

## Leaders as Learners

### **Introduction**

All too often universities, which prepare teachers and school leaders, prepare these professionals in separate worlds. Similarly, when these professionals become employed in school districts, their professional development proceeds in separate venues. As universities, we continue to thrive in these separate visions. William Paterson University (WP) has received high praise for its partnerships with public schools from the National Council for Accreditation of Teacher Education (NCATE):

“Frequent and extensive collaboration with colleagues in P-12 schools is a hallmark of the unit’s programs. Faculty plan and conduct workshops and seminars, offer opportunities to hear leading guest speakers, and most significantly, maintain a presence in P-12 schools. They have provided funds to support P-12 teachers with ongoing training and have established positive interpersonal relationships with a large number of the area’s teachers. The unit’s faculty are noted for the individualized and ongoing support they provide, even long after specific programs have ended. The results of their years of sustained work are evident in the schools.”

WP also received national recognition for its School Leadership programs.

The political reality, however, is increasingly on a collision course with separate preparation systems for teachers and principals. In school systems, principals are (and have been) increasingly called to be instructional leaders and are mutually responsible with teachers for student achievement. Universities increasingly are being held accountable for teacher success, and these teachers’ abilities to impact their own students’ achievements.

The WP Professional Development School (PDS) model includes a Professor in Residence (PIR), who is onsite for one to two days per week to work alongside and deliberately with teachers to help them plan and receive the professional development that they need. We have seen good evidence of impact of this model on student achievement, including data from our

STEAM grant from the Geraldine R. Dodge Foundation, in which a PIR with specialization in art worked alongside art, science, and math teachers to integrate instruction across traditionally separate curricular areas. Among data collected, were formative assessment scores, which showed English Language Learners who received the integrated curriculum, outperformed native English speakers at the second grade level in the participating school.

One principal, who has been an active supporter of joint ventures and partnerships with our university and her urban school district, said of our PDS network: “We need this for school principals.” Recently, as we jointly planned this grant with this same (now former) school principal, we exclaimed to her: “This is it. This is exactly what you have been telling us all along!”

The LAL project will intentionally bridge the gap between teacher and principal preparation/professional development. After all, student achievement and success are shared responsibilities among teacher and principal preparation programs and teachers and principals in the schools. We intend to embed Leaders in Residence (LIR), as we have for many years with the PIR, to work deliberately and intentionally with the school leader and PIR to unite teachers and leaders toward student success.

The proposed Leaders as Learners (LAL) initiative is a collaboration between William Paterson University (WP) and the Paterson Public Schools (PPS), a high needs LEA. WP has been successful in building sustainable partnerships with PPS to recruit, retain and prepare teachers for high needs schools through the current Teacher Quality Partnership and Transition to Teaching grant-supported projects and through two previous Teacher Quality Enhancement grants. The proposed project builds on this longstanding collaboration between WP and the PPS. It proposes to identify, select, prepare, retain and support highly effective school leaders who

will improve the academic achievement of the students served in this high need urban school district. The program will target aspiring new educational leaders (component one) by providing them with an innovative cohort program, leading to principal licensure in New Jersey (NJ). In addition, the project will provide professional learning opportunities to current principals in the district (component two) to build their leadership capacity to improve teaching and learning. The problems/issues of practice have been identified by the PPS through on-going assessments within the district and in collaboration with WP and also the NJ Department of Education.

## **PROJECT DESIGN**

### **William Paterson University (WP)**

William Paterson University is one of the oldest state colleges in the NJ system of higher education. Founded in 1855 as the Paterson City Normal School, WP has evolved into a liberal arts college offering 30 undergraduate and 19 graduate degree programs in five colleges. The campus is located just 20 miles west of New York City. The student body of over 11,500 undergraduate and graduate students is drawn primarily from the surrounding urban area and reflects the area's ethnic diversity. Many of the students are economically and educationally disadvantaged, the first members of their families to attend college.

The mission of the College of Education (COE) at WP is to serve as a major resource for educational practitioners and institutions by preparing candidates for entry into teaching and education-related professions; providing educators with additional and advanced professional preparation and continuing development in select disciplines; and preparing students to participate effectively in a diverse society. The College promotes teaching and learning by encouraging collaboration between students and faculty. In pursuit of this mission, the COE is

dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment. As a diverse and multicultural group, the WP COE is a leader for the initial and continuing development of inquiring innovative educators in our global technological society. All education programs at WP are nationally accredited by NCATE, a recognition given to only one third of the teacher preparation institutions in the nation. The School Leadership Program at WP has achieved national recognition by ELCC. The Educational Leadership program at WP has a strong history of school personnel preparation, a commitment to minority recruitment and retention because of its unique proximity to the large and diverse populations within Paterson, Passaic, Newark and New York City.

The COE has developed a network of over forty Professional Development Schools (PDS), many of which are in the high needs district of Paterson. These PDSs are model sites for professional learning for both pre-service and in-service teachers and other school personnel where best practices in urban education lead to success and achievement for all students. The PDS model at WP requires that a PIR spend a minimum of one day per week in each school working with inservice and preervice teachers and other school personnel to improve instruction and educational achievement for all students. PDSs are evaluated annually using the Nine Essentials from the National Association of Professional Development Schools (NAPDS) and the NCATE Professional Development School Standards. This grant will strengthen the current PDS model by including principals as learners with support from Leaders in Residence (LIRs) who will collaborate with already successfully embedded PIRs to bridge the gap between teachers' and principals' learning and leadership to ultimately improve instruction and school climate.

**Paterson Public Schools (PPS):** Paterson is the third largest city in New Jersey with a school population of 24,500 students in grades Pre-K through 12 in 54 schools. There are 22,455 children eligible for free or reduced lunch. The student body is 62% Hispanic, 28% Black, 5% Caucasian, 4% Asian, and 1% other. The district has a large population of immigrant newcomers who have had no previous schooling experience. Meeting their needs together with overall low academic performance as determined by standardized tests are just two of the major challenges confronting the district. Other challenges include helping teachers gain a deeper understanding of the new common core (depth not breadth) and readiness for PARCC assessments, new teacher and principal evaluations, and refining the instructional feedback spiral from coaches to principals, principals to teachers, and teachers to students. The PPS employs 2503 teachers, of those 1057 or 42.2% are not Highly Qualified. WP and PPS have jointly created and implemented ten PDSs, which are at the heart of this proposal, together with two private PDSs in the city of Paterson. Of the ten PPS PDSs, five are focus schools and two have high concentrations of students with special needs.

The mission for administrators in PPS is for them to be committed to developing students who are motivated successful learners. They must be able to create positive school cultures that assure a high level of engagement and achievement of students, staff and external stakeholders. Administrators at PPS are expected to value strong ethics and integrity in administrative practices; respect and collaborate among peers as a practice to increase administrative capacity; value a transparent process that supports a clear understanding of what needs to be improved, and what needs to be celebrated in the individual growth for school administrators.

The core beliefs of PP beliefs are that: committed school leadership can inspire teachers to higher levels of efficacy; committed school leadership can influence students to believe in themselves; a school leader can focus on quality educational practices, strategies resulting in successful student outcomes; these core beliefs will increase student achievement and graduation rates preparing students for quality post-secondary experiences.

