necessary but not sufficient leadership development component.

Participants

Survey participants included superintendents, school board members, school principals, and SBDM council members. Overall response rates were laudable.

As mentioned, OEA administered a survey to each of the four identified school leadership groups in the state. Superintendents, school board members, principals, and school-based decision

making councils received e-mail surveys consisting of basic background and demographic information, and detailed questions addressed the specific issues identified above. Table 3.1 summarizes the target group, the group response rate, and general demographic breakdown of the school leaders responding to the surveys. Overall, the number of respondents and response rates permit generalizations from the data with high levels of confidence. A detailed description of the survey methodology is included in Appendix C, and the four survey questionnaires can be found in Appendix D.

Table 3.1
Survey Coverage

Survey Results	Superintendents	School Board Members	Principals	SBDM Council Members
Number of responses	150	317	414	811 (280 parents and 531 teachers)
Margin of error (proportion)	< +/- 1.6%	< +/- 2.3%	< +/- 2.1%	< +/- 1.7%
Response rate	86%	44%	33%	34%
Percent of districts represented	86%	91%	72%	64%
Experience in role	< 4 Years: 35% 4-7 Years: 33% 8+ Years: 32%	< 4 Years: 36% 4-7 Years: 20% 8+ Years: 44%	< 4 Years: 36% 4-7 Years: 37% 8+ Years: 27%	< 1 Year: 29% 1 Year: 22% >1 Year: 49%

Notes: SBDM=School-based decision making. Margins of error were adjusted using the finite population correction factor.
Source: Staff surveys.

Eighty-six percent of Kentucky school superintendents responded to the survey.

Superintendents. One hundred fifty of 174 Kentucky superintendents responded to this survey, resulting in an 86 percent response rate. Respondents hailed from 86 percent of Kentucky school districts. In order to achieve responses enabling 95 percent confidence in responses within +/-5 percentage points, 120 responses were required, and the 150 acquired exceeded the confidence limit target. Experience levels for the sample were 35 percent, 33 percent, and 32 percent within the categories of 3 or fewer years, 4 to 7 years, and 8 or more years of experience, respectively. Likewise, whereas 66.7 percent had not served as a superintendent in other districts, 6 percent, 9 percent, and 18 percent had 3 or fewer years, 4-7 years, and 8 or more years of experience, respectively. More specific superintendent experience information is presented in Table 3.2.

Table 3.2
Superintendents' Reported Experience in Current and Other Districts

Years of Experience	Current District	Other Districts
	Percentage of All Responding	Percentage of All Responding
<1	6.8	66.7
1	13.2	0.0
2	6.8	3.5
3	8.4	2.8
4	6.3	2.8
5	15.8	2.1
6	7.4	2.8
7	3.7	0.7
8	4.2	0.7
9	2.1	2.8
10	3.7	1.4
>10	21.6	13.5

Note: A total of 189 responses were received for the current district question and 141 responses were received to the other districts question.
Source: Staff surveys.

Sixty-three percent of superintendents reported having master's degrees; the remaining 37 percent reported having an Ed.D., Ph.D., J.D. or other degree.

The survey requested basic educational attainment information. Approximately 63 percent of participants reported having master's degrees; 14 percent and 3 percent have education doctorate and juris doctorate degrees, respectively. Table 3.3 presents superintendents' education attainment data.

Table 3.3
Superintendents' Highest Levels of Education

Degree	Percentage of All Responding
Philosophy doctorate	1.7
Education doctorate	13.6
Juris doctorate	3.4
Master's	62.7
Other	50.3

Notes: Percentage totals exceed 100 because respondents were allowed to select more than one category. A total of 177 superintendents responded to the question.
Source: Staff surveys.

Only two superintendents reported having never taught.

Questions about the disciplines and grade levels taught by superintendents revealed that 62 percent of respondents previously taught at the high school level (grades 9-12), 48 percent reported having taught at the middle school level (grades 6-8), and 24 percent reported having taught at the elementary school level (grades K-5); only two had never taught. While one requirement to receive superintendent certification includes experience as a

teacher and principal, a few administrators bypassed this requirement and were alternatively certified. Table 3.4 presents all data regarding superintendents' past teaching positions. When asked to provide specific content areas in which they specialized, 33 percent indicated serving as science teachers, 29 percent were social studies teachers, 28 percent were mathematics teachers, and 24 percent were physical education teachers (participants were directed to indicate content specialization for every teaching role held, so the percentage exceeds 100). Table 3.4 presents a breakdown of subjects that superintendents indicated having taught.

Table 3.4
Superintendents' Past Teaching
Positions and Subjects Taught

Past Teaching Positions	Percentage of All Responding
Preschool	0.5
Elementary school (grades K-5)	24.3
Middle school teacher (grades 6-8)	48.1
High school (grades 9-12)	62.4
Other	14.8
Never taught	1.1
Total number	189
Subjects Taught	
Science	33.1
Social studies	28.8
Math	27.6
Physical education	23.9
Other	17.2
Reading	16.6
Practical living/vocational studies	14.1
Arts and humanities	10.4

Notes: Percentage totals exceed 100 because respondents were allowed to select more than one category. A total of 189 superintendents responded to the past teaching position question, and 163 responded to the subjects taught question.
Source: Staff surveys.

Superintendents reported having held previous administrative roles, including principalships and various central office positions.

Likewise, given requirements for superintendent certification, superintendents have held a variety of other leadership roles. Respondents were asked to indicate all past education leadership roles. Those roles included elementary school principal (41 percent), middle school principal (39 percent), high school principal (44 percent), and extracurricular coach (37 percent). Approximately 40 percent served as assistant superintendents, and 27 percent served as the supervisor of instruction at a school

district office. Table 3.5 presents a breakdown of previous roles held by superintendents.

Table 3.5
Previous Administrative Roles Held by Superintendents

Previous Administrative Role	Percentage of All Responding
Preschool principal	3.7
Elementary school principal (grades K-5)	41.0
Middle school principal (grades 6-8)	38.8
High school principal (grades 9-12)	44.1
Director of special education	8.5
Assistant superintendent	39.9
Finance officer	10.1
District personnel officer	17.0
Director of food services	5.9
Director of transportation	17.6
Director of extended school services	16.5
Director of technology/chief information officer	11.2
District teacher coordinator	7.4
Guidance counselor	8.5
Director of pupil personnel	18.1
Supervisor of instruction	27.1
Extracurricular coach	37.2
Other	19.7

Notes: Percentage totals exceed 100 because respondents were allowed to select more
than one category. A total of 188 superintendents responded to the question.
Source: Staff surveys.

Forty-four percent of invited school board members responded to the survey. Responses were received from 91 percent of school districts.

School board members. From a pool of 722 (of a possible 873) school board members for whom e-mail addresses were obtained, 317 chose to participate in this survey. The size of the e-mail list was less than the actual population size because a valid and comprehensive e-mail list of school board member was not available. In order to achieve responses enabling 95 percent confidence in responses within +/- 5 percentage points, 267 responses were required, and 317 acquired exceeded the target confidence limits. Likewise, respondents were geographically diverse, hailing from 91 percent of Kentucky school districts.

Because training requirements for school board members vary based on years of service, it was important to have acceptable spread across this construct. Of the respondents, 36 percent, 20 percent, and 44 percent of respondents indicated having 3 or fewer years, 4-7 years, and 8 or more years of experience,

respectively. No additional demographic information was collected. Table 3.6 breaks down school board survey respondents by years of experience.

Table 3.6
School Board Members' Years of Experience

Years of Experience	Percentage of All Responding
Less than 1	14.5
1	3.5
2	6.9
3	11.3
4	3.1
5	8.2
6	4.1
7	4.4
8	4.7
9	4.7
10	2.5
More than 10	32.1

Note: A total of 318 school board members responded to the question.
Source: Staff surveys.

Principals. From a pool of 1,373 (of a possible 1,249) principals for whom e-mail addresses were obtained, 414 chose to participate in this study. The size of the e-mail list exceeded the actual population size because a valid and comprehensive e-mail list of school principals was not available, and overrepresentation on the list was necessary in order to maximize survey outreach. In order to achieve responses enabling 95 percent confidence in responses within +/- 5 percentage points, 294 responses were required, and the 414 achieved exceeded the confidence limit target. Respondents were geographically diverse, hailing from 72 percent of Kentucky school districts.

Table 3.7 provides all principal experience data. Current-school experience levels for those who responded were 36 percent, 37 percent, and 27 percent within the categories 3 or fewer years, 4-7 years, and 8 or more years of experience, respectively.

Table 3.7
Principals' Experience in Current and Other Schools

Years of Experience	Current School Percentage of All Responding	Other Schools Percentage of All Responding
<1	2.9	41.5
1	7.3	5.6
2	10.7	7.6
3	15.3	7.9
4	11.4	2.9
5	11.9	6.8
6	7.7	6.2
7	5.8	4.7
8	6.1	2.6
9	3.1	2.6
10	2.9	1.5
>10	15.0	10.0

Note: A total of 412 principals responded to the current school question and 340 responded to the other schools question.
Source: Staff surveys.

In the survey, 72 percent of principals reported having master's degrees; the remaining 28 percent reported having Ed.D., Ph.D., J.D. or other degrees.

Approximately 72 percent of respondents reported having master's degrees, 11 percent have completed education doctorates and 6 percent have juris doctorates. Table 3.8 presents all education attainment data.

Table 3.8
Principals' Highest Levels of Education

Degree	Percentage of All Responding
Philosophy doctorate	0.2
Education doctorate	10.6
Juris doctorate	5.9
Master's	72.4
Other	48.3

Notes: Percentage totals exceed 100 because respondents were allowed to select more than one category. A total of 406 principals responded to the question.
Source: Staff surveys.

When asked to provide specific content areas in which they specialized (for those principals who served as teachers before their administrative appointment), 44 percent indicated serving as social studies teachers, 35 percent were reading teachers, 34 percent were math teachers, and 31 percent were science teachers. (Participants were directed to indicate content specialization for every teaching role held, so percentages exceed

100). Table 3.9 contains principals' past teaching data in addition to specific subjects taught. Likewise, principals have held a variety of other leadership roles including those outlined in Table 3.10. Among survey respondents, 33 percent reported serving as elementary education principals, 24 percent have served as middle school principals, and 15 percent have served as high school principals.

Table 3.9
Principals' Past Teaching Positions and Subjects Taught

Past Teaching Position	Percentage of All Responding
Preschool	1.9
Elementary school (grades K-5)	47.2
Middle school (grades 6-8)	47.5
High school (grades 9-12)	32.9
Other	14.3
Subjects Taught	
Social studies	44.2
Reading	34.9
Math	34.3
Science	31.3
Other	23.9
Physical education	14.9
Arts and humanities	13.1

Notes: Percentage totals exceed 100 because respondents were allowed to select more than one category. A total of 413 principals responded to the past teaching position question and 336 responded to the subjects taught question.
Source: Staff surveys.

Table 3.10
Previous Administrative Roles Held by Principals

Previous Administrative Role	Percentage of All Responding
Preschool principal	3.9
Elementary school principal (grades K-5)	32.8
Middle school principal (grades 6-8)	23.5
High school principal (grades 9-12)	15.1
Director of special education	1.6
Superintendent	0.0
Assistant superintendent	0.6
Finance officer	0.3
District personnel officer	0.3
Director of food services	0.6
Director of transportation	1.3
Director of extended school services	3.9
Director of technology/chief information officer	0.3
District teacher coordinator	3.2
Guidance counselor	10.0
Director of pupil personnel	1.3
Supervisor of instruction	6.1
Extracurricular coach	34.4
Other	35.0

Notes: Percentage totals exceed 100 because respondents were allowed to select more than one category. A total of 311 principals responded to this question.
Source: Staff surveys.

SBDM council members. From a pool of 2,404 (of a possible 5,870) council members for whom e-mail addresses were available, 811 chose to participate in this study. In order to achieve responses enabling 95 percent confidence in responses within +/-5 percentage points, 361 responses were required, and the 811 responses exceeded the target confidence limits. Respondent dispersion was acceptable, with respondents hailing from 64 percent of school districts. Of those who responded, 29 percent indicated having less than 1 year of experience (defined as "new" members) and 71 percent indicated having 1 or more years of experience (defined as "old" members). Table 3.11 presents specific years of experience percentages for parents and teachers. No additional demographic information was collected.

