

School Administrators Association of New York State

Vanguard

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Vol. 46 No. 2

Exploring
Educational
Leadership



THE STATE OF THE PROFESSION



DR. LUELLE BROWN
Superintendent,
Ithaca City School District

**NEW YORK'S PRINCIPAL
PREPARATION PROJECT**

**BUILDING RELATIONSHIPS:
THE ITHACA STORY**

**WHY WE FAILED: AN INTERVIEW
WITH LONNIE PALMER**



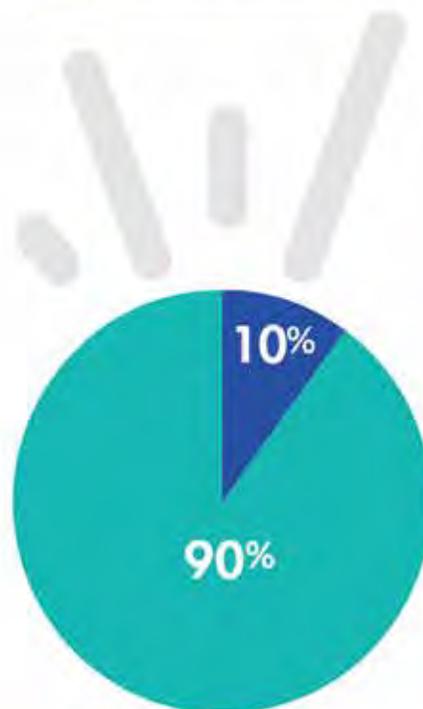
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All In? The Impact of Mandates and Optouts on Our Teaching and Learning Communities

Presenters: James Cameron & Tim Martin, Islip CSD

Trauma Informed Schools: Starting the Journey

Presenters: Joseph Fantigrossi & Jay Roscup, Lyons CSD

PANEL: Implementing the Brockton Model: The First Year's Journey

Presenters: Michelle Feyerabend & Dan Erickson, Johnson CSD

Leadership Actions for Highly Effective Co-teaching Teams in All In Classrooms

Presenters: Dean Goewey & Linda Stummer, Oswego CSD

Are Your Teachers Planning for the Success of Every Child?

Presenters: Tamara Jones & Doc Watson, Right Reason Technologies

Data Driven Decision Making: A Total Quality Leadership Approach for Transportation, Facility, and School Nurse Leaders

Presenter: Al Karam, Shenenedehowa CSD

Creating An Equal Opportunity High School "One Student at a Time"

Presenters: John Kenny & Jennifer Alaimo, Sewanhaka CSD

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Presenters: Cesar & Jill Santoro, Lancaster CSD

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Presenter: Jamie Sweeney, Carthage CSD

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Presenters: John McKenna & Manya Bouteneff, Tonawanda CSD

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Presenter: Lynn Rhone, Romulus CSD

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Presenters: Thomas Schulte & Jim Thompson, WNY Tech Academy

PANEL: Ratcheting Core: A Laser Focus to Serve ALL Students

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DR. LUELLE BROWN & TEAM The Ithaca Story

Sunday, October 22

SAANYS is excited to welcome Ithaca's Luvelle Brown, the 2017 New York State Superintendent of the Year, to the SAANYS Annual Conference. Brown will be joined by members of his

administrative team as they talk about the district's shift in organizational culture that has led to a 64 percent reduction in discipline referrals, a 58 percent increase in enrollment in co-curricular programs, and a graduation rate that has skyrocketed from 78 percent to above 90 percent. A former teacher, coach, principal, and school chief information officer, Brown has received various awards and recognition for his leadership. He was honored by the National School Boards Association as a "20-to-Watch" and has received the Center for Digital Education Top 30 Award. In 2014, he received the eSchool News Tech-Savvy Superintendent Award. He was also selected by the U.S. Department of Education as one of the nation's top 100 innovative superintendents.



Q & A with MARYELLEN ELIA

New York State Commissioner of Education

Monday, October 23

As the New York State Commissioner of Education and President of the University of the State of New York, MaryEllen Elia oversees the work of more than 700 school districts with 3.2 million students; 7,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licenses. A native New Yorker, Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL for ten years. In Hillsborough, the nation's eighth largest school district, she successfully implemented higher learning standards, partnered with teachers to develop a comprehensive evaluation system, and earned national recognition for gains in student achievement. After some brief remarks, Commissioner Elia will answer questions from the audience.