**Criterion 1: THE GOALS, OBJECTIVES AND OUTCOMES ARE CLEARLY SPECIFIED AND MEASURED**

The overall goal of the project is to improve the academic achievement of P-12 students in high needs urban schools by identifying, selecting, preparing, retaining, and supporting highly effective school leaders. The program will increase the number of newly certified school leaders and improve the skills of current principals serving in a high needs LEA. This will be accomplished by addressing the following objectives:

Objective 1

*To identify, select, prepare, retain and support 40 aspiring educational leaders teaching in Paterson Public Schools (PPS) so they can successfully complete the WP master's degree (M.Ed.) in Educational Leadership leading to licensure as principals in New Jersey. Priority will be given to teachers in Professional Development Schools and from graduates of our innovative teacher education programs (GSPTQ and New Vistas) who teach in Paterson.*

Objective 2

*To provide 40 aspiring educational leaders with sustained quality mentoring while enrolled in the M.Ed. in Educational Leadership and during their first years employed as school leaders in high needs schools.*

Objective 3

*To provide professional learning opportunities through the LAL Institute to currently employed PPS principals (15 per year) so that they may become effective leaders in high needs urban schools. (Invitational Priority 1)*

Objective 4

*To provide the 12 currently employed principals in Professional Development Schools with sustained support from a Leader in Residence (LIR), who will work collaboratively with Professors in Residence (PIR) and the three district executive directors for principal coaching and evaluation, to improve their leadership performance. (Invitational Priority 1)*

Objective 5

*To assess the effectiveness and retention of 40 aspiring educational leaders who successfully complete the M.Ed. in Educational Leadership through the tracking of licensure issuance, employment as a principal or assistant principal in high-need LEA, and successful student achievement.*

Objective 6: *To evaluate the effectiveness of the LAL program so that it can be replicated in other high needs urban districts, adding to the research in best practices.*

**Criterion 2: THE PROPOSED PROJECT IS APPROPRIATE AND WILL SUCCESSFULLY ADDRESS THE NEEDS OF THE TARGET POPULATION, AND OTHER IDENTIFIED NEEDS**

In collaboration with WP, PPS has identified the following needs: to shift from managerial leadership to instructional leadership for principals; to prepare principals as coaches; to understand and improve the school culture; to increase the achievement of all students including English Language Learners (ELLs) and those with special needs; to work together with parents

and community to support their role in 21<sup>st</sup> Century schools; to incorporate common core standards throughout the curriculum.

*Objective 1: To identify, select, prepare, retain and support 40 aspiring educational leaders teaching in Paterson so they can successfully complete the WP M.Ed. in Educational Leadership for licensure as principals in New Jersey. Priority will be given to teachers in Professional Development Schools and from graduates of our innovative teacher education programs (GSPTQ and New Vistas) who teach in Paterson.*

Project Outcome 1: Forty new leaders will be recruited, prepared and certified in five years

The project will identify/ select eligible participants to enroll in the principal licensure program currently approved by the New Jersey Department of Education at WP. Admission preference will be given to candidates who want to assume building level leadership in the PPS, with a special emphasis on candidates from underrepresented groups and/or candidates recommended by their principals. Candidates will be required to present strong academic credentials, including a minimum 3.0 GPA, two letters of recommendation, and at least 3 years of school experience as well as passing scores on standardized tests (e.g., Miller Analogies Test or the Graduate Record Exam). All candidates will be interviewed and must submit a portfolio of work and a vision statement regarding their commitment to urban education and improving students' academic achievement. Promising applicants who do not meet the grade point average or minimum admissions test requirements may supplement the portfolio with additional materials that support their academic and leadership potential for successful completion of this graduate program.

A cohort of 20 aspiring educational leaders will be selected in Year 1 of the project. They will be awarded scholarships to defray graduate tuition at WP. They will complete 39 credits and all

requirements for licensure and the M.Ed. in year 3 of the program. A second cohort of 20 aspiring educational leaders will be recruited in year 3 of the project. This cohort will complete the M.Ed. and become certified in year 5 of the LAL program.

WP's school leadership program centers on preparing future school leaders to value diversity, equity, critical inquiry, and reflective and ethical practice for the purposes of continuous improvement and student success. Building upon the WP Conceptual Framework, theory of servant leadership (among other models), and the mission and core beliefs of Paterson Public Schools (PPS) for its administrators, candidates formulate a personal vision that encourages supportive, collaborative behaviors within schools. This vision enables them to become architects and co-participants in continuous change within turbulent school communities. The Leaders as Learners initiative will focus on adaptive problems of practice to help aspiring principals and assistant principals focus on school conditions and concerns that have been identified in the PPS.

The LAL initiative will be cohort-based with a two year clinical internship in the PPS.

Technology and strategies for success in urban environments will be integrated into to each course and infused/supported through internships and mentoring. Upon successful completion of M.Ed., supported through the LAL initiative, candidates will be recommended to the state to be certified as school principals. During the internship, the aspiring leaders will be mentored by university faculty and a school-based administrator. As part of the M.Ed. requirements, students will complete action research projects based on the problems of practice identified by the PPS.

*Objective 2: To provide 40 aspiring educational leaders with sustained quality mentoring while enrolled in the M.Ed. in Educational Leadership and during their first years employed as school leaders in high needs schools.*

Project Outcome 2: 95% of aspiring educational leaders, who were mentored throughout this five year program, will be retained in leadership positions in high needs schools.

Mentoring serves as the centerpiece of nearly every model for principal and teacher induction (Feiman-Nemser, 2001; Goldrick, 2009; Ingersoll and Smith, 2004; New Teacher Center, 2007). A high quality mentor program is central to the LAL initiative as well. WP will collaborate with the PPS in recruiting and preparing a cadre of mentors to support candidates as they complete the M.Ed.; and, if hired as a school administrator, these mentors will continue with our graduates until the grant support ends. Criteria for selection of university and school-based mentors will include: past or current experience as a successful principal, record of successful student achievement, strong communication skills, and demonstrated ability in instruction and management skills. Mentors and mentees will participate in face-to-face as well as online professional learning activities.

Our approach to induction involves multiple components, including a school-based mentor, communication and support from an administrator, common planning time, seminars, and a new principal support network via the LAL Institute. Such support is designed to increase job satisfaction, retention, and student achievement, which will contribute to the improvement of school climate.

**Criterion 3: THE PROJECT IS PART OF A COMPREHENSIVE EFFORT TO IMPROVE TEACHING AND LEARNING**

The proposed project is a part of a comprehensive effort between WP and the PPS to improve teaching and learning. This effort involves 12 Professional Development Schools (PDSs) - 10 public schools and two Catholic schools - in which a WP Professor in Residence (PIR), in collaboration with school leaders, provides on-going, job-embedded mentoring, learning, and support to pre-service and in-service teachers. In addition, WP and the PPS are partners in a Transition to Teaching and Teacher Quality Partnership federally funded programs and two state funded initiatives to increase the Mathematics and Science achievement of Paterson students. WP and PPS are also recipients of two Dodge Foundation grants to support STEAM, the integration of the arts with mathematics and science, and of a USDOE grant designed to increase the quality and number of bilingual and English as a Second Language teachers. Currently WP faculty and PPS middle and high school teachers are designing a new MAT curriculum for math and science teachers supported by the Woodrow Wilson Foundation. Most recently WP and PPS collaborated on a project designed to improve formative assessment of P-12 students. In addition, every year WP and PPS collaborate on a bilingual program for parents designed to make the community aware of opportunities in higher education. The preparation of new principals and the professional development, coaching, and support of current administrators will add to the impact of our established partnership. The LAL project is a natural and vital next step in the efforts to improve student outcomes in the PPS.

*Objective 3: To provide professional learning opportunities through the LAL Institute to currently employed PPS principals (15 per year) so that they may become effective leaders in high needs urban schools. (Invitational Priority 1)*

Project Outcome 3: All currently employed principals in PPS will be provided with opportunities for professional learning via the Leaders as Learners Institute over the life of the grant.

The District Executive Directors for Principal Coaching and Evaluation will recommend 15 principals each year so that all principals in the district will benefit from these learning opportunities. This project addresses Invitational Priority 1, which centers on programs that implement professional development for current principals, especially in schools that the SEA has identified as persistently lowest-achieving. We also aspire to prevent schools that are not currently in improvement status to continue upward progress toward reward status and to work intentionally with principals who have corrective action plans in place as per NJACHIEVE.

The professional development component will be designed and implemented in close collaboration with the PPS's three executive directors for principal coaching and evaluation.

In consultation with the project staff consultants (PSC) we will create a "Leaders as Learners (LAL) Institute," a cohort model professional development program for PPS leaders that will help them master essential school leadership skills (such as coaching, evaluating, and providing feedback to teachers); analyze student data; promote collaboration and teamwork among colleagues creating a positive learning environment; offer opportunities to become reflective practitioners; and develop an understanding about culture, climate, parents, community, and change that will enable school leaders to initiate and sustain systemic/ lasting continuous improvement in their schools.