Table 3.11
SBDM Council Member' Years of Experience
By Member Type

	Percentage of All Responding	
Years of Experience	**Parents**	**Teachers**
<1	38.1	23.2
1	24.8	18.7
2	18.3	14.7
3	10.1	9.8
4	5.0	9.4
5	1.8	5.7
6	0.7	4.9
7	0.4	2.3
8	0.4	2.1
9	0.0	1.9
10	0.0	0.9
>10	0.4	6.4

Note: A total of 283 parents and 524 teachers responded to this question.
Source: Staff surveys.

Unless otherwise approved by KDE for an alternative model, councils consist of three teachers, two parents, and the principal. Though our overall sampling rate was acceptable, the expected distribution of parent and teacher SBDM council members was 40 percent and 60 percent, respectively. OEA received responses from 280 (35 percent) parent and 531 (65 percent) teacher council members; responses from 330 parents and 346 teacher council members were needed in order to be within a 95 percent confidence level and +/-5 percentage point confidence interval for responses. While the teacher response rate was sufficient, the parent response rate was not adequate, and sampling weight application was considered and found unnecessary given the relatively low impact of the respective weights for between-group comparisons. Despite the underrepresentation of parent respondents, the parent response rate enabled 95 percent in responses within +/-5 percentage points.

Participation challenges

Finding usable e-mail addresses for SBDM council members was the biggest challenge in administering the survey.

While numerous challenges exist in developing and disseminating a four-survey study, the most notable participation-related challenge was the lack of available electronic contact information for members of each group. E-mail address for school principals and superintendents were somewhat less challenging to generate

given KDE's e-mail algorithm, yet even those addresses were difficult to derive given the many idiosyncrasies associated with individuals' names and specific school district label variations. The Kentucky School Boards Association provided a fairly comprehensive school board member e-mail list; however, a portion of those addresses resulted in returned e-mails. The most difficult e-mail list to generate was that for SBDM council members. OEA staff contacted each school to obtain council members' e-mails; even so, the list was incomplete and inaccurate.

Recommendation 3.1

Recommendation 3.1 is that KDE develop and maintain an up-to-date leadership directory to facilitate better communication among all layers of district and school leadership.

The Kentucky Department of Education should develop and maintain an up-to-date directory—including e-mail addresses—of all superintendents, school board members, school principals, and school-based decision making council members to facilitate better communication between district and school leadership.

Perceived Preparedness as a Result of Training

As mentioned previously, the four surveys were designed to gauge superintendents', school board members', school principals', and SBDM council members' perceptions of and input on

- preparedness as a result of mandated training,
- appropriateness of mandated training,
- general knowledge levels of duty-related topics,
- collaborative training practices, and
- training gaps and weaknesses.

One common inquiry across the four surveys was respondent-reported level of preparedness to perform duties. The average of all "agree" or "strongly agree" answers to preparedness as a result of mandated training questions across all four groups was 87 percent, indicating an overall positive preparedness perception. Similarly, 93 percent of all respondents consider annual mandated training a valuable resource in preparing them to carry out their duties.

In looking at the school-level survey data, a comparison of principals' perceptions of SBDM members' preparedness as a result of training and SBDM council members' response to preparedness questions about themselves yielded a +/-5 percentage point average difference; 84 percent of principals indicated that they consider SBDM members to be prepared as a result of training. Similarly, a comparison of superintendents' perceptions

of school board members' preparedness as a result of training and school board members' responses to preparedness questions about themselves yielded a +/-6 percentage point average difference; 81 percent of superintendents indicated that they consider school board members prepared as a result of training.

Superintendents. According to 704 KAR 3:406, Section 8(1), superintendents must participate in 42 hours of KDE approved training over 24 months or complete an individual personal growth training plan of at least 21 hours annually. About 89 percent of respondents reported participating in the former option, with the remaining 11 percent participating in the latter.

Ninety-seven percent of superintendents indicated that mandated training was somewhat or very useful in preparing them to carry out their duties.

Ninety-seven percent indicated that mandated training was somewhat or very useful in preparing them to carry out their prescribed duties. Table 3.12 outlines all superintendent preparedness responses. Ninety-five percent rated annual superintendent training as helpful in carrying out their duties. Other valuable preparation-related resources included learning from superintendents (99 percent), self-directed learning (98 percent), and previous work experience (97 percent). The Kentucky Association of School Superintendents was rated as helpful in preparing superintendents to fulfill their duties by 97 percent of respondents, and the Kentucky Association of School Administrators and the Kentucky School Boards Association were each listed as helpful by 95 percent of respondents.

Table 3.12
Perceptions of Annual Mandated Training for Superintendents

Course	% of Superintendents Indicating Course Helped Prepare Them for Duties
Applying assessment principles	98
Analyzing assessment data	96
Applying management principles	98
Applying teaching and learning principles	96
Creating a learning culture	97
Developing and supporting high performance standards	97
Developing leadership capacity	97
Leading curriculum design/development	97
Leading organizational direction	97
Understanding school finance	98
Understanding school law	100
Understanding school-based decision making	93

Notes: This was question #10 of the superintendents' survey and can be found in Appendix D. This table combines the responses "somewhat helpful" and "very helpful." A total of 181 superintendents responded to this question.

Source: Staff analysis of leadership survey data.

Seventy-five percent of school board members agree or strongly agree that mandated training has prepared them to carry out their duties.

School Board Members. Overall, 75 percent of school board members indicated feeling prepared to carry out their duties because of mandated training, but 22 percent indicated having training needs that are not being met. Moreover, respondents indicated that mandated training was the most useful resource (94 percent indicated its usefulness) when compared to other resources aimed at helping them carry out their board member duties, and 72 percent indicated participating in the Kentucky School Boards Association's Academy of Studies program; 43 percent of those who indicated not participating in the academy intend to do so in the future. One school board member respondent wrote, "The training I have received has been invaluable in making me a better school board member." Table 3.13 outlines all preparation responses.

Table 3.13
Perceptions of Annual Mandated Training for School Board Members

Course	% of Board Members Agreeing Course Helped Prepare Them for Duties	% of Superintendents Agreeing Board Members are Prepared as a Result of This Course
Developing curriculum standards	64	59
Assessment data analysis and interpretation	65	72
Comprehensive district and school improvement plans	67	77
Addressing achievement gaps	69	71
School facilities management	72	87
Board, school-based decision making council, superintendent, principal roles	74	81
School budgeting	76	81
Student assessment	77	74
Risk management/liability	77	83
Board leadership strategies	79	83
School finance	80	82
Superintendent selection/evaluation	81	88
School safety	83	93
Media/community relations	84	86
Conducting board meetings	84	93

Notes: This was question #4 of the school board member survey and can be found in Appendix D. The Table combines those who "agreed" and "strongly agreed." The percentage of school board members who have taken each course ranged from 88 percent to 95 percent. A total of 317 school board members responded to this question.
Source: Staff analysis of leadership survey data.

Ninety-seven percent of principals indicated that annual mandated training has been somewhat or very helpful in preparing them to carry out their duties.

Principals. Among principals responding to the survey, 97 percent agreed or strongly agreed that annual mandated training has been helpful in preparing them to carry out their prescribed duties. Table 3.14 outlines all principal preparedness responses. Ninety-one percent listed mandated training as a valuable resource in preparing them to carry out their prescribed duties. Other valuable preparation-related resources included previous work experience (99 percent), learning from other principals (98 percent), self-directed learning (97 percent), serving as a formal mentor (95 percent), and working with a formal mentor (92 percent). Principals listed the Kentucky Association of School Administrators as an organization that has been most useful in helping them prepare to carry out their duties, with the Kentucky Association of School Councils (93 percent) and education cooperatives (91 percent) earning high ratings as well.

Table 3.14
Perceptions of Annual Mandated Training for Principals

Courses	% of Principals Indicating Course Helped Prepare Them for Duties
Analyzing assessment data	95
Applying assessment principles	97
Applying management principles	94
Applying teaching and learning principles	98
Creating a learning culture	97
Developing and supporting high performance standards	98
Developing leadership capacity	97
Leading curriculum design/development	98
Leading organizational direction	97
Understanding school finance	95
Understanding school law	98
Understanding school-based decision making	94

Notes: This was question # 9 of the principal survey and can be found in Appendix D. This table combines "somewhat helpful" and "very helpful." A total of 400 principals responded to this question. Source: Staff analysis of leadership survey data.

Eighty-six percent of SBDM council members indicated feeling prepared as a result of mandated training.

SBDM council members. Overall, 86 percent of SBDM council members indicated feeling prepared to carry out their duties as a result of mandated training. Further, 16 percent indicated having training needs that are not being met (13 percent of principals indicated that their SBDM council members have training needs that are not being met). Moreover, respondents indicated that mandated training was a useful resource (93 percent indicated its usefulness) when compared to other resources aimed at helping

them be prepared to carry out their board member duties, second only to Learning from Others, which was indicated at 94 percent. A 2009 Kentucky Department of Education survey of SBDM council members yielded a similar response, with 92 percent reporting that training helped "the council to operate more effectively." Fifty-six percent of those respondents placed the council, as a result of training, at proficient or distinguished categories (Commonwealth). Table 3.15 shows all SBDM preparedness responses.

Table 3.15
Perceptions of Annual Mandated Training for School Council Members

Courses	% of Council Members Indicating Course Helped Prepare Them for Duties			
	Overall	Parents	Teachers	Principals' responses
Selecting textbooks and instructional materials	70	69	70	75
Planning professional development	77	74*	80*	72
Determining the number of persons to be employed in each job classification	78	74	81	79
Selecting principals	83	82	83	92
Understanding the relationship between school improvement plans and district improvement plans	83	82	84	72
Setting the budget for school instructional funds	84	83	84	87
Determining and implementing curriculum	85	83	86	87
Implementing strategies to reduce achievement gaps	86	86	86	77
Developing policy on school discipline and classroom management	88	87	88	84
Interpreting student performance data	88	84	91	84
Consulting on personnel decisions	88	88	88	91
Developing a Comprehensive School Improvement Plan	89	89	89	83
Understanding school council statutory and regulatory authority	92	92	91	87
Understanding the separate roles and responsibilities of school councils, school boards, superintendents, and principals	93	91	94	88
Developing school council policy	70	69	70	75