HIGHLIGHTS



EdCamp sessions are back for Sunday!

Sunday Learning Labs!

Sunday night dinner reception at the Baseball Hall of Fame!

More workshops! Three back-to-back sessions Monday am

Panel of schools implementing Sue Szachowicz's Brockton Literacy Initiative

Boxed lunches to go on Monday

Winding Up the Work in the Instructional Focus on Literacy and Leadership to

Johnson & Nicole Williams, Poughkeepsie CSD

Free New Authors

Marotta, Port Jervis; Oliver Robinson, Tonawanda; John McKenna, Tonawanda

Real is Not a Hoax

Thomas, Mark Pitterson, Annette Landry, Knox, Westerlo CSD

Assessment

Smilinich & Thomas Knab, Williamsville CSD

Rural Proficiency: Journey

Head & Lisa Kissinger, Shenendehowa CSD

Workshop

Representatives

Workshops subject to change.



Contents

Enhancing
Educational
Leadership:
New York's Principal
Preparation Project | 5
by Kim M. Smithgall



Building Relationships: | 11
The Ithaca Story with
Luvelle Brown
by Pat Fontana



Why We Failed: | 17
An Interview with Lonnie Palmer
by Peter M. DeWitt, EdD

COLUMNS

President's Message | 1

Book Review | 21

FYI | 24

Trade Talk | 44



formerly *The Journal*

Experience Makes a | 27
Great Teacher
by Sarosh Syed

Professional Growth Circles: | 31
A New Way to Learn and Connect
by Karen Bronson

Questions and Recommendations: | 35
CTLE Based on First Year of
Implementation
by Cindy Gallagher

Making Change with Response | 39
to Intervention
by Allison J. Clark, PhD

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Practices
from practitioners
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8 Airport Park Boulevard
Latham, NY 12110
(518) 782-0600
Fax: (518) 782-9552

Managing Editor

Michelle B. Hebert | SAANYS

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Layout & Design

Sharon Caruso | Graphic Designer

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Address any correspondence to:

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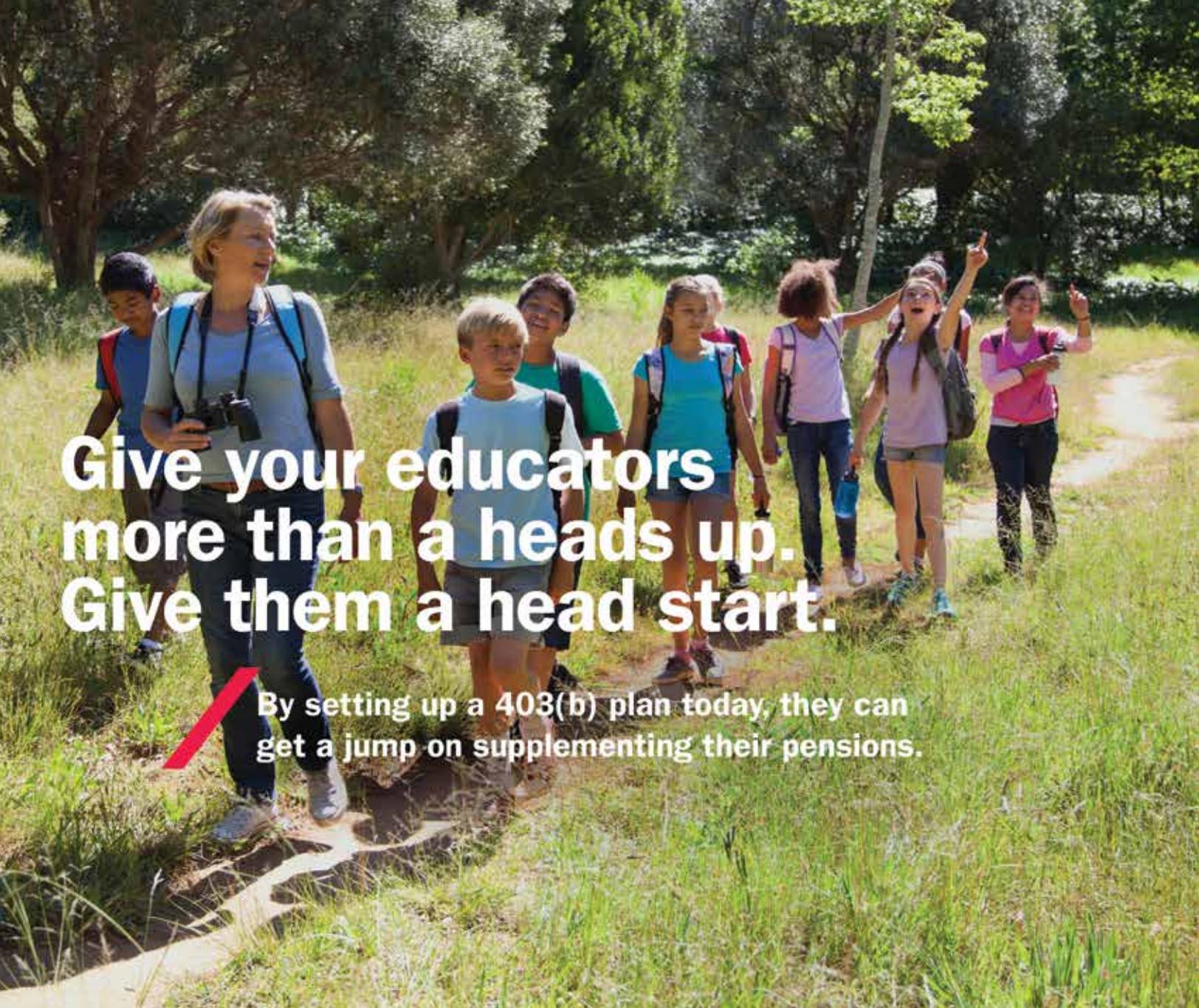
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A message from