LAL Institute will focus on school conditions (problems of practice) that PPS school leaders have identified. Among problems they identified were: a need for skills in coaching teachers for continuous improvement, data driven school improvement, interventions to curtail high drop-out rates, knowledge and skills for working with a large number of English Language Learners (ELLs), accommodating an influx of special needs student entering schools that had previously been accommodated in other districts/placements, and involving parents and community

members. At its heart, the Leaders as Learners project will work methodically to promote a positive climate for school leaders as partners in improving teaching and learning.

Through the LAL Institute, PPS leaders will envision and develop strategies to implement and support the new value-added supervision and evaluation process. This effort will be framed by the theory of servant leadership and other transformational leadership models, problems of practice, and will use the evaluation instruments approved by the NJDOE and those currently in use by the district. There is a strong commitment to doing away with “pro-forma business as usual” observation/evaluation and moving toward understanding what good teaching looks like. We have learned first-hand through the “Whole School Reform” efforts of the 1990s that change does not happen quickly and must be nurtured with vigor and vigilance over time. Thus, the professional development seeks to broaden and deepen our work to further meaningful and enduring change in our schools. It is our aim through this project to achieve deeper commitment/partnership among leaders, teachers, and school improvement teams to embed a new supervision and evaluation process in the culture of each of these schools.

The LAL Institute will provide prospective and currently employed school leaders with strategies and approaches to meet the needs of English Language Learners and students with special needs in their schools. All participants will receive preparation on how to support teachers and implement instruction using the Sheltered Instruction Observation Protocol (SIOP), a research based methodology designed to assist ELLs in mainstream classrooms. WP is a SIOP training center for the State of New Jersey and will integrate SIOP into the LAL.

All participants will learn to analyze and use student achievement data to improve the teaching and learning process in high needs school. Integral to K-12 students’ successful academic

achievement is knowledge of assessment strategies and how to analyze data to improve instruction. School leaders will learn about state assessments, benchmark assessments, creating real world performance tasks and will use new ways to assess learning using technology.

The institute also will provide participants with staff development on how to engage parents and families in the instructional program. The Statewide Parent Advocacy Network (SPAN) will partner with the program and offer a series of sessions entitled, “Creating Family-Friendly Schools,” where school leaders can learn research-based strategies for effectively engaging parents, with an emphasis on engaging parents/extended family members who traditionally been hard-to-reach. SPAN will offer three comprehensive sessions on advocacy skills for educators, including the rights of parents and students under the Individuals with Disabilities Education Act (IDEA), New Jersey’s student support and special education codes, the Intervention & Referral Services Team, and Titles I and III of the ESEA.

*Objective 4: To provide the 12 currently employed principals in Professional Development Schools with sustained support from a Leader in Residence (LIR), who will work collaboratively with Professors in Residence (PIR) and the three district executive directors for principal coaching and evaluation, to improve their leadership performance. (Invitational Priority 1)*

Project Outcome 4: Twelve currently employed principals will be provided with a Leader in Residence (LIR) for the duration of the project.

The LAL project will strengthen the leadership capacity of 12 existing school leaders to enable them to successfully fulfill their highly complex responsibilities in an urban, high-needs district. Professional development during the LAL Institute will be initiated, supported and sustained through collaborative work with the LIR, district executive directors, principals and

Professors in Residence (PIRs). Professional development will be designed based on needs identified by the schools' three executive directors for principal evaluation and coaching.

Building on the highly successful PIR model, Leaders in Residence (LIRs) will guide and mentor school leaders, observe and provide feedback on reported needs and applications of theory and strategies taught at the professional development LAL Institute. LIRs will work with already embedded PIRs who have been collaboratively working on professional development with teachers in PPS for a number of years. The LIRs and PIRs will be the conveners/"legs" for implementing new, collaborative initiatives among leaders and teachers at the building level.

*Objective 5: To assess the effectiveness and retention of 40 aspiring educational leaders who successfully complete the master's degree program through the tracking of licensure issuance, employment as a principal or assistant principal in high-need LEA, and successful student achievement.*

Project Outcome 5: Forty aspiring educational leaders will be tracked throughout the program regarding program completion, placement in the high needs LEA in administrative positions, retention in these positions, and, to the extent possible, and their impact on student learning.

#### **Criterion 4: THE DESIGN FOR IMPLEMENTING AND EVALUATING THE PROJECT WILL RESULT IN POSSIBLE REPLICATION**

*Objective 6: To evaluate the effectiveness of the LAL project so that it can be replicated in other high needs urban districts, adding to the research in best practices.*

Project Outcome 6: The project evaluation will result in a document that will provide the necessary steps and guidelines for replication.

The overall goal of the program is to improve the academic achievement of P-12 students through the preparation and retention of highly qualified and effective school leaders. The program has an external evaluator (LD Platt Strategies) to evaluate the implementation and outcomes of the project. The evaluator will compare the proposed cohort site-based school leader preparation model to the more traditional educational leadership preparation model.

A school leader preparation data collection and tracking system will be created to monitor when (and if) program completers prepared to become urban school leaders are in fact employed in such districts. This data collection and tracking system will yield data regarding retention of educators in high-needs public schools across New Jersey.

The LAL evaluation will include analysis of standardized test data from schools participating in the project to analyze the impact of the project on student learning.

## **PROJECT EVALUATION**

### **Project Goal and Objectives:**

Overall Goal: The overall goal of the project is to improve the academic achievement of P-12 students in high needs urban schools by identifying, recruiting, selecting, preparing and retaining highly effective school leaders. The program will increase the number of newly certified and hired school leaders and improve the skills of current principals serving in a high needs LEA.

The charts that follow identify key components/activities of the intervention, and the relationship among the objectives, components, and outcomes.

### **Legend:**

PD	=	Project Co-Directors	PE	=	Project Evaluator
PC	=	Program Coordinator	SM	=	Site Mentors
UM	=	University Mentors	PSC(s)	=	Project Staff Consultant(s)
PC I	=	Paterson Cohort I Aspiring School Leadership	FAC	=	University Faculty

PC II = Paterson Cohort II Aspiring School Leadership CP = Current Principals  
 LALSC = LAL Steering Committee LIR = Leader in Residence

**Objective 1**

**To identify, select, prepare, retain and support 40 aspiring educational leaders teaching in Paterson so they can successfully complete the WP M.Ed.in Educational Leadership leading to licensure as principals in New Jersey. Priority will be given to teachers in Professional Development Schools and from graduates of our innovative teacher education programs (GSPTQ and New Vistas) who teach in Paterson.**

1.1 To recruit outstanding LEA faculty and staff to complete principal licensure programs

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
1.1.1 Development of recruitment plan, selection criteria, and participants.	September 2013	PD PC SM UM	Recruitment and selection scope and management plan developed.
1.1.2 Recruitment activities in partner district	September-December 2013	PD PC	PC I prospective applicants recruited.
1.1.3 Selection of participants based on established criteria	February – March 2014	PD PC	PC I consisting of 20 candidates selected and matriculated.
1.1.4 Scholarships awarded	April 2014	PD PC	20 PC I scholarships awarded
1.1.5 Program orientation	June 2014	PD PC(s) SM UM	Orientation session detailing program requirements.

1.2 Require intensive curriculum focusing on effective leadership strategies and models (such as servant leaders) that will prepare candidates to be successful principals in high-need LEAs.