Notes: This was question # 6 of the school council survey and can be found in Appendix D. This table combines "somewhat helpful" and "very helpful." A total of 800 council members responded to the question. * indicates a statistically significant difference between parents and teachers.
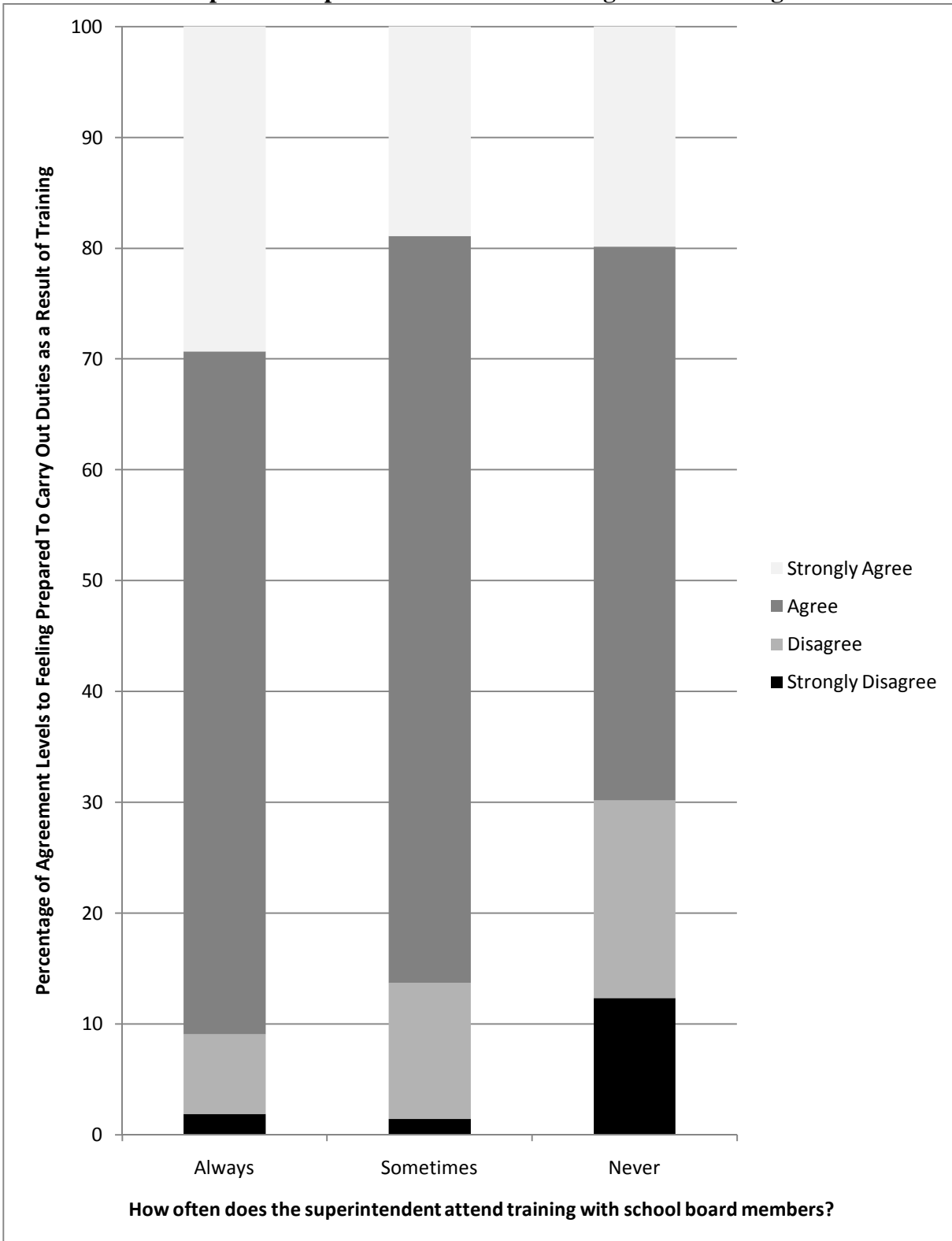Source: Staff analysis of leadership survey data.

Perceived Knowledge

Most school board members and school-based decision making council members consider themselves knowledgeable about duty-related topics (85 percent). A lower percentage (54 percent) of school principals indicated that their SBDM council had high or very high knowledge levels regarding duties, and 60 percent of superintendents responded that their school boards had high or very high duty-related knowledge levels.

Among those topics in which school board members reported having the least amount of knowledge were developing curriculum standards (73 percent indicated having knowledge), assessment data analysis and interpretation (78 percent), and addressing achievement gaps (78 percent).

As pointed out in Chapter 2, the SBDM council is responsible for analyzing test scores, selecting programs, hiring staff, and selecting curriculum and textbooks to improve student achievement. Topics in which SBDM council members reported having the least amount of knowledge were selecting textbooks and instructional materials (72 percent), selecting principals (72 percent), determining the number of persons to be employed in each job classification (74 percent), and planning professional development activities (77 percent). Tables 3.16 and 3.17 outline all perceived knowledge percentages for school board and SBDM council members. Perceived knowledge data for school principals and superintendents were not collected, given the comprehensive nature of school administrator preservice education and training. It was assumed that knowledge within and between those populations was, at least, operationally sufficient.

Finally, results outlined below offer a comparison of responses of education leaders who were trained to be professional educators and relatively untrained community members who were elected to take on education leadership duties. As detailed in Chapter 1, leadership training is just one part of the education for some leaders such as superintendents and principals, but it is the only training on education related issues received by most SBDM parent members and school board members.

Table 3.16 shows that, as topics become increasingly complex and ill-defined, general knowledge levels decline. For example, process-related topics such as conducting board meetings and school safety earn relatively high knowledge ratings, whereas topics reliant on a deeper understanding of education theory and

practice, such as standards development and data interpretation, receive lower overall knowledge ratings.

Table 3.16
School Board Members' Reported Knowledge of Training Topics

Topic	Percentage Agreeing They Are Knowledgeable
Developing curriculum standards	73
Assessment data analysis and interpretation	79
Addressing achievement gaps	80
Comprehensive district and school improvement plans	82
Risk management/liability	85
School budgeting	85
School facilities management	87
School finance	88
Student assessment	88
Superintendent selection/evaluation	89
School safety	91
Board, school council, superintendent, principal roles	90
Board leadership strategies	91
Media/community relations	94
Conducting board meetings	95

Notes: This was question # 5 of the school board member survey and can be found in Appendix D. "Percentage Agreeing" combines "agree" and "strongly agree." A total of 317 school board members responded to this question.
Source: Staff analysis of leadership survey data.

Teacher SBDM council members reported significantly higher knowledge levels in all theory and classroom practice categories, compared with parent members.

Table 3.17 offers additional examples of the contrast between professional educators who are serving as education leaders and elected individuals who take on education leadership duties yet lack the background and training. Overall, there is an average 7 percent difference between teacher and parent SBDM council members. This difference was expected, given the training inherent to becoming a classroom instructor. The only topic areas in which parents reported higher knowledge scores were setting budgets for school instruction, understanding SBDM council statutory and regulatory authority, and understanding general roles and responsibilities. Comparisons in topical knowledge ratings were not significantly different between parents and teachers. Teacher SBDM council members reported significantly higher knowledge levels in all theory and or classroom practice categories.

In 2008, OEA investigated 23 SBDM council complaints.

Despite relatively high perceived knowledge and training impact percentages, many complaints filed with OEA have been related to misunderstandings about leadership members' statutory responsibilities. In 2008, OEA investigated 23 SBDM council-

related complaints. Another plausible explanation is that principals willfully ignored SBDM laws because the risks associated with misunderstanding SBDM protocol are not perceived to be high. The survey found that all leadership entities reported high levels of knowledge of their duties. One explanation for the misalignment between the high perceptions reported on the surveys in this study and external information is response bias effects (respondents indicating more positive perceptions in order to appear as they feel OEA would want them to be), which are addressed in Appendix C.

Table 3.17
School-based Decision Making Council Members'
Reported Knowledge of Training Topics

Topic	Percentage Agreeing They are Knowledgeable		
	Overall	Parents	Teachers
Selecting textbooks and instructional materials	74	63*	80*
Selecting principals	74	70	74
Determining the number of persons to be employed in each job classification	76	69*	79*
Planning professional development	80	68*	85*
Setting the budget for instructional funds	82	81	80
Understanding the relationship between school improvement plans and district improvement plans	83	76*	86*
Determining and implementing curriculum	85	76*	90*
Developing policy on school discipline and classroom management	87	82*	90*
Consulting on personnel decisions	87	83	88
Implementing strategies to reduce achievement gaps	88	82*	91*
Understanding school council statutory and regulatory authority	87	88	87
Developing a comprehensive school improvement plan	89	86	91
Interpreting student performance data	92	86*	95*
Understanding the separate roles and responsibilities of school councils, school boards, superintendents, and principals	91	91	91
Developing school council policy	93	92	93
Understanding general roles and responsibilities	98	99	97

Notes: This was question # 7 of the school council member survey and can be found in Appendix D. "Percent Agreeing" combines those who "agree" and "strongly agreed." A total of 880 school council members responded to this question. * indicates a statistically significant difference between parents and teachers.
Source: Staff analysis of leadership survey data.

Collaborative Participation

All in all, most survey respondents reported high levels of collaborative training with other leaders. Elected leaders at both the district and school levels agreed that they trained together with their hired leaders. National research suggests that collaborative participation as well as shared education experiences in which education leaders from all levels and positions participate in training and professional development opportunities together can increase knowledge and skill transfer and application (McAdams).

School Board Members and Superintendents. All responding superintendents reported that they always or sometimes attend training with their school board members. Likewise, 96 percent of school board members reported that their superintendents sometimes or always attends training with them. Overall, school board and superintendent collaborative participation rates are high. Moreover, school board members who reported that that their superintendents sometimes or always attends training with them also reported higher ratings of perceived preparation as a result of training. Figure 3.A illustrates this relationship.

Figure 3.A
Board Members' Frequency of Training With Superintendent, With
Reported Preparedness Levels Resulting From Training

Source: Staff analysis of leadership survey data.

SBDM Council Members and School Principals. Of school principals responding to the survey, 97 percent indicated that they always or sometimes attend training with SBDM members. This aligns with the 96 percent rate reported by SBDM members for the same measure. Overall, school principal and SBDM collaborative participation rates are high. Moreover, SBDM council members who reported that their principal sometimes or always attends training with them also reported higher ratings of perceived preparation as a result of training. Specifically, 89 percent of SBDM members who reported that their principal always attends training with them reported feeling more prepared as a result of training, versus 83 percent and 69 percent for those reporting that their principal sometimes or never attends training with SBDM council members. Figure 3.B illustrates this finding.

Figure 3.B
Council Members' Frequency of Collaborative Training With Principal, Coordinated
With Reported Preparedness Levels Resulting From Training
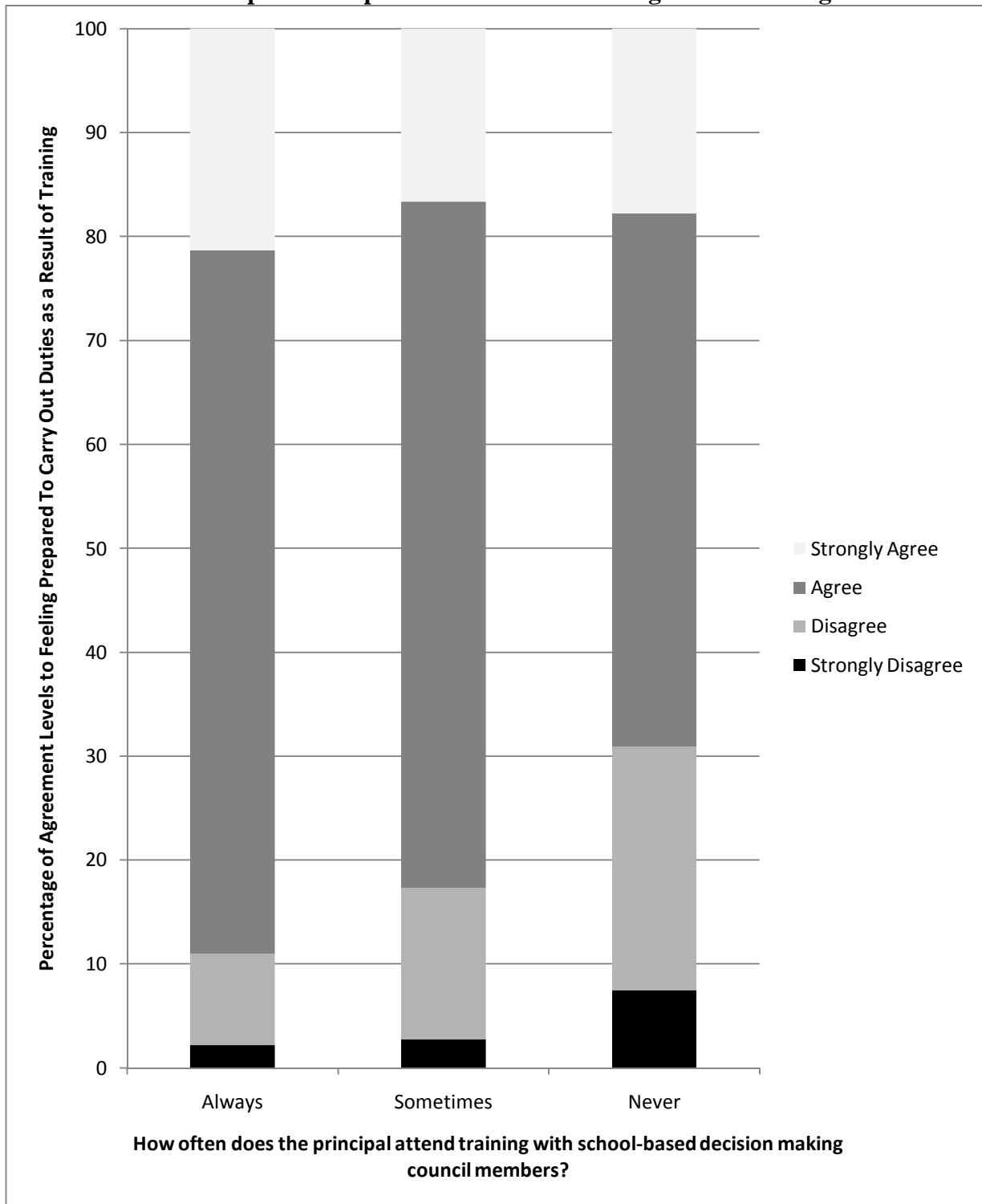
Source: Staff analysis of leadership survey data.

