Orientation

Principal Leadership Academy

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The Principal Leadership Academy is a one-year program administered by the Academic Development Institute under contract with the Bureau of Indian Education. Principals from ADD East and ADD West are eligible to participate.

Purpose of the Project

The purpose of the BIE Principal Leadership Academy (PLA) is to prepare principals to achieve rapid and sustained improvement of their schools by providing them with training, mentoring, and support. The training will focus on the principal's role in **setting direction, managing change, engaging people, and improving instruction**. The mentoring and support will ensure that training is effectively translated into practice.

Goals for the Project

The goals of the Principal Leadership Academy are:

Goal 1. **Standards.** Principals will meet rigorous training and implementation standards as criteria for earning recognition as Certified Rapid Improvement Leaders.

Goal 2. **Content.** The training and support curriculum will effectively prepare in-service principals to lead the rapid improvement of their schools.

Goal 3. **Delivery.** The one-year PLA program will consist of two cohorts of principals, one cohort of approximately 50 principals beginning in 2012 and a second cohort of approximately 50 principals beginning in 2013.

Goal 4. **Output.** Seventy-five percent of the principals who enter the Principal Leadership Academy will earn recognition as Certified Rapid Improvement Leaders.

Goal 5. **Outcome.** Schools whose principals earn recognition as Certified Rapid Improvement Leaders will achieve gains on NWEA assessments in reading and mathematics of at least 20 percentage points in two years following the principal's entry into the Academy.

Project Structure

ADI is working in close relationship with the BIE administrators in the design and delivery of the Principal Leadership Academy. For ADI, the Principal Leadership Academy will be directed Sam Redding and Pam Sheley, with their specific areas of leadership outlined below.

BIE Management Team

Provides direction for ADI

Jack Edmo, BIE

Stanley Holder, BIE

Roxanne Brown, BIE, ADD East

Bart Stevens, BIE, ADD West

PLA Research Team

Creates Content Framework

Critiques Certification Criteria

Recommends Candidates for Certification

Team Leader: Sam Redding, ADI

Kenneth Wong, Brown University

Lauren Morando Rhim, ADI

PLA Development Team

Creates Materials

Recommends Certification Criteria

Trains Instructors and Mentors

Team Leader: Pam Sheley, ADI

NWEA Designee

Bernadette Anderson, ADI

Gerry Briscoe, ADI

Running Horse Livingston, ADI

Lois Myran, ADI

Mark Williams, ADI

Support Staff

Web programmers and designers

Data and publication assistants

Instruction and Mentoring Team

Trains Principals

Monitors Principal's Implementation

Mentors Principals

Instructors will be drawn from
the other three teams

Mentors will be from
BIE personnel and appointed by BIE

Program Components

The Principal Leadership Academy will include the following program components:

1. **Orientation**: A webinar prior to Basic Leadership Training to discuss reading assignments and review project goals and timelines.

2. **Basic Leadership Training**: Three full days of training focused on:

   a. **Setting direction** (rapid improvement leadership indicators)

   b. **Managing change** (team processes and data use)

   c. **Engaging people** (communication, motivation, coordination of all stakeholders, including tribal councils, school boards, parents, and teachers)

   d. **Improving instruction** (full implementation of indicators of effective instruction)

3. **Implementation**: Upon completion of the Basic Leadership Training, principals will implement two strands of work:
   a. Project tasks assigned by the PLA, and

   b. Individually-designed projects created by each participant within guidelines established by the PLA.

4. **Mentorship**: Each principal will be assigned a mentor (one mentor will assist 5-8 principals) who will review the principal's work in the Rapid Improvement Leader planning system and in Native Star and provide feedback through the year. Each mentor will hold a monthly webinar with his/her mentees. The content and power-points for the webinars will be prepared by ADI. Mentors will document their interactions in the Project Management Tool.

5. **Site Visits**: Each principal's school will be visited by the mentor for a two-day site review and consultation between the Basic Leadership Training and the Mid-Year Training.

6. **Mid-Year Training**: In March following the fall Basic Leadership Training, the principals will meet for a two-day Mid-Year Training.

7. **Summative Meeting**: The principals will meet for two days in the summer at the end of the year-long project to present their portfolios of work, plan next steps, and, for those meeting certification criteria, a graduation ceremony.

Certification Requirements

Principals successfully meeting the requirements of the program will be certified as Rapid Improvement Leaders. Certified Rapid Improvement Leaders will be eligible to serve as Rapid Improvement Mentors for subsequent cohorts of principals. Certification will be granted by the *Temple University Institute for Schools and Society* upon successful completion of the program. The requirements for certification include quality measures to validate the Principal's competence in the four leadership components: setting direction, managing change, engaging people, and improving instructions.