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
1.2.1 The LAL program will be aligned with LEA objectives so	Summer 2014 and	FAC	Leadership skills and knowledge evidenced through course

<p>candidates will have an environment in which they reflect on practice, conduct collaborative action research, and engage in problem-based learning. The program will be designed for teachers who aspire to leadership positions in urban schools, value democratic collaboration, diversity, equity, theory, critical inquiry, reflective practice, continuous improvement, student success, and ethical practice. These values build upon the beliefs that support effective leadership. Candidates will learn to embrace a personal vision that encourages supportive, collaborative behaviors within their school organizations and enables them to become architects/partners for continuous change.</p>	<p>on-going</p>		<p>completion, electronic portfolio, Personal Leadership Plan, and successful completion of the NJ School Leadership Licensure Assessment (SLLA) SLA Praxis for principal and licensure.</p>
<p>1.2.2 The cohort-based program encourages collegial, collaborative learning environments. The model also enables our faculty to deliver a coherent, integrated curriculum. Hresko (1998) found the cohort concept is viewed as improving the overall quality of educational administration programs via networking, continuation of student relationships, and enhanced student-professor relationships.</p>	<p>Summer 2014 and on-going</p>	<p>PC I PC II</p>	<p>Candidates will complete a cohort assessment instrument at the end of each year of the two year program.</p>
<p>1.2.3 Candidates must develop and maintain a Personal Leadership Plan (PLP) throughout the program. The PLP consists of both long- and short-range career goals, a personal analysis of leadership style, and an analysis of candidates' strengths/areas needing improvement that are</p>	<p>Summer 2014 and on-going</p>	<p>PC I and PC II UM SM</p>	<p>Personal Leadership Plan will be updated five (5) times throughout the two year cohort and a final copy will be included in the candidate's electronic portfolio.</p>

necessary for successful organizational management/ leadership in schools. The PLP will frame individual and collective topics of discussion, collaborative action research, and field-based experiences for cohort members. The Educational Leadership Policy Standards become the basis for the development of PLPs.			
1.2.4 Candidates will complete 3 dispositions surveys (personal assessments of their own dispositions) over the course of the program. Their dispositions are to address/align with the Educational Leadership Policy Standards.	Summer 2014 and on-going	PC I PC II UM SM FAC	A disposition survey is completed at the end of the first course in leadership, at the end of year one and at the end of the two year program. Documentation is included in the candidate's Personal Leadership Plan.
1.2.5 Candidates will show technology competencies in course outcomes and electronic portfolio.	Summer 2014 and on-going	PC I PC II UM SM FAC	Candidates will show evidence of their technology competencies in course outcomes and in their electronic portfolio.

1.3 Require intensive field experience administrative internship for candidates enrolled the principal licensure program

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
1.3.1 Candidates will have the support of a principal as mentor (SM) throughout their graduate program. They will begin to build critical, professional relationships which will support/sustain them during their early years as principals.	Fall 2014 and on-going	SM	Site mentor will oversee and approve the completion of an electronic Field Log of a minimum of 300 hours during the two year cohort.

<p>1.3.2 Candidate must develop their field-based experiences from the Personal Leadership Plan and from knowledge, dispositions, and performances grounded in the Educational Leadership Policy Standards.</p> <p>Field experiences will create a relationship among the candidates, their principals, and university faculty. For this reason, a university mentor (UM) will be assigned to each candidate during the program. The mentor will meet a minimum of twice per semester with his/her candidate to discuss the Personal Leadership Plan, learning journals, and the candidate's ongoing experiences in the field. University mentors will visit candidates each semester at their school sites.</p>	<p>Summer 2014 and on-going</p>	<p>PC I PC II UM SM</p>	<p>A minimum of 8 visits will be completed during the two year cohort experience. Visits will be documented on the candidate's Field Experience Tracking form with each visit dated and signed by the university mentor (UM).</p>
<p>1.3.3 Learning journals are required throughout the program. They promote reflective inquiry/ personal growth with a particular emphasis on problems of practice in the LEA schools and leadership incidents associated with the field experience requirement. Entries will focus on field-based situations, people, actions, and the writer's personal reflections. The journals structure candidates' examinations of their beliefs and help them as they develop understandings about the relationships between their beliefs and behaviors. The reflective journals help to frame conversations between the candidates and the faculty during each of their courses of study.</p>	<p>Summer 2014 and on-going</p>	<p>PC I PC II UM SM</p>	<p>A total of 20 journals will be prepared and submitted to the candidate's site mentor (SM) and university mentor (UM). Selected sample journal entries will be included as artifacts in the electronic portfolio.</p>
<p>1.3.4 During the 2-year experience, candidates will</p>	<p>Summer 2014 and</p>	<p>PC I PC II</p>	<p>A completed CARP will be submitted at program completion</p>

engage in a collaborative action research project where they apply theory to practice. They participate in problem-based learning activities. University mentors work closely with them in the selection of the focus for a problem of practice. The final project will clearly demonstrate candidate competence in analysis, synthesis, application, and evaluation of the program's mission, beliefs, values, and goals and will focus on quantitative decision-making as it relates to school settings and identified problems of practice.	on-going	UM SM FAC	and will be evidenced in the candidate's electronic portfolio.
1.3.5 Each candidate will be required to participate in an exit interview during which evidence of leadership skills will be displayed through the exit portfolio, field experience log, and through interview responses.	Spring 2015 and on-going	PD PC SM UM FAC	PC I and PC II will be recommended for completion of their M.Ed. degree in educational leadership and NJ licensure as school principals.

**Objective 2**

**To provide 40 aspiring educational leaders with sustained quality mentoring while enrolled in the M.Ed. in Educational Leadership and during their first years employed as school leaders in high needs schools.**

2.1 To provide both site-based and university based mentors.

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
2.1.1 Recruit site based mentors (SM) and university mentors (UM)	Fall 2013- Spring 2014	PD LALSC	Mentors approved by LEA and university governing boards.
2.1.1 Each candidate will be assigned a Site Mentor (SM) and a UM, who will work with the candidate throughout the	Spring 2014	PD UM SM	Review and approval of individual field experience tracking sheet will include sign-off by both site and

program.			university mentors.
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2.2 To provide ongoing mentor training

Activities	Timeline	Resp.	Outcome/Evaluation
2.2.1 Workshops will provide ongoing training for both SMs and UMs.	Spring 2014 and on-going	PSC(s) PD	Mentor evaluation forms will be completed by all candidates and submitted to the program director.
2.2.2. Online and onsite professional development offered at LEA school-sites.	Fall 2015 and on-going	PSC(s)	Staff development attendance sheets.

2.3 To provide on-going staff development for newly prepared and/or hired principals.

Activities	Timeline	Resp.	Outcome/Evaluation
2.3.1 Workshops will provide ongoing training for program completers and newly- hired principals.	Spring 2016 and on-going	PSC(s) PD	Yearly workshop staff development schedule developed and disseminated each spring for upcoming year.
2.3.2. Online and onsite professional development offered to program completers and newly hired principals at LEA school sites.	Fall 2016 and on-going	PSC(s)	Staff development attendance sheets.

**Objective 3**

**To provide professional learning opportunities through the LAL Institute to currently employed PPS principals (15 per year) so that they may become effective leaders in high needs urban schools. (Invitational Priority 1)**

Objective 3.1: To create a “Leaders as Learners Institute,” a cohort model professional development program for PPS principals and aspiring principals that will cultivate effective instructional leadership, community leadership and systems management skills; promote collaboration and teamwork among colleagues; offer opportunities to become reflective practitioners; and develop an understanding about culture, climate, and change that will enable school leaders to initiate and sustain systemic, lasting improvements in their schools.

Activities	Timeline	Resp.	Outcome/Evaluation
3.1.1 Assessment of newly hired principals. Steering Committee meets to review results of needs assessment/refine professional development plan for school leaders.	Fall 2013- Spring 2014	PD PC CP PSC(s) LALSC	Assessment completed- outcomes for Professional Development established.
3.1.2 Consultants plan 5 PD sessions for the LAL Institute. These are presented twice every other month for a total of 10 sessions.	Fall 2013- Spring 2014	PD PC PSC(s) CP LALSC	Schedule/agendas for 5 sessions annually for a total of 25 agendas (50 sessions)
3.1.3 Schedule an initial full-day retreat in which the principals and district executive directors begin exploring the issues and challenges identified in needs assessments indicated in 3.1.1. Additionally, a) consider the work plan for learning and reflective practice during the upcoming years; b) work on a self-assessment of assets/challenges that can help leaders begin to form individual instructional, community and systems management learning objectives; and enable the project to develop a district catalog of best practices in these areas; c) examine data-driven school needs assessment methods; d) explore the process to develop an inclusive school vision.	Summer 2014	PC PSC(s) CP LALSC	Retreat agenda and roster of participants.
3.1.4 Reflective readings: Participants receive professional readings that offer solutions to authentic school-based problems and will result in a better	Summer 2014 and on-going	PC PSC(s) CP LALSC	Purchase order reflecting book orders and schedule of book talks.