Perception of Training Mandates

Overall. On average, 89 percent of school board members, SBDM council members, school principals, and superintendents indicated that annual training mandates were appropriate. Likewise, few within- and between-group differences were found. In fact, the only within-group differences noted occurred within the school board members' responses, in which new members perceive training mandates for older members as inadequate. However, one concern voiced in overall survey responses did not tend to point to the annual hour requirements, but rather the nature of the content. For example, one superintendent wrote, "It is not the number of hours that concerns me, [but] rather the focus on 'compliance' as opposed to effectiveness. I actually engage in more than 21 hours but some of the best training I receive is not designated for EILA hours." Another school superintendent described annual training requirements even more pointedly:

> It is mainly hoop-jumping…finding workshops and sessions that provide 'hours'—most of them do not enhance my leadership abilities but rather just provide information, mandates, and interpret regulations. Meaningful out-of-state workshops that actually enhance my skills, knowledge, and abilities don't 'count' because these organizations won't and don't apply to KDE for approval (they have no real need to—no incentive).

Superintendents. Overall, 95 percent of responding superintendents consider annual mandated training requirements to be appropriate. When asked about appropriateness of school board member training requirements, 83 percent (overall) reported perceiving training mandates as appropriate. The rate was 85 percent when considering board members with 3 or fewer years of experience, 84 percent for 4-7 years, and 81 percent for 8 or more years.

School Board Members. While school board members are not directly affected by training for all experience levels, overall, 81 percent of respondents indicated that training requirements at each respective level are appropriate.

One board member wrote, in an effort to encapsulate the perception of less-experienced board members, that veteran board members need more training: "Education is forever changing and board members need to change with it."

Principals. Ninety-four percent of principals indicated perceiving as appropriate the annual training mandate that an instructional leader must complete an intensive program approved by the Kentucky Board of Education to include no fewer than 21 participant hours of instruction.

SBDM Council Members. Overall, 84 percent of respondents indicated that training requirements at each respective level were appropriate, and there were no significant differences between groups. For example, teacher council members with a great deal of experience responded in the same way as parent members with very little to no experience when asked about training requirement perceptions. School principals, when asked about SBDM training requirements, indicated similarly with 88 percent and 83 percent reporting that training requirements for new and old members, respectively, is appropriate.

Training Needs and Gaps

Data from Chapter 2 indicate that Kentucky's education leaders are adhering to training requirements. The surveys confirm that the required training is perceived by leaders to be useful in preparing them to fulfill their duties. Likewise, school board and school council members' perceived knowledge ratings are high. Further, the four-group average percentage of those who said they had unmet training needs was 17 percent. Despite the aforementioned high points, leadership training challenges clearly exist. In an SBDM survey conducted by the Kentucky Department of Education, district SBDM coordinators were asked to rate the overall effectiveness of the councils in their districts. Just more than 1 percent indicated that SBDMs in their districts were ineffective, 62 percent indicated that they were at a novice level, 35 percent indicated that they were at an apprentice level, slightly more than 1 percent were reported as being at a proficient level, and none were indicated as being distinguished (Commonwealth).

Overall, superintendents and school board members indicated that they do not have unmet training needs.

Superintendents. Similar to school principal participation rates, superintendent training participation rates are high. Specifically, an average of 2 percent reported not having participated in training related to listed topics. While 99 percent indicated having participated in applying management principles and applying teaching and learning principles, 97 percent reported participating in understanding school law and understanding school-based decision making topical training.

School Board Members. An average of 8 percent of respondents indicated having not participated in specific training (overall). Among the highest percentages of training not taken by school board members was developing curriculum standards, with 12 percent indicating not having taken the training. Assessment data analysis and interpretation and addressing achievement gaps were not taken by 11 percent of school board members. The training categories in which almost 95 percent participated were school finance and school safety—topics in which respondents indicated being least knowledgeable. A complete breakout of all participation response is in Table 3.18.

Table 3.18
Percentage of School Board Members Indicating That They
Have Taken the Listed Training

Course	Percentage Who Reported Participation
Developing curriculum standards	88
Addressing achievement gaps	89
Assessment data analysis and interpretation	89
Comprehensive district and school improvement plans	90
School facilities management	91
Board leadership strategies	92
School budgeting	92
Board, school council, superintendent, principal roles	92
Media/community relations	92
Superintendent selection/evaluation	92
Conducting board meetings	93
Student assessment	94
Risk management/liability	94
School finance	95
School safety	95

Notes: This was question # 4 of the school board member survey and can be found in Appendix D A total of 317 board members responded to this question.
Source: Staff analysis of leadership survey data.

Overall, principals and SBDM council members indicated that they do not have unmet training needs.

Principals. Overall, and not surprisingly given the formal education and certification requirements in place for those who serve as school administrators, school principals have adequate topic coverage. In fact, an average of only 4 percent indicated having not participated in listed topical training. The lowest participation rate occurred in applying management principles (92 percent); and the highest participation rates (98 percent) occurred in applying teaching and learning principles, understanding school-based decision making, and analyzing

assessment data. Table 3.19 outlines all school principal training participation responses.

Table 3.19
Percentage of Principals Indicating Having Participated in Training
Relating to the Listed Topic

Topic	Percentage Who Reported Participation
Applying management principles	92
Understanding school finance	94
Leading organizational direction	94
Developing and supporting high performance standards	95
Developing leadership capacity	95
Creating a learning culture	96
Understanding school law	97
Leading curriculum design/development	97
Applying assessment principles	97
Analyzing assessment data	98
Understanding school-based decision making	98
Applying teaching and learning principles	98

Notes: This was question # 9 of the principals survey and can be found in Appendix D A total of 400 board members responded to this question.
Source: Staff analysis of leadership survey data.

SBDM council members. Overall, an average of 43 percent of SBDM council members (39 percent of parent members and 47 percent of teacher members) reported having not taken listed trainings. The lowest course participation rates were for leading middle schools and high schools to proficiency (30 percent reported having taken this course); research, instruction, and action (40 percent); and teamwork for results (41 percent). The highest course participation rates were for the introductory SBDM courses (96 percent and 94 percent for parts 1 and 2, respectively) and roles and responsibilities of school councils (77 percent). Interestingly, there is not a clear relationship between reported topical knowledge levels and course participation. All course participation rates are listed in Table 3.20.

Table 3.20
Percentage of SBDM Council Members Indicating Having Taken the Listed Course

Courses	Percentage Who Reported Taking Course		
	Overall	Parents	Teachers
Leading middle schools and high schools to proficiency	30	33	27
Research, instruction, and action	40	45*	35*
Teamwork for results	41	47*	34*
Principal selection training	46	48 (42 percent of parents with 1 or less year of service have taken this training versus 58 percent of parents with more than 1 year of service)	44 (34 percent of teachers with less 1 or less year of service have taken this training versus 51 percent of teachers with more than 1 year of service)
Planning for achievement	47	53*	41*
Council work and school culture	52	55	48
Budget basics	52	59*	45*
Steps to student proficiency	52	56*	48*
Advanced school council bylaws and policies	54	59*	48*
Keys to proficient councils	54	61*	46*
Parent engagement and student achievement	62	68*	56*
School council policy	64	67	60
Roles and responsibilities of school councils	77	78	75
Introduction to school-based decision making, part 2	94	96*	91*
Introduction to school-based decision making, part 1	96	97	95

Notes: Some percentages may be low due to school council members' relatively short tenure combined with low annual training requirements. This was question # 5 of the school council member survey and can be found in Appendix D The number of board members responding per question ranged from a low of 665 for "leading middle schools and high schools to proficiency" to a high of 868 for "introduction to school-based decision making, part 1."
* indicates topics for which there was a statistically significant difference between parents and teachers.
Source: Staff analysis of leadership survey data.

Relationship Between Academic Performance Indicators and Reported Preparedness and Knowledge Levels

Staff noted no statistically significant relationship between preparedness impact of training and 2008 Kentucky Core Content Test performance.

The relationship between leadership survey responses and student performance indicators is tenuous at best. In theory, school leaders' responses indicating more training preparedness impacts, collaborative training, and higher knowledge levels would be expected to yield higher student performance scores. An examination of the relationship between Kentucky Core Content Test (KCCT) performance and preparedness yielded the results outlined in Table 3.21. Staff noted no significant relationship between preparedness impact of training and 2008 KCCT performance. Likewise, more advanced analyses yielded no significant differences within and between groups. Correlations between academic performance measures (2009 KCCT scores) and reported knowledge and preparedness levels related to training averaged -.02 for reading and -.004 for math, respectively. Given the multitude of school- and home-based factors that affect student achievement and the fact that survey responses were self-reported and not generated from an actual test of Kentucky education leaders' knowledge and applied practice changes as a result of training, it is not entirely surprising that there was no apparent impact.

Table 3.21
Relationship Between Reported Preparedness Levels
as a Result of Training and Student Performance on the 2008 KCCT

Principal Rating of Council Member's Preparedness as a Result of Training (percentage in each rating group)	Average Percentage of Students Performing at the Proficient or Distinguished Level on the 2008 KCCT	
	Math	**Reading**
Very high (7.5)	68	73
High (50)	62	70
Moderate (39)	63	69
Low (2)	68	74
Very low (1.5)	67	72

Notes: KCCT is the Kentucky Core Content Test.
Source: Staff analysis of leadership survey data.

While mandated training efforts may be a necessary component of education leadership development, they are not strong predictors of student performance. A multitude of home, community, school,

and historical factors impact academic performance measures. For example, chief contributors to academic performance are often socioeconomic in nature and, thus, far beyond the scope of prescribed superintendent, school board, principal, or SBDM duties and related training.

Leadership Training Challenges

On the surface, leadership training mandates are being met by superintendents, boards of education, principals, and school-based decision making council members. In all cases, school leaders in Kentucky self-report high levels of satisfaction with leadership training and its role in preparing them to undertake their duties and responsibilities. In addition, superintendents and principals believe that the leadership training received by their boards and councils does a good job of preparing board members and council members to perform their duties.

Study results indicate that SBDM members could benefit the most from additional training.

However, analysis of the open-ended responses from the survey suggests that training could be improved to meet the needs of appointed and elected education leaders. The most frequently mentioned group that could benefit from additional training is SBDM council members. Given that SBDM council member terms are for only 1 year, turnover is high. Thus, many council members do not receive much training beyond the mandatory 6 hours of orientation to SBDM councils. Imposing additional training requirements, though, needs to be balanced by concerns over the time burden imposed on teachers and parents. According to KASC, some schools have difficulty finding parents to serve on SBDM committees, and additional training burdens could negatively affect the attractiveness of the position.

A recent report produced on behalf of the Jefferson County Public Schools found that principals in Jefferson County consider the work of SBDM councils to be valuable, yet largely symbolic (Bercaw, Hughes, and Strawbridge). Principals reported that the time used to plan SBDM council meetings and comply with SBDM reporting requirements took away from time that could have been used to focus on instructional leadership. The results of the survey do not necessarily represent the views of principals across the state, but they do echo some of the open-ended responses a minority of principals made regarding the SBDM model.