The Mentor assigned to the Principal will review each deliverable and suggest improvements to the Principal if necessary prior to formal submission. The Research Team will critique the formal submissions, score them, and determine if they meet acceptable standards for certification prior to the Summative Session. Principals meeting certification requirements will be invited to the Summative Meeting. Principals will read

the pre-reading assignments prior to the Basic Leadership Training. The pre-reading documents will be shipped to each Principal upon the Principal's registration in the program. Additional reading materials will be provided at each training and will be discussed during monthly webinars.

Participation Requirements

1. Participate in an orientation webinar prior to Basic Leadership Training

2. Attend and fully participate in three-day Basic Leadership Training; submit post-training reflection in Project Management Tool within one week following training; scored on 10 point scale with 7 or better required

3. Host two-day site visit by Mentor

4. Participate in 6 Mentor-provided monthly webinars; submit post-webinar reflections in Project Management Tool within week following webinar; score on 10 point scale with 7 or better required

5. Attend and participate in the two-day Mid-Year Training held in March; submit post-training reflection in Project Management Tool within one week following training; scored on 10 point scale with 7 or better required

6. Attend and participate in two-day Summative Session

7. Complete Next Steps Plan at Summative Session with Mentor

Setting the Direction of Change: Rapid Improvement Leader Plan

Pre-reading: (1) Brinson, D., Kowal, J. Hassel, B. C., Rhim, L. M., & Valsing, E. (2008). *School turnarounds: Actions and results*. (2) Redding, S. (2012) *Change Leadership* (Part I only)

1. Develop initial Rapid Improvement Leader (RIL) Plan in RIL Tool during Basic Leadership Training

2. Respond to each coaching comment from Mentor in RIL Tool

3. Modify RIL Plan and track tasks

4. ***May 15***: Submit electronic Report showing completion of at least 7 of the 14 Objectives; scored on 10 point scale with 7 points or better required

5. ***May 15***: Complete *Personal Summary of Rapid Improvement Leader* in Project Management Tool; scored on 10 point scale with 7 points or better required

Managing Change: Leadership and Decision Making Indicators in Native Star

Pre-reading: Walberg, H. J., (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Chapters by Wong, Cawelti and Protheroe, Perlman, and Murphy

1. Meet with Leadership Team at least twice each month, with agendas and minutes recorded in Native Star system; 80% of documented meetings required

2. With Leadership Team, review indicator assessment for Key Indicators in Leadership and Decision Making sections and revise to bring to high quality; scored for quality of evidence on 20 point scale with 15 points required

3. With Leadership Team, bring all Key Leadership and Decision Making Objectives to full implementation; scored for quality of evidence on 20 point scale with 15 points required

4. Respond to each coaching comment and review from Native Star Specialist in Native Star; all coaching comments and reviews must be responded to

5. *May 15*: Submit electronic Comprehensive Report

6. *May 15*: Complete *Summary of Managing Leadership* in Project Management Tool; scored on 10 point scale with 7 points or better required

Engaging People: Culture and Language Project

Pre-reading: Wise Ways briefs for Culture and Language Indicators

1. **Project 1**: From the list of 14 Culture and Language Indicators, select three indicators and develop an innovative project around them.

2. Complete draft Plan for Culture and Language Project, as per planning template provided at Basic Leadership Training; plan must meet requirements of template

3. Engage appropriate group of people at school (including from community) to further develop Culture and Language Project Plan and to assist in implementing the Plan

4. *January 6*: Submit Revised Culture and Language Project Plan; plan must meet requirements of template

5. Maintain weekly log of Project 1 implementation in Project Management Tool; entries must be made for all weeks in which the school is in session at least 3 days until Report is submitted

6. *March 15*: Complete *Culture and Language Project Report* in Project Management Tool; scored on 10 point scale with 7 points or better required

7. Summative Session: Present Culture and Language Project in 5-minute presentation with powerpoint; presentation and submitted powerpoint required

Instruction: Seeing Change Through to the Classroom

Pre-reading: Walberg, H. J., (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Chapters by Walberg and Redding

1. With Leadership Team, review indicator assessment for ALL Indicators in Classroom Instruction sections and revise to bring to high quality; scored for quality of evidence on 20 point scale with 15 points required

2. With Leadership Team, develop plans for at least 15 indicators in Classroom Instruction section; implement plan, and fully meet the objectives; scored for quality of evidence on 20 point scale with 15 points required

3. Project 2: With planning template provided at Basic Leadership Training, develop a plan to bring all staff to a full understanding of Common Core standards by the end of the school year (if similar plan is already in place, the Principal may request an alternative topic)

4. **January 6:** Submit Plan for Common Core Standards, as per planning template provided at Basic Leadership Training; plan must meet requirements of template

5. Maintain weekly log of Project 2 implementation in Project Management Tool; entries must be made for all weeks in which the school is in session at least 3 days until Report is submitted

6. *May 15*: Complete *Common Core Project Report* in Project Management Tool; scored on 10 point scale with 7 points or better required

7. Summative Session: Present Common Core Project in 5-minute presentation with powerpoint; presentation and submitted powerpoint required

Post Site-Visit Action Plans

At the conclusion of the Mentor's site visit, the Mentor and Principal will develop an Action Plan to bring all project work up to high quality and ensure that the project requirements cited above are completed by *May 15*. The Principal will execute the plan. All action items must be implemented by May 15.