<p>understanding of leader as educator, manager, and person.</p>			
<p>3.1.5 Five half-day group problems of practice-centered workshops per year to be designed in concert with LEA school leaders centered on sharing problems within identified areas of instructional leadership, community leadership and systems management and based on the topics from needs assessments. Topics may include:</p> <p>(A) <i>Instructional leadership</i></p> <ul style="list-style-type: none"> <li>(a) supervision of teachers - working collaboratively with teachers and making effective use of a better staff evaluation process;</li> <li>(b) establishing an effective culture and instructional climate within schools where expectations are high, principals are supportive and teachers are collaborative;</li> <li>(c) maintaining instructional focus and promoting a community of instructional practice among faculty;</li> <li>(d) keeping abreast of new strategies in education and modeling beliefs and attitudes that inspire others to higher levels of performance;</li> <li>(e) creating a culture of continuous learning for adults focused on student learning and other school goals.</li> </ul> <p>(B) <i>Data driven decision making and accountability:</i></p> <ul style="list-style-type: none"> <li>(a) developing an awareness of student profiles and student needs using multiple</li> </ul>	<p>Summer 2014 and on-going</p>	<p>PC PSC(s) CP LALSC</p>	

<p>sources of data as diagnostic tools to assess, identify and effect instructional improvement,</p> <p>(b) providing content and instruction that supports high student achievement in the NJ Core Content Standards.</p> <p>(c) gaining knowledge and skills for meeting the needs of the LEA’s diverse student population: and enhancing staff’s knowledge of best practices in instructional strategies.</p> <p><i>(C) Community leadership</i></p> <p>(a) ability to assess and respond to school and community needs by recognizing cultural and socio-economic differences, present and future, and to foster tolerance/collaboration within the school/ community;</p> <p>(b) ability to build lasting and effective partnerships with the families of the student population and the broader school community:</p> <p>a. Application of methods to validate the needs of students, staff and parents/enable the school community to embrace distinctive contributions.</p> <p>b. Refining skills for actively engaging the community to create shared responsibility</p> <p>c. Discussion of how school leaders gain</p>			
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<p>knowledge of available community resources and services/engage stakeholders to create shared responsibility; creating consumer-friendly schools.</p> <p>(c) ability to support and collaborate with staff in transforming school culture:</p> <ul style="list-style-type: none"> <li>a. Developing skills for creating open and non-intimidating communication between the school/community.</li> <li>b. Helping parents and staff assume leadership roles: recognizing and celebrating their respective successes.</li> <li>c. Increasing parental and community involvement</li> </ul> <p>(D) <i>Systems management</i></p> <ul style="list-style-type: none"> <li>a. Mobilizing human and financial resources,</li> <li>b. Time management,</li> <li>c. Facilitating staff collaboration,</li> <li>d. Understanding when/how to delegate responsibilities,</li> <li>e. Mastering operational aspects of the job: meeting the needs of site-based budgets and management,</li> <li>f. Learning business skills needed in site-based management and budgeting,</li> <li>g. Sharing forms, letters, policies and procedures best management practices,</li> <li>h. Knowledge of legal issues impacting the school and</li> </ul>			
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<p>district; establishing a safe and disciplined environment.  <i>(E) To provide strategies and approaches to meet the needs of English Language Learners (ELLs ) and students with special needs.</i>  a) PD on Sheltered English approach (SIOP),  b) Observation of SIOP classes  c) New Jersey Law regarding ELLs, and  d) Observation of different instructional models.</p>			
<p>3.1.6 Summer 2-day leadership retreat exploring Leader as Professional and Person:  (A). Exploring the human element of leadership through 'Increasing Human Effectiveness: Managing the Rapids of Change. Leaders':  Participants:  <b>a.</b> Are guided through an intense self-examination of their attitudes, leadership styles and behaviors and the effect they have on the organization;  <b>b.</b> Study the nature of change, motivation and leadership;  <b>c.</b> Learning to manage change, prepare people to take risks, make better decisions, and solve problems more effectively;  <b>d.</b> Build communication skills of listening, writing and speaking;  <b>e.</b> Receive practical guidance/tools to</p>	<p>Summer 2014 and on-going</p>	<p>PC  PSC(s)  CP  LALSC</p>	

implement/sustain professional and personal growth for themselves and those they lead. On the final half day, school leaders form collaborative triads and begin planning for individualized leadership development			
3.1.7 Pre-School Year individual leadership workshop where school leaders develop at least three objectives for systemic change that focus on: A. Instructional Leadership B. Community Leadership C. Systems Management, while creating a culture that values assessment, collaboration, feedback, and accountability, within the context of improving teacher effectiveness and student learning outcomes.	Summer 2014 and on-going	PC LALSC PSC(s) CP	

**Objective 4**

**To provide the 12 currently employed principals in Professional Development Schools with sustained support from a Leader in Residence (LIR), who will work collaboratively with Professors in Residence (PIR) and the three district executive directors for principal coaching and evaluation, to improve their leadership performance. (Invitational Priority 1)**

Objective 4.1 To provide experienced leaders to all program participants to serve as coaches to assist in the application of theory to application.

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
4.1.1 Following each of the five staff development workshops, principals will	Summer 2014 and on-going	PC LALSC PSC(s)	

be assigned a Leader in Residence (LIR) who will subsequently schedule a follow-up meeting to provide assistance and support in the application of the workshop theory.		CP LIR	
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**Objective 5**

**To assess the effectiveness and retention of 40 aspiring educational leaders who successfully complete the M. Ed. in Educational Leadership through the tracking of licensure issuance, employment as a principal or assistant principal in high-need LEA, and successful student achievement.**

5.1 Assess the learning of participants through the licensure issuance and employment as leaders in high-needs LEAs.

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
5.1.1 Follow-up of graduates	Upon graduation and on-going	Project Staff/ Faculty/LALSC	Feedback to program
Track evaluation, employment and retention in high needs LEAs	On-going	Project Staff/ Faculty/LALSC	Impact of program assessed in graduates' evaluation of effectiveness and retention

**Objective 6**

**To evaluate the effectiveness of the LAL program so that it can be replicated in other high needs urban districts, adding to the research in best practices.**

Objective 6.1: To track participants' employment (components 1 & 2)

<b>Activities</b>	<b>Timeline</b>	<b>Resp.</b>	<b>Outcome/Evaluation</b>
6.2.1 Creation of tracking system	Spring 2016	PE	System created

6.2.2 Submission of Scores	Spring 2016	Participants	Scores obtained
6.2.3 Implementation and evaluation of tracking system	Spring 2016	PE	Tracking system is implemented and evaluated
6.2.4 Assessment of impact of program graduates on schools		PE	School Improvement

Objective 6.2: To evaluate and disseminate project outcomes and impact on student learning.

Activities	Timeline	Resp.	Outcome/Evaluation
5.3.1 See Project Evaluation	End of Project	PE FAC	Articles describing project and impact for replication

## PROJECT EVALUATION

**PERFORMANCE MEASURES:** the effectiveness of the program will be assessed using the following performance measures:

**Performance Measure 1:** The percentage of School Leadership Program graduates who are certified as principal

- 98 % of the 40 candidates prepared as school leaders in component one of the LAL will attain certification /licensure by completing all necessary licensure/certification requirements and assessments within the five years.

**Performance Measure 2:** The percentage of School Leadership Program graduates certified through the project who are hired as principal or assistant principal of a school in a high-need LEA

- 50 % of project participants in component one will be hired as principals or assistant principals by the PPS or another high- need LEA within three years of completing the program.

**Performance Measure 3:** The percentage of School Leadership Program participants who are hired as a principal or assistant principal of a school in a high-need LEA and remain in that position for at least 2 years

- 95 % of participants who are hired as principals or assistant principals will remain in that position for at least 2 years.

**Performance Measure 4:** The percentage of principals and assistant principals from schools in a high-need LEA who participated in the School Leadership Program-funded professional development activities who showed an increase in their pre-post scores on a standardized measure of principal skills

- 90 % of school leaders from schools in a high-need LEA who participated in the LAL program will show a rating increase on the newly implemented NJDOE principal evaluation model adopted in the PPS.