Conclusion

Ongoing training and professional development for Kentucky's education leaders is a complex and multifaceted endeavor. The purpose of this chapter was to analyze survey results to determine whether leaders feel prepared to carry out their statutory duties as a result of training. Overall, survey participation by superintendents, school board members, school principals, and SBDM council members ranged from acceptable to exceptional, and response rates allowed for generalization of findings. Kentucky's education leaders, in general, indicated feeling prepared as a result of training and do not feel as if many of their training needs go unmet. Likewise, they reported overall high duty-related topical knowledge levels, though superintendents' and principals' ratings of school board and SBDM council knowledge, respectively, were slightly lower. Further, education leaders indicated that annual mandated training requirements were acceptable with the exception of novice board members, who indicated that more-experienced members should complete more annual training hours to remain current with evolving education issues. Collaborative training effects were present, with school board and SBDM members who regularly attended training with superintendents and school principals, respectively, reporting higher levels of preparation as a result of training.

Two overarching challenges that affected the survey were difficulty in obtaining complete and accurate e-mail addresses—especially for SBDM council members—and, more importantly, the likelihood of response bias by survey respondents. In addition to conducting research, OEA is the statutory organization responsible for investigating SBDM and school board violations. Some superintendents, board members, principals, and council members may have reported high levels of satisfaction with council preparation, knowledge, and collaboration because OEA performs an investigative function.

While the survey found that most education leaders are satisfied with the training they receive, there seems to be no rigorous evaluation of training quality undertaken by KDE. Reports are produced for compliance purposes that prove that superintendents and principals receive training. Reports are also generated to validate board member and council member training. Yet, analysis of training content and quality that participants receive seems to be lacking in the state.

KDE, KSBA, and KASC do monitor their course offerings to ensure that needed topical content is provided. Programs such as KSBA's Academy of Studies represent genuine attempts to improve the content and quality of leadership training. EILA courses must meet the criteria established by KDE for approval and inclusion in the EILA catalog. Approved SBDM council trainers must successfully complete "train the trainer" topical sessions in order to become certified trainers. In addition, generic training quality surveys are often given to leaders who complete training courses. Thus, safeguards are in place to ensure training quality.

However, the variety of training courses, the large number of approved trainers, and the compliance-driven nature of the reporting system make it difficult to ascertain the quality of the training. Establishing an evaluation system to measure the quality of training would require a tremendous amount of time and money. Even though research suggests that high-quality leadership training is associated with higher student achievement, the magnitude of that relationship is largely unknown. Thus, the issue evolves into a cost-benefit equation. Would the benefits of more rigorous training evaluation outweigh the costs associated with implementing and maintaining a strong leadership training evaluation framework?

As reported in Chapter 2, Kentucky already requires more school board member training than most states do. The requirements for SBDM council members are not excessive, but requiring additional training hours would have to be balanced by concern for teachers' and parents' willingness to serve.

Implementation of Senate Bill 1 will likely change the training needs of Kentucky's education leaders. The new assessment system and curricular changes will initiate a need for new training modules and courses. While this is not a formal recommendation, KDE, KSBA, and KASC should collaborate to ensure that critical themes are aligned across all levels of school leadership upon implementation of SB 1. In addition, methods should be developed to ensure that future training meets the needs of Kentucky's education leaders.

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Appendix A

Leadership Statutes and Regulations

Statute	Regulation	Explanation
Superintendents		
KRS 156.111	704 KAR 3:406	New superintendents hired after July 1, 1994, shall successfully complete the assessment center process within 1 year of assuming duties as superintendents. New superintendents shall be trained and tested in the following areas: • core concepts of management—up to 18 hours, • school-based decision making—up to 9 hours, • Kentucky school law—up to 9 hours, • Kentucky school finance—up to 12 hours, and • School curriculum and assessment—up to 24 hours. Superintendents shall comply with continuing education requirements by completing: • 42 hours of approved Kentucky Department of Education training over 24 months, or • an individual personal growth plan of at least 21 hours.
KRS 160.370		Superintendent acts as executive agent of the board, and • professional adviser of the board in all matters • prepares rules, regulations, bylaws, and policies under direction and approval of the board • responsible for hiring and dismissal of all personnel in district
KRS 160.390		Superintendents' duties and responsibilities include • supervising schools and examining their condition and progress; • preparing or having prepared all budgets, salary schedules, and reports required by the Kentucky Board o Education (KBE); • examining reports from teachers and other school employees; • providing reports as directed by board; • overseeing general condition of the schools; and • overseeing personnel actions including hiring, assignments, transfer, dismissal, suspension, reinstatement, promotion, demotion, and reporting the actions to the board.
KRS 160.395		Superintendent shall distribute written information provided by the Office of the Attorney General and the Department for Libraries and Archives to board members and school council members.
KRS 160.431		The superintendent shall appoint a finance officer to be responsible for cash, investment, and financial management of the district.
School Board Members		
KRS 160.160		The local board shall consist of five members, unless the county contains a city of the first class, in which the board shall have seven members. The board shall elect a chair and vice chair whose terms shall not exceed 2 years.

		The board may sue or be sued; make contracts; expend funds for liability insurance premiums and for defense of any civil action brought against an individual board member; purchase, receive, hold, and sell property; and issue bonds to build or construct improvements.
KRS 160.170		New board members, prior to assuming duties of office, shall take the oath of the board members in addition to the constitutional oath.
KRS 160.180		A board member must • be at least 24 years old; • have been a citizen of Kentucky for at least 3 years and a voter of the district for which he or she is elected; • have completed 12th grade, received a GED certificate, or received a high school diploma through participation in an external diploma program; • have an affidavit signed under penalty of perjury certifying completion of 12th grade or the equivalent thereof; • not hold a state office requiring the constitutional oath; • not hold or discharge duties of any civil or political office, deputyship, or agency under the city or county of his or her residence; • not be directly or indirectly interested in the sale (to the board) of books, stationery, or any other property, materials, supplies, equipment, or services for which school funds are spent; • not have been removed from membership on a board of education for cause; • not have a relative employed by the district if elected after July 13, 1990; and • be deemed ineligible for reelection, and removed from office if he or she does anything to become ineligible for reelection. • Annual in-service training requirements for board members include • 12 hours for board members with 0-3 years of experience, • 8 hours for board members with 4-7 years of experience, and • 4 hours for board members with 8 or more years of experience. Extensions of time to complete required training hours may be granted by KBE in true emergencies.
	702 KAR 1:115	The Kentucky School Baords Association (KSBA) provides a majority of board members' training: 8 hours for members required to obtain 12 hours of training, which equals 32 of the 48 hours of training for a 4 year term for new members. Board members with 0-3 years of experience may acquire training through flexible hours of in-service: • The allowed maximum is 4 hours per year, or 16 hours for the 4-year period. • Training credit is given via own school board's action, which is sent to KSBA. Board members with 4 to 7 years of experience may acquire hour anywhere and must send local board approval (copy of minutes) to KSBA.

		Training for board members with 8 or more years of experience is subject to the 6 topics below. Topics covered in training that relate to board members responsibilities include but are not limited to the following: • basic role and responsibility of the board and its members, • instructional programs, • district finance, • relations with superintendent and staff, • school law, and • community relations. KSBA shall offer training that covers 7 of the 10 topics below on an annual basis for new members (all 10 topics shall be covered at least once in a 24 month period). • school law; • school finance; • community relations; • policy development; • personnel relations; • instructional programs; • superintendent relations; • goal setting/decision making; • employment and evaluation of superintendent; and • educational services provided to exceptional, gifted, and other special population children
KRS 160.200		Board member elections shall be held in even-numbered years for a term of 4 years. The election shall be held at the regular November election.
KRS 160.280		Board members do not receive salaries but may receive per diems of $75 plus their actual expenses for regular meetings, special meetings, and training attended, for a maximum of $3,000 in any calendar year. Members may be reimbursed for actual and necessary expenses incurred outside the district while performing their duties as authorized by the board. Members shall be eligible for group medical and dental insurance provided for district employees. Members shall pay the full premium required for participation.
KRS 160.290		Board members' powers and duties include • controlling and managing schools in its district; • controlling and managing school funds and property; • appointing superintendent of district; • fixing compensation of employees • making, adopting, amending, or repealing rules, regulations, and bylaws for its meetings and management of schools and district property; and • entering into agreements with other boards of education per the Interlocal Cooperation Act to establish a consortium to provide services in accordance with the Kentucky Education Reform Act (KERA).
KRS 160.300		Boards have the power to summon witnesses for an investigation or

		proceeding before it, and the person summoned cannot refuse to attend or produce a written statement or refuse to testify.
KRS 160.340		School boards shall submit reports to KBE on all phases of school service. School boards shall have policies relating to • pupil transportation; • pupil conduct and discipline; • school facility limitations or restrictions; • conduct of board meetings; • personnel policies for certified employees; • evaluation of certified employees; • selection of textbooks and instructional materials; • expenditure and accounting for school funds; • SBDM policies, including a policy requiring each school council to present an annual report at a public board meeting on the school's progress in meeting educational goals and district goals set by board; and • biennial review of each school's consolidated plan that includes the activities and schedule to reduce achievement gaps. These policies shall cover matters that are at the discretion of the board and not matters covered by law or regulation.
KRS 160.455 KRS 160.470 KRS 157.440 KRS 160.593		Local boards of education are the tax-levying authority for public schools and are authorized to levy taxes on real estate, personal property, and motor vehicles. Boards are also authorized to levy utility, occupational, and excise taxes.
School -based Decision Making Councils		
KRS 160.345		School council membership shall be composed of • two parents, • three teachers, and • principal or administrator. Membership may be proportionately increased. A parent member must be the child's biological parent, stepparent, foster parent, or legal guardian. Schools that have 8 percent or more minority students enrolled by the preceding Oct. 1 shall have at least one minority member. Teacher and parent representatives shall be elected for 1-year terms. School councils shall set school policy consistent with district board policy and school goals. Upon establishing committees, school councils shall adopt a policy to • facilitate participation of interested people on committees including but not limited to classified employees and parents, and • determine the number of committees, their jurisdictions and compositions, and the process for membership selection. School councils and committees shall determine their meetings' frequency and agenda. The meetings are open to the public.

School councils shall determine, upon notification of available funds, the number of persons to be employed in each job classification at the school. School councils may make personnel decisions on vacancies; however, they shall not have authority to recommend transfers or dismissals.

School councils shall determine textbooks, instructional materials, and student support services to be provided in schools.

School councils shall consult with the librarian on needs of the library, including instructional materials, technology, and equipment.

Before filling a vacancy in the principal position, school council members shall attend training in recruiting and interviewing techniques.

School councils shall select a new principal from among those recommended by the superintendent.

If a principal vacancy occurs when a school has an index score in the lowest one-third of schools below the assistance line and has completed a scholastic audit that includes findings about lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consultation with the council.

School councils shall adopt policies to be implemented by the principal and covering the following areas:
- curriculum;
- instructional and noninstructional staff time;
- assignment of students to classes and programs;
- school schedule;
- use of school space;
- instructional practices;
- discipline and classroom management;
- extracurricular programs and policies related to student participation;
- procedures for aligning with state standards, technology use, and program appraisal; and
- procedures for assisting the council with consultation in personnel selection by principal, meetings, timelines, interviews, reviews of written applications, and review of references.

School councils shall annually review disaggregated test data.