Registration

Principals will register for participation in the Principal Leadership Academy through their ADD offices.

Timeline

October
- Register for Principal Leadership Academy with ADD
- Attend Orientation Webinar

November
- Attend Basic Leadership Training
- Develop initial Rapid Improvement Leader (RIL) Plan in RIL Tool
- Draft Plan for Culture and Language Project (Project 1) and review with Mentor

December
- Continue to work on RIL Plan in RIL Tool
- Respond to all Mentor comments in RIL Tool
- Implement Culture and Language Project (Project 1); Engage appropriate group of staff at school as well as from the community to further develop and revise the draft of the Culture and Language Project (Project 1)
- Attend webinar with Mentor
- Continue meeting with school Leadership Team, planning and implementing Rapid Improvement Indicators (Key Leadership and Decision Making Indicators and Key Classroom Instruction Indicators)
- Document Leadership Team meetings
- Develop Common Core Project Plan (Project 2) to bring all staff to full understanding of Common Core standards by end of school year

January
- January 6: Submit Revised (Final) Culture and Language Project Plan (Project 1)
- January 6: Submit Plan for Common Core Standards (Project 2)
- Continue to work on RIL Plan in RIL Tool
- Respond to all Mentor comments in RIL Tool
- Implement Culture and Language Project (Project 1); maintain weekly log of Project 1 in Project Management Tool

- Implement Common Core Project (Project 2); maintain weekly log of Projects in Project Management Tool

- Attend webinar with Mentor

- Continue meeting with school Leadership Team, planning and implementing Rapid Improvement Indicators (Key Leadership and Decision Making Indicators and Key Classroom Instruction Indicators)

- Document Leadership Team meetings

February

- Continue to work on RIL Plan in RIL Tool

- Respond to all Mentor comments in RIL Tool

- Implement Culture and Language Project (Project 1); maintain weekly log of Project 1 in Project Management Tool

- Implement Common Core Project (Project 2); maintain weekly log of Project 2 in Project Management Tool

- Attend webinar with Mentor

- Continue meeting with school Leadership Team, planning and implementing Rapid Improvement Indicators (Key Leadership and Decision Making Indicators and Key Classroom Instruction Indicators)

- Document Leadership Team meetings

March

- Attend 2-day Mid-Year Training

- March 15: Complete *Culture and Language Project Report* in Project Management Tool

- Continue to work on RIL Plan in RIL Tool

- Respond to all Mentor comments in RIL Tool

- Implement Common Core Project (Project 2); maintain weekly log of Project 2 in Project Management Tool

- Attend webinar with Mentor

- Continue meeting with school Leadership Team, planning and implementing Rapid Improvement Indicators (Key Leadership and Decision Making Indicators and Key Classroom Instruction Indicators)

- Document Leadership Team meetings

April

- Continue to work on RIL Plan in RIL Tool

- Respond to all Mentor comments in RIL Tool

- Implement Common Core Project; maintain weekly log of Project 2 in Project Management Tool

- Attend webinar with Mentor

- Continue meeting with school Leadership Team, planning and implementing Rapid Improvement Indicators (Key Leadership and Decision Making Indicators and Key Classroom Instruction Indicators)

- Document Leadership Team meetings

May

- May 15: Submit electronic Report showing completion of 7-14 RIL Indicators

- May 15: Complete *Personal Summary of Rapid Improvement Leader* in Project Management Tool

- May 15: Submit electronic Comprehensive Report (to show work on Leadership and Decision Making Indicators and Classroom Instruction Indicators)

- May 15: Complete *Summary of Managing Leadership* in Project Management Tool

- May 15: Complete *Common Core Project Report* in Project Management Tool

- Attend webinar with Mentor

- Prepare presentations and powerpoints for Culture and Language project as well as Common Core (or other approved) project

June

- Principals who have completed all the requirements for Certification will be notified by June 1

- Only Principals who have completed all the requirements for Certification will attend Summative Meeting

- Principals who have completed all the requirements for Certification will present both Project 1 and Project 2 powerpoints

On-Site Mentor Visit and Follow-up Consultation

- Host 2-day Mentor on-site visit sometime after Basic Leadership Training and BEFORE Mid-Year Training

- ADI will provide technical assistance to the Mentor and the school in developing a plan to address recommendations as a result from the site visit findings.