**Performance Measure 5:** The percentage of program graduates who are rated as “effective” or “highly effective” based on the principal evaluation instruments used by PPS

90 percent of program graduates will be are rated as “effective” or “highly effective” based on the principal evaluation instruments used by PPS

- **Short-Term Performance Measure 1: Persistence**

- 100 % of program participants who did not graduate in the previous reporting period, will persist in the program in the current reporting period

**Short-Term Performance Measure 2: Employment Retention**

- 98 % of newly hired principals and assistant principals will be retained in the partner high-need LEA one year after initial employment.

**Criterion 1: METHODS OF EVALUATION INCLUDE THE USE OF OBJECTIVE PERFORMANCE MEASURES RELATED TO THE INTENDED OUTCOMES AND PRODUCE QUANTITATIVE AND QUALITATIVE DATA**

As discussed above, the partnership has engaged **LD Platt Strategies** to assess the outcomes of the project. The project will assess all outcomes relative to school leader preparation with special emphasis on the cohort, site-based, problems of practice model as compared to traditional educational leadership programs. The Leaders as Learners project will use a quasi-experimental design and compare outcomes for program participants and graduates with outcomes for comparison group. The evaluation will:

- Compare retention of LAL participants in relation to other non-program candidates hired in the same time frame for equivalent positions in high-need LEAs.
- Compare assessments of participant performance as reflected by administrative evaluations in relation to other non-program school leaders hired in the same time frame for equivalent positions in the districts.
- Measure rates of participant completion of required coursework as well as qualification for state certifications.
- Compare LAL's participant scores in the licensure test required for state certification with those of non-program candidates.

Key formative evaluation factors for the LAL project include:

- Participant assessment of quality of academic course content and delivery (component one)-Every semester
- Participant assessment of quality of mentoring support from their university and their school district (component one)-Every year
- Participant assessment of quality and relevance of professional development activities (component two)- Every year
- Participant assessment of quality of mentoring (component two)- Every year
- District/school assessment of: quality of relations with WP concerning participant identification, placement and hiring; initial quality of participants upon hiring; quality of candidates in comparison to new school leaders from other sources-at end of years one and two
- WP assessment of quality of cooperation of school district and quality of inter-institutional collaboration related to delivery of common core instruction - at end of years one and two.

Evaluation measures will include assessments to reflect on the unique activities and outcomes of the project. Furthermore, the evaluation will analyze data maintained at the university and LEA to reflect on the project, its objectives, and goals relating to leader recruitment, selection, preparation, and retention.

## **Criterion 2: METHODS OF EVALUATION PROVIDE FOR EXAMINING THE EFFECTIVENESS OF PROJECT STRATEGIES**

The methods of evaluation described above and below will insure that the effectiveness of the overall goal and the six identified objectives and project outcomes.

**Evaluative methods include:**

Surveys: A series of measures to reflect on implementation strategies and program reactions from each cohort (aspiring leaders, project participants from component two, LEA, and University staff). Each measure developed will have both limited response and open-ended items. (Semester or Yearly)

Interview and Focus Group Discussion Protocols: A series of structured measures to garner in-depth descriptive information relative to the implementation strategies and program outcomes from each constituency. (Every year)

University Performance: Participant performance in University coursework, including internship and identified academic areas, will be examined. Measures will include GPA, courses attempted and courses completed (component one: aspiring leaders). (Every semester)

Leader Retention: Participant performance will be monitored as well as their attainment of a credential in a targeted area (component one), and retention in a high-need LEA (component one and two). (Yearly)

Rubrics for use in Assessing Participant Online Portfolios: An independent review committee of educators will articulate the criteria to distinguish successful reflections relative to specific participant products (e.g. portfolios, action projects). Participants will maintain an active online portfolio throughout their engagement in the program.

Interim and Final Reports: A database will be created to support the completion of interim and final reports. The database will be participant specific and include background variables (e.g. race, socioeconomic status, and pre-program education), courses attempted and

completed, staff development sessions attended (LAL Institute), mentoring received, project and university services used, and professional performance data (on the job). Analyses will not only seek to determine the extent to which each project objective was met, but to establish linkages between program strategies and activities, university and LEA support services, successful attainment of a principal credential, retention as assistant principal or principal in a high-need LEA, and school leader performance measures. Such measures will include, but may not be limited to, evaluation reports prepared by district administrators and mentors or coaches and those prepared by university faculty or mentors.

### **Formative and Summative Data to be collected**

Formative and descriptive assessment data will be collected and analyzed by the project administrators (director and, coordinators), faculty, school district staff, evaluator, and project participants from the onset of the project until its conclusion. Data include but are not limited to:

- Transcripts of participants' previous work to determine GPA
- Number of years of teaching or other school experience of participants (component one)
- Initial interview responses
- Oral communication assessment
- Writing samples
- Participants' self-assessment of strengths and weaknesses
- Academic major completed
- Participant attendance and participation in all project activities
- Feedback from university and district staff on each participant and on program
- Rubric assessments of participant online portfolios

- Year-end sessions/lessons learned
- Field Experience Log
- Field Experience Tracking Sheet
- Field observations of internship
- Indicators of participant professional performance including administrative evaluations in relation to other non-program candidates hired in the same time frame for equivalent positions in the districts
- Numbers of participants continuing in the program

Data collection will be ongoing. Analysis of such data will occur at the end of each semester. Data analysis will be distributed to staff, faculty and project participants so that program modification if necessary will be implemented the following semester or academic year, as appropriate.

Summative data will be collected at the end of each year by the external program evaluator to determine progress in meeting objectives and at the end of the project to determine whether these objectives were met. Summative data to be collected yearly include:

**Participant Outcomes: Component One: Aspiring Leaders**

Number of participants who are:

- identified, recruited, accepted, enrolled, retained
- utilizing and attending mentoring program, online services, induction year support
- completing certification program and master's degree
- receiving certification/licensure
- seeking positions as principals or assistant principals
- hired by high-needs urban schools

- retained after one year
- retained after two years
- retained after three years (tenure)
- rated as “effective” or “highly effective”

**Participant Outcomes: Component Two: Currently employed principals**

Number:

- participating in LAL Institute/ professional development sessions
  - participating in coaching sessions
  - implementing new strategies: coaching of teachers, feedback on teachers’ performance, ELLs, parents, etc.
  - participating in Summer retreat
  - remaining in their positions for at least two years
  - increased their performance as leaders
  - rated as “effective” or “highly effective”

**Impact on LEA Student Achievement**

- Performance on district formative assessments (Renaissance STARS)
- Standardized test data (NJ ASK)
- Disciplinary referrals
- Teacher and student attendance
- Promotion and graduation data
- Comparison of growth in student learning in PDSs and non PDSs in PPS

**The long term outcome** of this project will extend beyond the life of the grant. WP and PPS have agreed to follow participant outcomes for an additional three years beyond the end of the

grant. Specifically we will track employment retention for participants in components one and two of LAL.

**Criterion 3: METHODS OF EVALUATION PROVIDE PERFORMANCE FEEDBACK AND PERMIT PERIODIC ASSESSMENT OF PROGRESS**

The project evaluation is designed to provide continuous monitoring of services to participants as well as the gathering of evidence to determine impact and effectiveness of the program and progress towards meeting the overall goal and objectives.

The formative evaluation will collect data to monitor the fidelity of implementation of the project. Surveys, structured interviews, and focus group discussions will be developed to assess and guide the services offered and developed. Formative evaluation reports will be made to project staff in order to support mid-course corrections as indicated.

Graduate classes and the LAL Institute (professional development sessions) that project participants take will be evaluated to identify strengths, weaknesses, and needs. These data will be participant- specific and shared with project coordinators to inform timely interventions/support for participants. Faculty, mentors, coaches and LEA staff (three executive directors for principal coaching and evaluation) will be surveyed and interviewed in the spring of each year. Data collected will seek to determine the needs and strengths of participants. These data will be shared with project staff, university faculty, and LEA staff to support their modification and the development of support services such as mentoring and coaching as well as modifications to the curriculum and the LAL Institute/professional development sessions.

Formative evaluation reports will be shared with the Project Director, Project Coordinators, district personnel, and other staff members at least twice per year. Timing of reports may be

adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided.