Policies adopted by the local board to implement SBDM councils shall address the following:
- school budget and administration;
- assessment of individual student progress;
- school improvement plans, including school safety plan;
- professional development plans;
- parent and community participation;
- cooperation and collaboration within district, with other districts, and with other private and public agencies;

		• requirements for waiver of district policies;
		• requirements for record keeping by the council; and
		• process for appealing a decision.
		A school district shall not be required to implement SBDM councils if:
		• a district contains only one school; or
		• a school has attained all academic goals as determined by KDE pursuant to KRS 158.6455.
		New school council members shall complete a minimum of 6 hours of training; members who have served at least 1 year shall complete a minimum of 3 hours of training.
		An alternative SBDM model must be approved by KBE. School council formula shall include an allocation for professional development that is at least 65 percent of the district's per-pupil state allocation for each student in average daily attendance in the school.
		School council shall implement a wellness policy that permits physical activity to be considered part of the instructional day, not to exceed 30 minutes per day or 150 minutes a week. Each council shall adopt an assessment tool to determine each child's level of physical activity on an annual basis.
KRS 160.347		Council members may be removed from the council for cause. A hearing in front of the school board and a vote of four-fifths of the board members after the recommendation of the chief state school officer is required.
Principals		
KRS 156.101	704 KAR 3:325	"Instructional leader" shall be defined to include principal, assistant principal, instructional supervisor, guidance counselor, special education director, or other administrative position deemed by the Education Professional Standards Board (EPSB) to require an administrative certificate.
		Effective July 1, 2006, each instructional leader shall annually complete 21 hours of training.
		An instructional leader may annually receive 3 credit hours for serving on a beginning teacher committee and up to 6 credit hours for serving on multiple beginning teacher committees.
		Completion of required training is verified by KDE. Failure to complete training requirements shall place the instructional leader on probation for 1 year. If required training for the prior and current year is not completed during the probation period, KDE notifies EPSB, which shall revoke the instructional leader's certificate.
KRS 160.345		The principal shall be the primary administrator and instructional leader of the school.
		The principal shall select personnel to fill vacancies upon receiving a list of applicants from the superintendent and upon consultation with the school council.

| | | The principal is responsible for implementing the school council's policy that addresses the following areas:
• curriculum;
• instructional and noninstructional staff time;
• assignment of students to classes and programs;
• school schedule;
• use of school space;
• instructional practices;
• discipline and classroom management;
• extracurricular programs policies related to student participation;
• procedures for aligning with state standards, technology use, and program appraisal; and
• procedures for assisting council with consultation in personnel selection by principal, meetings, timelines, interviews, reviews of written applications, and review of references. |
| KRS 161.027 | | Principal certification requires successful completion of the examinations developed or selected by EPSB. The examinations must assess the following:
• ability to apply knowledge, instructional leadership, management, and supervision skills; and
• current instructional and administrative practices in Kentucky public education.
A 1 year certificate may be given to a person who has
• a comparable certificate from another state; or
• met all qualifications except the assessments and is selected as a principal or assistant principal in a district that the superintendent certifies to EPSB that there is a limited number of applicants meeting the requirements.

Upon successful completion of the assessment, a certificate shall be issued for an additional 4 years.

Upon successful completion of the approved preparation program and assessments, EPSB issues the applicant a statement of eligibility for internship valid for 5 years.

If the applicant doesn't participate in an internship program within five years, the applicant shall reestablish eligibility by repeating and passing the assessments or by completing 6 graduate hours.

Principal certification requires successful completion of the examinations, an approved preparation program, and an internship. Principal certification is then extended for 4 years. Certificate renewal shall require completion of continuing education requirements established by EPSB. |

Appendix B

Kentucky School Boards Association:
Academy of Studies Curriculum

Level 1: Certificate of Basic Studies
25 training hours
Conference attendance
Regional meetings

Required courses
    KSBA School Leadership Guide (self-study)
    Your Association: What You Need to Know About KSBA and its Services
    Congratulations! You Made the Team
    School Board Fiscal Responsibilities: Driving Success Through Informed Decisions—Part I
    School Board Fiscal Responsibilities: Driving Success Through Informed Decisions—Part II
    Legal Orientation I
    The Board's Policy Making Role
Required topics
    School Board Meetings
    The Board's Role in Student Achievement
    Staff/Media/Community Relations
    Basic Risk Management for School Board Members
Electives: 10 hours

Level 2: Certificate of Advanced Studies
25 training hours
Conference attendance
Regional meetings

Required courses
    Leading Effective Meetings: A Board's Guide to Parliamentary Procedure
    Finance II: Dollars and Sense
    The Board Meeting as a Community Forum
Required topics
    School Safety and Discipline
    Employee Relations/School Personnel
    Superintendent Selection/Evaluation
    Board/Superintendent Relations
    Curriculum and Instruction
    Student Assessment
    School Facilities
    Student Learning and Support Services
Electives: 11.25 hours

Level 3: Certificate of Excellence
25 training hours
Conference attendance
Regional meetings

Required courses
    Finance III: Dollars and Decisions
    A Look in the Mirror: Board Member Self-evaluation
    When Pigs Fly: Promoting Student Achievement to the Community
Required topics
    Legal Issues
    Student Health & Wellness
    Leadership Through Teamwork
    Curriculum and Instruction
    School & District Improvement Plans
    Liability Issues & Insurance
    Legislative Issues/Current Topics
Electives: 12. 5 hours

Level 4: Certificate of Distinction
18 training hours
Conference attendance
Regional meeting

Required courses
    If You Tell It They Will Come: Marketing Your District's Success Stories
Required topics
    Risk Management Case Studies
Electives: 12 hours

Level 5: Certificate of Leadership
18 training hours
Conference attendance
Regional meeting

Required courses
The Perfect Interview
Required Topics
Exemplary Leadership Strategies
Advanced Risk Management for School Board Members

Appendix C

Survey Methodology

Survey Development and Methodology

Participants were asked to provide responses to surveys designed by the Office of Education Accountability (OEA) specifically to gauge perceived preparedness as a result of training, training needs and gaps, perceived knowledge, collaborative participation in training, perception of training mandates within and between experience levels, and the relationship between academic performance indicators and reported preparedness and knowledge levels. In order to customize each survey to best reflect the training areas and general knowledge topics most relevant to each participant group, OEA staff reviewed regulations and training guidelines applicable to each respective population. The School Board Training Survey (SBTS) comprised 10 selected-response and open-ended questions aligned with Kentucky School Board Association training constructs. Likewise, the School-Based Decision Making Council Training Survey (SBDMTS) comprised 10 selected-response and open ended questions aligned with Kentucky Association of School Councils training guidelines. The School Principal Training Survey (SPTS) and the School Superintendent Training Survey (SSTS) comprised 17 and 18, respectively, selected-response and open-ended questions. SPTS and SSTS training constructs were culled from KRS 156.101 (EILA), 704 KAR 3:406, and 704 KAR 3:325. Likewise, principal and superintendent construct development was directed by the Kentucky Department of Education Office of Leadership and School Improvement's *Technical Assistance Manual for Instructional Leaders and Training Program Providers* (July 1, 2008-June 30, 2009, Ed.). Survey questions related to training perceptions employed Likert-style items (strongly disagree - strongly agree). While most questions on each survey were constructed to gain training-related insight, each survey did contain appropriate demographic questions as well. Each web-based instrument was constructed by OEA staff and reviewed and approved by the Legislative Research Committee's survey review team. Survey copies may be found in Appendix D

Design and Procedure

Potential participants were solicited by e-mail and asked to complete the online instruments via SurveyMonkey.com (a common online survey application). School board member participants had access to their surveys from July 8–Aug. 25, 2009. School-based decision making council members had access to their surveys from July 23–Sept. 23, 2009. Principals and superintendents had access to their surveys from Aug. 17–Oct. 11, 2009 and Aug. 17–Oct. 16, respectively. Approximately 2 weeks after the initial solicitation, OEA staff sent a follow-up e-mail to remind potential respondents of the opportunity to respond and to thank individuals who had already completed the surveys. Hard-copy versions of the surveys were made available to individuals who were not able to complete the online versions of the surveys. Only 19 individuals completed hard-copy versions of the survey. Hard-copy submissions were hand entered into SurveyMonkey by OEA staff, and original submissions were held confidentially. Only one respondent reported a problem accessing the survey via the e-mail hyperlink. Likewise, one respondent indicated not

understanding the questions and/or finding the general constructs "incomplete." All reported technical problems were, upon investigation, found to be user error or caused by users' machine idiosyncrasies.

OEA staff imported raw data via the survey vendor's online tool and analyzed data in SAS 9.2 using standard survey analysis procedures and related statistical tests, when appropriate. Likewise, staff employed Excel 2007 in order to augment SAS output and foster table and graph continuity.

Limitations

In addition to the unavailability and inaccuracy of contact information for individuals in each education leadership group, one other limitation of the surveys' findings may be demand characteristic bias. Specifically, given OEA's dual role as an investigative and research entity, some respondents may have presupposed and/or assumed things about the purpose of the survey. These presuppositions may have resulted in cooperative-subject effects (desire to please the researcher despite the truth) and/or the evaluation apprehension effect (hope to be seen by the researcher in a positive light in an effort to avoid aversive stimuli). While these biases play some role in almost all survey-centered studies, OEA's reputation and function may have affected responses. Though no evidence suggests that mass bias exists, it is only prudent to be aware of the possibility when using the data herein.

Appendix D

Survey Instruments

School Board Member Training Survey

1. Office of Education Accountability School Board Member Training Survey

The Education Assessment and Accountability Review Subcommittee, a legislative subcommittee of the General Assembly, assigned the Office of Education Accountability (OEA) the task of studying leadership training programs for school board members, school-based decision making council members, district superintendents, and school principals.

Leadership is crucial to the success of schools. Legislators are interested in knowing the types of leadership training provided in Kentucky and whether leaders feel that training programs prepare school decision makers to perform their statutory duties.

To accomplish this task, OEA is surveying all school board members regarding training and its role in preparing board members to perform their duties. This questionnaire asks you to identify the district where you serve. This data is being used to determine if respondents are geographically diverse from across the state. In reporting results from this survey, individual respondents will not be identified.

Please take time to complete this questionnaire so that your thoughts and input will be reflected in this leadership training study. We ask that the questionnaire be completed and returned NO LATER THAN FRIDAY, JULY 24, 2009.

If you have any questions about this survey, please contact Ken Chilton by phone at OEA, 502-564-8167 or by e-mail at ken.chilton@lrc.ky.gov.

2. Office of Education Accountability School Board Member Training Survey

* 1. In which school district do you serve as a board member?

District

District [   ]

* 2. How many years of experience do you have on the board?

Years of Experience

Years of Experience [   ]

3. KRS 160.180 requires school board members to receive annual training. Please indicate below how appropriate you feel the requirements are for the respective years of experience listed.

	Training requirements are excessive	Training requirements are appropriate	Training requirements are insufficient
0 - 3 Years (must attend 12 hours of training annually)	○	○	○
4 - 7 Years (must attend 8 hours of training annually)	○	○	○
8 or More Years (must attend 4 hours of training annually)	○	○	○

Please provide additional comments regarding the annual training requirement as applicable.

[   ]

4. For each topic below, please rate your agreement or disagreement with the following statement.

"The board training on this topic has been helpful in preparing me to carry out my board member duties."

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I have not taken this training
School Finance	○	○	○	○	○	○
School Budgeting	○	○	○	○	○	○
Risk Management/Liability	○	○	○	○	○	○
Conducting Board Meetings	○	○	○	○	○	○
Media/Community Relations	○	○	○	○	○	○
Student Assessment	○	○	○	○	○	○
Assessment Data Analysis and Interpretation	○	○	○	○	○	○
Addressing Achievement Gaps	○	○	○	○	○	○
Developing Curriculum Standards	○	○	○	○	○	○
Board Leadership Strategies	○	○	○	○	○	○
School Safety	○	○	○	○	○	○
Superintendent Selection/Evaluation	○	○	○	○	○	○
School Facilities Management	○	○	○	○	○	○
District & School Improvement Plans (CDIP/CSIP)	○	○	○	○	○	○
Board, School-Based Decision Making Council, Superintendent, Principal Roles	○	○	○	○	○	○

If you indicated "Strongly Disagree" or "Disagree" for any of the topics above, please use the space below to explain how the training could have been more helpful.

5. For each topic below, please rate your agreement or disagreement with the following statement.

"I am knowledgeable about this area of school board member responsibility."

	Strongly disagree	Disagree	Agree	Strongly agree
School Finance	○	○	○	○
School Budgeting	○	○	○	○
Risk Management/Liability	○	○	○	○
Conducting Board Meetings	○	○	○	○
Media/Community Relations	○	○	○	○
Student Assessment	○	○	○	○
Assessment Data Analysis and Interpretation	○	○	○	○
Addressing Achievement Gaps	○	○	○	○
Developing Curriculum Standards	○	○	○	○
Board Leadership Strategies	○	○	○	○
School Safety	○	○	○	○
Superintendent Selection/Evaluation	○	○	○	○
School Facilities Management	○	○	○	○
District & School Improvement Plans (CDIP/CSIP)	○	○	○	○
Board, School-Based Decision Making Council,	○	○	○	○

Superintendent,
Principal Roles

6. Do you have training needs that are not being met?

◯ Yes

◯ No

If you indicated "Yes," please explain how your training needs could be better served.

[text box]

7. Which of the following statements reflects how often your superintendent attends training with the board?

◯ Always

◯ Sometimes

◯ Never

8. For each resource below, please rate your agreement or disagreement with the following statement.

"This resource has been useful in preparing me to carry out my duties as a school board member."

	Strongly disagree	Disagree	Agree	Strongly agree
Mandated board member training	◯	◯	◯	◯
"Self-Directed" learning	◯	◯	◯	◯
Learning from other members on the board	◯	◯	◯	◯
Networking with board members from other boards	◯	◯	◯	◯
Academic coursework and training	◯	◯	◯	◯

Please list below other resources that have been important in preparing you to be a board member.

[text box]

9. The Kentucky School Boards Association (KSBA) has started a new board member training program called the Academy of Studies. This training program provides 5 levels of certification based upon a board member meeting the training requirements.

Are you currently participating in the Academy of Studies program?

◯ Yes

◯ No

10. If "No," do you intend to participate in the Academy of Studies program in the future in order to receive KSBA certification?

◯ Yes

◯ No

◯ I Don't Know

THANK YOU FOR COMPLETING THIS SURVEY!

Superintendent Training Survey

Superintendent Training Survey

The Education Assessment and Accountability Review Subcommittee, a subcommittee of the General Assembly, assigned the Office of Education Accountability (OEA) the task of studying leadership training for school board members, school-based decision making council members, district superintendents, and school principals.

Leadership is crucial to the success of schools. Legislators are interested in knowing the types of leadership training provided in Kentucky and whether leaders feel that training programs prepare school decision makers to perform their statutory duties.

To accomplish this task, OEA is surveying all superintendents regarding training and its role in preparing individuals to perform their duties. There are items in this questionnaire that ask for input on your own training and training as it relates to school board knowledge and preparedness levels. This questionnaire asks you to identify the district where you serve, which will only be used to determine if survey responses are received from across the state. In reporting results from this survey, individual respondents will not be identified.

Please complete this questionnaire so that your thoughts and input will be reflected in this leadership training study. We ask that the questionnaire be completed and returned NO LATER THAN September 18, 2009.

If you have any questions about this survey, contact Ken Chilton by phone at OEA 502-564-8167 or by e-mail at ken.chilton@lrc.ky.gov.

1. In which district do you serve as a superintendent?

District

District [   ]

2. How many years of experience do you have as a superintendent in this and other districts?

	This district	Other districts
Years of Experience	[ ]	[ ]

3. Select the levels of education completed and/or those degrees toward which you are working. Check all that apply.

	Ph.D.	Ed.D.	J.D.	Master's	Other
Education completed	☐	☐	☐	☐	☐
In progress	☐	☐	☐	☐	☐

If you selected "Other," use the space below to list your specific degree or degree program.

_____

4. Select the options that describe your past teaching position(s). Check all that apply.

☐ Preschool teacher

☐ Elementary school teacher (K - 5)

☐ Middle school teacher (6 - 8)

☐ High school teacher (9 - 12)

☐ Other

☐ Never taught

If you selected, "Other," describe your past position(s) below.

[text box]

5. Have you ever served as a special education teacher?

○ Yes

○ No

6. If you served as a teacher in a specific content area, what subjects did you teach? Check all that apply.

	Arts & Humanities	Math	Practical Living/Vocational Studies	Reading	Science	Social Studies	Physical Education	Other
Subject(s) taught	☐	☐	☐	☐	☐	☐	☐	☐

If you selected "Other," use the space below to list those content areas.

[text box]

7. Select the options that describe your other prior position(s). Check all that apply.

- [ ] Preschool principal
- [ ] Elementary school principal (K - 5)
- [ ] Middle school principal (6 - 8)
- [ ] High school principal (9 - 12)
- [ ] Director of special education
- [ ] Assistant superintendent
- [ ] Finance officer
- [ ] District personnel officer
- [ ] Director of food services
- [ ] Director of transportation
- [ ] Director of extended school services
- [ ] Director of technology/Chief information officer
- [ ] District teacher coordinator
- [ ] Guidance counselor
- [ ] Director of pupil personnel
- [ ] Supervisor of instruction
- [ ] Extracurricular coach
- [ ] Other

If you selected, "Other," describe your past education position(s) below.

Mandated Training Options

8. State regulation 704 KAR 3:406 Section 8(1) outlines continuing education requirements for superintendents. In which of the following annual mandated training options are you currently participating?

◯ 42 hours of Kentucky Department of Education-approved training over 24 months

◯ Annual individual personal growth training plan of at least 21 hours

If you indicated that you are completing an "individual personal growth training plan," use the space below to describe your plan or send a copy via e-mail to Keith.White@lrc.ky.gov.

9. How appropriate are the required training hours for superintendents?

	Excessive	Appropriate	Insufficient
Required training hours are	◯	◯	◯

If you indicated "Excessive" or "Insufficient," use the space below to explain your answer.

Annual Training Requirements

Superintendents may fulfill training requirements through study of a variety of course topics.

10. How helpful has training in the following topics been in preparing you to fulfill your duties?

	Not helpful	Somewhat helpful	Very helpful	I have not completed training for this topic
a. Applying management principles	◯	◯	◯	◯
b. Understanding school law	◯	◯	◯	◯
c. Understanding school finance	◯	◯	◯	◯
d. Leading curriculum design/development	◯	◯	◯	◯
e. Applying assessment principles	◯	◯	◯	◯
f. Analyzing assessment data	◯	◯	◯	◯
g. Understanding school-based decision making	◯	◯	◯	◯
h. Applying teaching and learning principles	◯	◯	◯	◯
i. Leading organizational direction	◯	◯	◯	◯
j. Developing and supporting high performance standards	◯	◯	◯	◯
k. Creating a learning culture	◯	◯	◯	◯
l. Developing leadership capacity	◯	◯	◯	◯

Resources

School administrators learn from a variety of formal and informal sources. Questions 11 through 13 focus on the training-related resources and organizations available to you as a school superintendent.

11. For each resource below, rate your agreement or disagreement with the following statement.

"This resource has been useful in preparing me to carry out my duties as a superintendent."

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. Preparation for superintendent certification testing	○	○	○	○	○
b. Superintendent training	○	○	○	○	○
c. State conferences	○	○	○	○	○
d. National conferences	○	○	○	○	○
e. Individual Growth Training Plan	○	○	○	○	○
f. Formal education (such as B.A., Ph.D., or Ed.D.)	○	○	○	○	○
g. Serving as a Highly Skilled Educator	○	○	○	○	○
h. Working with an assigned Highly Skilled Educator	○	○	○	○	○
i. Working with a Voluntary Partnership Assistance Team	○	○	○	○	○
j. Self-directed learning (such as independent research and reading)	○	○	○	○	○
k. Previous work experience	○	○	○	○	○
l. Learning from other superintendents	○	○	○	○	○

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
m. Serving as a formal mentor	○	○	○	○	○
n. Working with a formal mentor	○	○	○	○	○
o. Other resource	○	○	○	○	○

If you indicated "Other resource," use the space below to describe that/those resource(s).

12. For each organization below, rate your agreement or disagreement with the following statement.

"This organization has been useful in preparing me to carry out my duties as a superintendent."

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
Education cooperatives	○	○	○	○	○
The Kentucky Department of Education	○	○	○	○	○
The Kentucky School Boards Association	○	○	○	○	○
The Kentucky Association of School Administrators	○	○	○	○	○
The Kentucky Association of School Superintendents	○	○	○	○	○
Other organization	○	○	○	○	○

If you indicated "Other organization," use the space below to describe that/those resource(s).

13. Do you have training needs that are not being met?

○ Yes

○ No

If you indicated "Yes," explain how your training needs could be better served.

School Board Member Training

Questions 14 through 18 ask you to evaluate the impact of mandated training on your school board's ability to perform its duties. When answering these questions, consider the entire board rather than individual members.

14. How would you describe your school board's overall level of knowledge on issues pertaining to carrying out school board duties?

	Very low	Low	Moderate	High	Very high
Level of knowledge	○	○	○	○	○

15. For each topic below, rate your agreement or disagreement with the following statement.

"On the whole, the board's training in the following topic has prepared my school board to peform its duties."

	Strongly disagree	Disagree	Agree	Strongly agree
Understanding school finance	○	○	○	○
Understanding school budgeting	○	○	○	○
Understanding risk management/liability	○	○	○	○
Conducting board meetings	○	○	○	○
Understanding media/community relations	○	○	○	○
Applying student testing principles	○	○	○	○
Analyzing and interpreting assessment data	○	○	○	○
Addressing achievement gaps	○	○	○	○
Developing curriculum standards	○	○	○	○
Applying board leadership strategies	○	○	○	○
Understanding school safety	○	○	○	○
Understanding superintendent selection/evaluation	○	○	○	○
Applying school facilities management principles	○	○	○	○
Developing district & school improvement plans	○	○	○	○
Understanding roles and responsibilities of	○	○	○	○

school boards, SBDMs,
superintendents, and
principals

16. KRS 160.180 requires school board members to receive annual training. The required amount of training is based on experience. How appropriate are these requirements?

	Excessive	Appropriate	Insufficient
12 hours of training annually for board members with 0-3 years of experience	○	○	○
8 hours of training annually for board members with 4-7 years of experience	○	○	○
4 hours of training annually for board members with 8 or more years of experience	○	○	○

17. Does your school board have training needs that are not being met?

○ Yes

○ No

If you indicated "Yes," explain how your school board's training needs could be better served.

18. How often do you attend training with school board members?

○ Always

○ Sometimes

○ Never

School-based Decision Making Council Member Survey

1. School-based Decision Making Council Survey

The Education Assessment and Accountability Review Subcommittee, a subcommittee of the General Assembly, assigned the Office of Education Accountability (OEA) the task of studying leadership training programs for school board members, school-based decision making council members, district superintendents, and school principals.

Leadership is crucial to the success of schools. Legislators are interested in knowing the types of leadership training provided in Kentucky and whether leaders feel that training programs prepare school decision makers to perform their statutory duties.

To accomplish this task, OEA is surveying all school-based decision making council members regarding training and its role in preparing council members to perform their duties. This questionnaire asks you to identify the district and school where you serve, which will only be used to determine if survey responses are received from across the state. In reporting results from this survey, individual respondents will not be identified.

Please take time to complete this questionnaire so that your thoughts and input will be reflected in this leadership training study. We ask that the questionnaire be completed and returned NO LATER THAN August 14, 2009.

If you have any questions about this survey, please contact Ken Chilton by phone at OEA, 502-564-8167 or by e-mail at ken.chilton@lrc.ky.gov.

1. In what capacity do you serve on the SBDM council?
(Please note that principals will be asked to complete a separate survey.)

○ Teacher

○ Parent

○ Other

If "Other," please specify your role below.

2. Please indicate the district and school where you serve as an SBDM council member.

	District & School
District & School	

3. How many years of experience do you have as an SBDM council member at this school and at other schools?

	At this school	At other schools
Years of Experience		

Questions 4, 5, and 6 focus on the mandated training you receive as required by KRS 160.345.

4. Please indicate how appropriate you feel the number of required training hours are for new (less than 1 year of service) and experienced (1 year or more of service) SBDM council members.

	Number of hours is excessive	Number of hours is appropriate	Number of hours is insufficient
6 hours of annual training for new SBDM council members	○	○	○
3 hours of annual training for experienced SBDM council members	○	○	○

5. The Kentucky Association of School Councils and other vendors provide SBDM training across many subjects. Have you completed the following SBDM training courses?

	Yes	No
Introduction to school-based decision making, part 1	○	○
Introduction to school-based decision making, part 2	○	○
Parent engagement and student achievement	○	○
Roles and responsibilities of school councils	○	○
Advanced SBDM bylaws and policies	○	○
Leading middle schools and high schools to proficiency	○	○
Budget basics	○	○
Steps to student proficiency	○	○
Research, instruction, and action	○	○
Planning for achievement	○	○
Teamwork for results	○	○
Council work and school culture	○	○
School council policy	○	○
Keys to proficient councils	○	○
Principal selection training	○	○
Other	○	○

If you indicated "Yes" to "Other" sessions, please use the space below to describe the completed courses.