## **PROJECT SIGNIFICANCE**

### **Criterion 1: CONTRIBUTION OF THE PROJECT TO INCREASE KNOWLEDGE OR UNDERSTANDING OF EDUCATIONAL PROBLEMS, ISSUES, OR EFFECTIVE STRATEGIES**

Recognizing the leadership challenges confronting high-need urban school districts, William Paterson University and the Paterson Public Schools propose to co-develop the *Leaders as Learners Initiative*, a comprehensive school leadership program that will significantly address the performance indicators that the Secretary of Education has determined in the call for proposals. With the generous support of the U.S. Department of Education, WP has been a leader in teacher education reform, including Transition to Teaching and Teacher Quality Partnership initiatives. We are excited that teachers prepared in these excellent programs will now have the opportunity to become school leaders. Now, it is not only timely but also urgent for universities and schools to collaborate on linking quality teacher preparation to quality administrator/ leader preparation.

Accordingly, the proposed project will model collaboration across traditionally separate worlds-- teacher and leader preparation/professional development. Extension of William Paterson University's and Paterson Public Schools' successful model, which includes embedded Professors in Residence (PIRs) as part of a professional development school partnership, to now include Leaders in Residence (LIRs), will provide the means and scaffolding for collaboration to implement important state, district, and building-level initiatives. This project will demonstrate and provide empirical and qualitative evidence that supporting leaders to collaborate with

teachers will enliven and accelerate school innovation and reform. It aims to demonstrate that supportive, engaged environments help to stem the flow of talent (both teacher and administrator) from high needs districts. Finally, this project will impact the success of teachers, administrators, and students in the Paterson Public Schools and other high needs schools in the immediate area.

## **Component 1: Aspiring Leaders**

### Critical Need for a Succession Plan

During the next decade, the nation will continue to experience a shortage of principal applicants. As more principals plan to leave the profession through attrition or retirement, we are struggling to replace them. "...the principal pipeline seems to leak the most from schools with large concentrations of minority students and from low-performing schools." (Viadero, 2009).

At the same time, significant and continuing changes in our society have created a shift in roles and responsibilities for principals in our schools. We must begin to cultivate a new generation of leaders who are of exceptional quality. PPS must provide opportunities for aspiring school leaders to grow through their own professional experiences as well as under the mentorship of more senior principals while, at the same time, allowing our senior school leaders to benefit from continuous learning through ongoing professional development opportunities. These critical needs for PPS are identified in its mission statement, vision, and core beliefs.

In developing a succession plan, the challenge is to identify the best professionals who would like to aspire to the principalship, to offer them a program that is focused on problems of practice that require a comprehensive understanding of adaptive leadership (Heifetz, Grashow & Linksy, 2009), and to give them the initial and ongoing support that they will need to be successful in a challenging urban setting.

*Strategy:* The LAL project addresses the succession plan by preparing two cohorts of 20 new leaders recruited from recognized teacher leaders in the Paterson PDSs and from outstanding candidates in our Transition to Teaching and Teacher Quality Partnership grants and providing them with a school-based program that addresses the needs of urban special needs schools. The program of study will result in a master's degree in Educational Leadership and licensure in New Jersey. The principal preparation program will build upon the strength and recognition of the existing principal preparation program at William Paterson University and on its innovations in teacher preparation.

*Outcome and Contribution:* Forty new leaders will be recruited, prepared, mentored, and certified in five years able to impact student learning in urban high needs districts.

## **Component 2: Current Principals**

### **Impact on Knowledge and Understanding about Problems of Practice**

We know that principals today face a daunting task. Educational organizations such as NAESP, ASCD, AASA, agree that the most critical role principals can play is that of instructional leader. Principals are expected to lead the instructional program, supervise staff, discipline students, interact with parents, manage facilities, work on special projects assigned by the central office, insure the safety of students and teachers, manage budgets, participate in school-wide reform, build partnerships with social agencies in the community, and understand the legal implications of these activities (Chirichello, 2010).

Today's principals must also be savvy with the external political forces that have us focused on standards, data informed decision making, and assessment. They must be able to respond to the increasing demands that are made by unions, parents, the business community, and superintendents. Despite these overwhelming responsibilities, principals must maintain their

focus on educating children "...in an environment where interest group politics, board relations and a regulatory muddle conspire to handcuff their leadership" (Public Agenda, 2001, p. 10).

Experts point out that what principals are lacking is sufficient professional development. A 2008 survey by the NAESP found that its members allocated just 2 percent of their school time, on average, to their continuing education as leaders.

What, then, makes the difference if principals want to focus on curriculum development and other instructional issues that will clearly establish their role as educational leaders? What will attract candidates to the principalship as the roles and responsibilities of principals become more daunting?

*Strategy:* The LAL will provide professional development through the Leaders as Learners Institute, as well as coaching, and mentoring to current school leaders. This program proposes a special urban focused professional development program that will be centered on problems of practice in the leader's school. The project will also base the program on identified needs in knowledge and skills, but also on the development of one's personal dispositions about leading and learning. This program will increase each candidate's knowledge and understanding of problems of practice and provide them with the strategies they will need to address problems of practice in their schools.

*Outcomes and Contribution:* 1. currently employed school principals in PDSs will be provided with opportunities for professional learning through the creation of a "Leaders as Learners Institute," a professional development program that will help them master essential school leadership skills. 2. As a result, students' academic achievement in the PDSs will improve.

**Criterion 2: THE PROJECT WILL RESULT IN SYSTEM CHANGE OR IMPROVEMENT**

If we expect principals to understand that their role as instructional leaders is significantly more important than their role as managers and, if principals need time to balance their roles and responsibilities as leaders and managers, we must debunk the myth about the centrist perspectives of leadership. The theories about scientific manager, democratic leader, theory-guided administrator, bureaucratic executive, humanistic facilitator, and instructional leader that have come and gone during the 20<sup>th</sup> century (Kavanaugh, 2005) were not powerful enough to sustain new school organizational paradigms.

Leadership for the 21<sup>st</sup> century must be rooted in the action values of visioning, leading, learning, building community, synergy, collaboration, and communicating (Jazzar & Algozzine, 2006).

Today we live in a world that is rich in relationships, with patterns that connect rather than separate. Our worldview of leadership must value interrelationships and adaptability (Wheatley, 1999). The project will explore different leadership philosophies including servant leadership at the request of the PPS focusing on problems of practice and district needs. Servant leadership is based on the belief that leaders should put their constituent needs first before their own.

Greenleaf (1977) expanded on the timeless principles that serve as the underpinnings for a leadership philosophy that embraces the notion that by “continually reflecting on what would be best for their constituents, servant leaders are less likely to take advantage of their followers’ trust, act inconsistently, or accumulate money and power (Owens & Kaplan, 2012).” The related concepts upon which servant leadership foundation is built include stewardship, obligation, partnership and purpose. In our vision, relationships and adaptability to schools’ needs will replace power and control. The program proposed in this grant will achieve these objectives.

*Change:* The objectives of the LAL project for both aspiring and current school leaders will produce systemic change over time as prepared leaders assume their roles for the Paterson Public

Schools. Our school leaders must have the opportunity to participate in quality programs and professional development programs to enable them to become outstanding leaders. They will have this opportunity through this program.

**Criterion 3: THE IMPORTANCE OF THE RESULTS OR OUTCOMES, ESPECIALLY IMPROVEMENTS IN TEACHING AND STUDENT ACHIEVEMENT**

Marzano, Waters, and McNutley (2005) completed a meta-analysis from 69 studies that spanned 1978-2001. They concluded that principals can have a significant effect on student achievement if they spend time cultivating specific leadership behaviors. Twenty-one categories of behaviors that are referred to as responsibilities in this meta-analysis had an average correlation of .25 with student academic achievement. The behaviors include: affirmation, change agent, contingent reward, communication, culture, discipline, flexibility, focus, ideals/beliefs, input, intellectual stimulation, involvement in curriculum, instruction, and assessment, knowledge of curriculum, instruction, and assessment, monitoring/evaluating, optimizer, order, outreach, relationship, resources, situational awareness, and visibility.