6. SBDM training covers multiple topics. For each topic below, please rate your agreement or disagreement with the following statement.

"The SBDM council member training I have taken has been helpful in preparing me to carry out my council member duties."

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Understanding general roles and responsibilities	○	○	○	○	○
b. Determining and implementing curriculum	○	○	○	○	○
c. Developing policy on school discipline and classroom management	○	○	○	○	○
d. Determining the number of persons to be employed in each job classification	○	○	○	○	○
e. Selecting textbooks and instructional materials	○	○	○	○	○
f. Selecting principals	○	○	○	○	○
g. Consulting on personnel decisions	○	○	○	○	○
h. Setting the budget for school instructional funds	○	○	○	○	○
i. Interpreting student performance data	○	○	○	○	○
j. Implementing strategies to reduce achievement gaps	○	○	○	○	○
k. Developing a Comprehensive School Improvement Plan (CSIP)	○	○	○	○	○
l. Understanding the relationship between school improvement plans and district improvement plans	○	○	○	○	○
m. Planning professional development	○	○	○	○	○
n. Understanding the separate roles and responsibilities of SBDM councils, school boards, superintendents, and principals	○	○	○	○	○
o. Understanding SBDM council statutory and regulatory authority	○	○	○	○	○
p. Developing SBDM council policy	○	○	○	○	○

Please use the space below to explain how the training could have been more helpful.

7. For each topic below, please rate your agreement or disagreement with the following statement.

"I am knowledgeable about this area of SBDM council member responsibility."

	Strongly disagree	Disagree	Agree	Strongly agree
a. Understanding general roles and responsibilities	◯	◯	◯	◯
b. Determining and implementing curriculum	◯	◯	◯	◯
c. Developing policy on school discipline and classroom management	◯	◯	◯	◯
d. Determining the number of persons to be employed in each job classification	◯	◯	◯	◯
e. Selecting textbooks and instructional materials	◯	◯	◯	◯
f. Selecting principals	◯	◯	◯	◯
g. Consulting on personnel decisions	◯	◯	◯	◯
h. Setting the budget for school instructional funds	◯	◯	◯	◯
i. Interpreting student performance data	◯	◯	◯	◯
j. Implementing strategies to reduce achievement gaps	◯	◯	◯	◯
k. Developing a Comprehensive School Improvement Plan (CSIP)	◯	◯	◯	◯
l. Understanding the relationship between school improvement plans and district improvement plans	◯	◯	◯	◯
m. Planning professional development	◯	◯	◯	◯
n. Understanding the separate roles and responsibilities of SBDM councils, school boards, superintendents, and principals	◯	◯	◯	◯
o. Understanding SBDM council statutory and regulatory authority	◯	◯	◯	◯
p. Developing SBDM council policy	◯	◯	◯	◯

8. Do you have training needs that are not being met?

◯ Yes

◯ No

If you indicated "Yes," please explain how your training needs could be better served.

[text box]

9. Which of the following statements reflects how often your principal attends training with SBDM council members?

○ Always

○ Sometimes

○ Never

10. For each resource below, please rate your agreement or disagreement with the following statement.

"This resource has been useful in preparing me to carry out my duties as an SBDM council member."

	Strongly disagree	Disagree	Agree	Strongly agree
Mandated SBDM council member training	○	○	○	○
"Self-directed" learning such as independent research and reading	○	○	○	○
Learning from other council members	○	○	○	○
Networking with council members outside my district	○	○	○	○
Previous work experience	○	○	○	○
Formal education	○	○	○	○

Please list below other resources that have been important in preparing you to be an SBDM council member.

Thank you for completing this survey!

Principal Training Survey

Principal Training Survey

The Education Assessment and Accountability Review Subcommittee, a subcommittee of the General Assembly, assigned the Office of Education Accountability (OEA) the task of studying leadership training for school board members, school-based decision making council members, district superintendents, and school principals.

Leadership is crucial to the success of schools. Legislators are interested in knowing the types of leadership training provided in Kentucky and whether leaders feel that training programs prepare school decision makers to perform their statutory duties.

To accomplish this task, OEA is surveying all principals regarding training and its role in preparing individuals to perform their duties. There are items in this questionnaire that ask for input on your training and training for your school-based decision making council as it relates to its knowledge and ability to perform its duties. This questionnaire asks you to identify the district and school where you serve, which will only be used to determine if survey responses are received from across the state. In reporting results from this survey, individual respondents will not be identified.

Thank you for completing this questionnaire so that your thoughts and input will be reflected in this leadership training study. We ask that the questionnaire be completed and returned NO LATER THAN September 18, 2009.

If you have any questions about this survey, contact Ken Chilton by phone at OEA at 502-564-8167 or by e-mail at ken.chilton@lrc.ky.gov.

1. In which district and school do you serve as a principal?

District & School

District & School

2. How many years of experience do you have as a principal in this and other schools?

This school   Other schools

Years of Experience

3. Select the levels of education completed and/or those degrees toward which you are working. Check all that apply.

	Ph.D.	Ed.D.	J.D.	Master's	Other
Education completed	☐	☐	☐	☐	☐
In progress	☐	☐	☐	☐	☐

If you selected "Other," use the space below to list your specific degree or degree program.

_____

4. Select the options that describe your past teaching position(s). Check all that apply.

☐ Preschool teacher

☐ Elementary school teacher (K - 5)

☐ Middle school teacher (6 - 8)

☐ High school teacher (9 - 12)

☐ Other

If you selected, "Other," describe your past teaching position(s) below.

5. If you served as a teacher in a specific content area, what subjects did you teach? Check all that apply.

	Arts & Humanities	Math	Practical Living/Vocational Studies	Reading	Science	Social Studies	Physical Education	Other
Subject(s) taught	☐	☐	☐	☐	☐	☐	☐	☐

If you selected "Other," use the space below to list that content area.

6. Have you ever served as a special education teacher?

○ Yes

○ No

7. Select the options that describe your other prior position(s). Check all that apply.

☐ Preschool principal

☐ Elementary school principal (K - 5)

☐ Middle school principal (6 - 8)

☐ High school principal (9 - 12)

☐ Director of special education

☐ Superintendent

☐ Assistant superintendent

☐ Finance officer

☐ District personnel officer

☐ Director of food services

☐ Director of transportation

☐ Director of extended school services

☐ Director of technology/Chief information officer

☐ District teacher coordinator

☐ Guidance counselor

☐ Director of pupil personnel

☐ Supervisor of instruction

☐ Extracurricular coach

☐ Other

If you selected, "Other," describe your past education position(s) below.

The Effective Instructional Leadership Act

8. The Effective Instructional Leadership Act (KRS 156.101) mandates that an instructional leader annually complete an intensive training program approved by the Kentucky Board of Education to include no fewer than 21 participant hours of instruction.

How appropriate are the required training hours for principals?

	Excessive	Appropriate	Insufficient
Required training hours are	◯	◯	◯

If you indicated "Excessive" or "Insufficient," use the space below to explain your answer.

9. How helpful has training in the following topics been in preparing you to fulfill your duties?

	Not helpful	Somewhat helpful	Very helpful	I have not completed training for this topic
Applying management principles	◯	◯	◯	◯
Understanding school law	◯	◯	◯	◯
Understanding school finance	◯	◯	◯	◯
Leading curriculum design/development	◯	◯	◯	◯
Applying assessment principles	◯	◯	◯	◯
Analyzing assessment data	◯	◯	◯	◯
Understanding school-based decision making	◯	◯	◯	◯
Applying teaching and learning principles	◯	◯	◯	◯
Leading organizational direction	◯	◯	◯	◯
Developing and supporting high performance standards	◯	◯	◯	◯
Creating a learning culture	◯	◯	◯	◯
Developing leadership capacity	◯	◯	◯	◯

Resources

School administrators learn from a variety of formal and informal sources. Questions 10 through 12 focus on the training-related resources and organizations available to you as a school principal.

10. For each resource below, rate your agreement or disagreement with the following statement.

"This resource has been useful in preparing me to carry out my duties as a principal."

	Strongly disagree	Disagree	Agree	Strongly agree	Not Applicable
a. Preparation for Kentucky Specialty Test of Instructional and Administrative Practices and School Leadership Licensure Assessment	○	○	○	○	○
b. Annual principal training	○	○	○	○	○
c. State conferences	○	○	○	○	○
d. National conferences	○	○	○	○	○
e. Formal education (such as B.A., Ph.D., or Ed.D.)	○	○	○	○	○
f. Serving as a Highly Skilled Educator	○	○	○	○	○
g. Working with an assigned Highly Skilled Educator	○	○	○	○	○
h. Working with a Voluntary Partnership Assistance Team	○	○	○	○	○
i. Self-directed learning (such as independent research and reading)	○	○	○	○	○
j. Previous work experience	○	○	○	○	○
k. Learning from other	○	○	○	○	○

l. Serving as a formal mentor	○	○	○	○	○
m. Working with a formal mentor	○	○	○	○	○
n. Other resource	○	○	○	○	○

If you indicated "Other resource," use the space below to describe that/those resource(s).

11. For each organization below, rate your agreement or disagreement with the following statement.

"This organization has been useful in preparing me to carry out my duties as a principal."

	Strongly disagree	Disagree	Agree	Strongly agree	Not Applicable
Education cooperatives	○	○	○	○	○
The Kentucky Department of Education	○	○	○	○	○
The Kentucky Association of School Administrators	○	○	○	○	○
The Kentucky Association of School Principals	○	○	○	○	○
The Kentucky Association of School Councils	○	○	○	○	○
Other organization	○	○	○	○	○

If you indicated "Other organization," use the space below to describe that/those resource(s).

12. Do you have training needs that are not being met?

○ Yes

○ No

If you indicated "Yes," explain how your training needs could be better served.

SBDM Council Training

Questions 13 through 17 ask you to evaluate the impact of mandated training on your SBDM council's ability to perform its duties. When answering these questions, consider the entire council rather than individual members.

13. How would you describe your SBDM council's overall level of knowledge on issues pertaining to carrying out its duties?

	Very low	Low	Moderate	High	Very high
Level of knowledge	○	○	○	○	○

14. For each topic below, rate your agreement or disagreement with the following statement.

"On the whole, training in the following topic has prepared my SBDM council to peform its duties."

	Strongly disagree	Disagree	Agree	Strongly agree
a. Understanding general roles and responsibilities	◯	◯	◯	◯
b. Determining and implementing curriculum	◯	◯	◯	◯
c. Developing policy on school discipline and classroom management	◯	◯	◯	◯
d. Determining the number of persons to be employed in each job classification	◯	◯	◯	◯
e. Selecting textbooks and instructional materials	◯	◯	◯	◯
f. Selecting principals	◯	◯	◯	◯
g. Consulting on personnel decisions	◯	◯	◯	◯
h. Setting the budget for school instructional funds	◯	◯	◯	◯
i. Interpreting student performance data	◯	◯	◯	◯
j. Implementing strategies to reduce achievement gaps	◯	◯	◯	◯
k. Developing a Comprehensive School Improvement Plan (CSIP)	◯	◯	◯	◯
l. Understanding the relationship between school improvement plans and district improvement plans	◯	◯	◯	◯

m. Planning professional development	○	○	○	○
n. Understanding the separate roles and responsibilities of SBDM councils, school boards, superintendents, and principals	○	○	○	○
o. Understanding SBDM council statutory and regulatory authority	○	○	○	○
p. Developing SBDM council policy	○	○	○	○

15. KRS 160.345 requires SBDM council members to receive annual training. The requirements are based on years of experience. How appropriate are the training requirements?

	Excessive	Appropriate	Insufficient
6 hours of annual training for new SBDM council members	○	○	○
3 hours of annual training for experienced SBDM council members	○	○	○

16. Does your SBDM council have training needs that are not being met?

○ Yes

○ No

If you indicated "Yes," explain how your SBDM council's training needs could be better served.

17. How often do you attend training with school SBDM council members?

○ Always

○ Sometimes

○ Never