Marzano, Waters & McNulty (2005) have identified the behaviors that principals must exhibit to increase student learning outcomes. The LAL project plans to include each of them in the ongoing continuous professional development of the experienced and aspiring school leaders. This is clearly the way to improve student learning outcomes.

The recently adapted Educational Leadership Policy Standards in 2008 by the National Policy Board for Educational Administration acknowledges the changing role of school leaders.

Effective principals must promote the success of every student by (1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders; (2) advocating, nurturing, and sustaining a school culture and

instructional program conducive to student learning and staff professional growth; (3) ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (4) collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity, fairness, and in an ethical manner; and (6) understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Council of Chief State School Officers, 2008). This grant proposal will focus on each of these standards not only in the preparation program which is already aligned to those standards at William Paterson University, but also in the on-going professional development activities that will be planned.

The reply to the question, “*What kind of leaders do we need?*” is not the superhero that can do it by herself. Instead, we need leaders who know how to set direction, build commitment, and create alignment. Today’s principals must know how to articulate the mission, vision, and values of the school. They must create a learning community in which people trust one another and sustain a culture that supports mutual accountability. Principals are people developers. They must find ways in which teachers must assume leadership roles. Teachers must begin to see their role as more than instructor. They are intimately interrelated with leadership (Center for Creative Leadership, 2006). Principals must have a skill set that supports and nurtures teacher leadership. They must know how to create a culture that will value inquiry, collaboration, accountability, and life-long learning to promote conditions that result in successful schools. Our aspiring principals, experienced principals, new principals, and vice principals-all with diverse leadership styles- must have an opportunity to refine their vision, strengthen their values, and support their beliefs as they implement leadership strategies that will enhance teacher effectiveness and strengthen student learning outcomes.

## **Potential for Replication**

Coupled with Marzano's research (2005) and put in the context of the problems of practice, internship experiences, and coaching that will be provided for each of the participants, the response to the critical question- *what kind of leaders do we need*- can be answered with the program provided by William Paterson University in concert with the PPS. We believe that this program will play a significant role in making a powerful difference for the future leaders of this school system in New Jersey and it will be able to be replicated throughout urban districts.

The need is obviously greatest in urban schools. Aspiring and current school leaders "must be adept at addressing the special challenges of class, race, ethnicity, and language background, all concentrated in urban schools. To face these issues squarely, future leaders must understand their own identities in a multiracial, multiethnic society, and be able to facilitate conversations about race and class that advocate for racial minority children." (Grub & Treadway, 2010) We believe that the programs supported by this project will confront these challenges.

A developmental approach to leadership that includes aspiring principals, novice principals, and experienced principals will foster leadership throughout the life-cycle of school leaders (Grubb & Treadway). We believe that this grant supports this approach.

We are convinced that the Leaders as Learners project will result in nurturing and sustaining leaders who are not conductors of the orchestra but rather members of small jazz ensembles (Smith & Ellett, 2000). Jazz "...combines the unpredictability of the future with the gifts of individuals." (DePree, 1992, p. 9) In jazz, there is an arranged melody but improvisation abounds. Jazz musicians are risk-takers. They rely on the collective talents of the ensemble. The jazz musician knows when to take the lead, when to follow, and when to get out of the way. Each

musician has the opportunity to draw out the best from every other musician (DePree, 1992).

This is our vision for the leaders in the Paterson Public Schools.

## **MANAGEMENT PLAN**

### **Criterion 1: ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE**

#### **OBJECTIVES**

The management plan is designed to insure that the program's goal, objectives and activities are accomplished within budget and in a timely and efficient manner. The proposed timelines, responsibilities and milestones for achieving project tasks are outline in the charts under the Evaluation section. The LAL project will be housed at WP and will be co-directed by the Director of the Educational Leadership program and the chair of the Department of Educational Leadership and Professional Studies who report to the Dean of Education.

#### **Project Leadership and Key Personnel**

**Project Director:** Dr. Kevin Walsh is highly qualified to serve as project director, having extensive experience and expertise in directing school leadership programs in higher education as well as serving as principal, assistant principal for many years. Dr. Walsh is an associate professor in the Department of Educational Leadership and Professional Studies (ELPS) at WP. Dr. Walsh will commit 25 % of his time to the project to oversee all activities, serve as the primary liaison with the PPS leadership, review and approve budget and project priorities, supervise assessment activities, convene the LALSC, assist in preparation and filing of reports and advocate for the project with internal and external constituencies. The project director's time is WP's contribution to this initiative.

**Project Co-Director:** Dr. Geraldine Mongillo is an experienced leader who has directed a variety of programs including the university's developmental reading program and the Master's

in Literacy program. She has researched and published studies focused on the empowerment of teacher leaders. Currently Dr. Mongillo is an associate professor and Chair of the Educational Leadership and Professional Studies department. Dr. Mongillo will co-direct the project with Dr. Walsh and share the above mentioned responsibilities of overseeing the project, advocating for the project at WP, assisting with the research and evaluation of the project impact, and collaborating in the writing of reports.

**Project Coordinator:** To be hired-full-time, the salary to be charged to the grant. The coordinator reports to the project directors and has day-to-day responsibilities for Component 1: Aspiring New Leaders- for 50 percent of his/her time during the academic year as well as a during the summer. The coordinator will also be responsible for the day-to-day operations for Component 2: Professional Development for current principals and dedicate 50 percent of the time to this component.

**University Mentors for Aspiring Leaders-** Faculty with expertise in school leadership will be hired and provided with staff development for their roles as mentors/advisors to aspiring leaders in component one of the project. They will serve as liaisons between the project and WP, assist in the recruitment, selection, and placement of candidates in the residency year. As members and advocates for project participants, they will observe, coach, mentor, and provide feedback, meet with project participants twice a semester for support sessions, provide feedback to project administrators on participants' progress, hold seminars together with the on-site mentors in the learning communities, and assist with evaluation activities.

**Leaders in Residence -** District administrators will continue to mentor current principals as required by the district. In addition, currently employed principals will receive support from Leaders in Residence who work alongside them as mentors. LIRs provide guidance and feedback

to principals and work in collaboration with the District Executive Directors for Principal Coaching and Evaluation and the school PIR. LIRs will be experienced faculty with school leadership expertise in urban settings.

**The Paterson school district** will work with WP leadership through the three Executive Directors for Principal Coaching and Evaluation, providing support for the project, support for aspiring leaders and principals through assigned mentorship, coordination of district activities, and participation on the LALSC.

**Leaders as Learners Steering Committee (LALSC)** will oversee the project, bring diverse perspectives to the program, and provide feedback to the project director and other key personnel. The LALSC will meet every other month and will be composed of representatives from all stakeholders: - the project co-directors and coordinator, the three district executive directors for principal coaching and evaluation, aspiring and current PPS school leaders, and parents.

## **Criterion 2: ADEQUACY OF PROCEDURES FOR ENSURING FEEDBACK**

The management plan calls for clearly defined responsibilities, a well sequenced series of activities, timelines, milestones and assessments to accomplish the project goal and objectives. The evaluation plan indicates the assessment measures and procedures that will be used to provide feedback to project staff and the school district regarding progress towards accomplishing project goal, objectives, and outcomes.

### a.) Procedures for Feedback and Improvement of Participants' Performance

Aspiring and currently employed school leaders will be assessed on their knowledge, skills, and dispositions to become effective leaders. Knowledge, skills, dispositions as well as performance will be evaluated using tools developed to assess the behaviors learned. Participants in

component one will be observed and given feedback by the university and on-site mentors, while current principals will be assessed and given feedback by the coaches using tools aligned with state and national standards. Feedback to participants will be continuous. Support for areas determined for needing improvement will be on-going.

b.) Procedures for Feedback and Improvement towards Project Goals

LEA and IHE staff, including superintendent, principals, supervisors, mentors, coaches, faculty, and teachers, will be surveyed on a regular basis. Data collected will seek to determine the needs and strengths of project participants. These data will be shared with project staff to support their modification and the development of support services.

Formative evaluation reports will be shared with the Project Director, Project Coordinators, and other faculty and staff members at least twice per year. Timing of reports may be adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided, if warranted. The LALSC will provide additional feedback towards progress of project goals and be a key source of information towards any needed improvements in the operation of the project.