Dr. Paul Fanuele

SAANYS President
2016-17

Leading with Purpose

In real estate, it has been said that the three most important factors are location, location, location. In education it is purpose, purpose, purpose. This edition of *Vanguard* focuses on the state of our profession and what the future holds. There is no doubt that the importance of school leaders is seemingly at an all-time high. More important is the need to build the capacity of aspiring building leaders to carry the torch of the retiring or soon to be retiring leadership. The concept of mentoring has always been important but with fewer leaders interested in the role of a building leader, mentoring will play a key role in strengthening the knowledge base of those interested in leading the education of our most important asset, our youth. The future is never crystal clear so all leaders should focus on what they define as their purpose. A narrow, well-defined purpose will help guide leaders through the myriad of challenges that await us. A purpose can be narrowed into a single sentence for clarity. What's your sentence? Well, we will get there soon enough (keep reading).

Importance of School Leaders

Trying to convince the readers of *Vanguard* that school leaders are important will be an easy task ("you had me at hello" comes to mind), but research backs up what we feel. Blase, Blase, and Phillips (2010) found that "effective administrative leadership provides a stable, predictable, and supportive foundation for a high-performing school" (p. xxvii). An educational leader has a major effect on his/her students and "can impact the lives of anywhere from a few hundred to a few thousand students during a year" (Schmidt-Davis and Bottoms, 2011, p. 2). The role of the principal has grown over the years. No longer just the proprietor of buses, boilers, and books, the principal is now tasked with a myriad of nonmanagerial functions and must shepherd communities by becoming lead learners who can collaborate with others to deliver quality instruction (Fullan, 2014; Whyte, 1956).

Current leaders are aware of the complexity of school leadership as their schedules are constantly filled in order to effectively navigate the challenges of the job. It appears that there are fewer leaders considering the jump to building administration due to its demands. It is incumbent upon current leaders to identify interested educators and guide them. Mentoring our aspiring leaders will be a key function of current administrators.

Mentoring

Mentoring needs to be embraced by both the mentee and the mentor. Current leaders need to be afforded the time to meet with, and guide, our future leaders. Current leaders need to embrace the role of mentor to help build a succession plan as experienced leaders near the end of their careers. Equally important to successful leaders embracing mentoring are new leaders who embrace the learning role of a mentee. Mentees have to dive into the role and absorb as much as they can. They need to take advantage of the tremendous opportunity to learn not only technical knowledge, but the nuances of educational leadership. As we continue to see the development of mentoring programs, please take an active role on whichever side you might fall, mentor or mentee. Pay it forward and pass on knowledge or open yourself to learning from others with experience. The future of educational leadership depends upon it.

Prepare for the Future with a Well-defined Purpose

Having a well-defined purpose might be the best way to be prepared for the future. Change in virtually anything is inevitable, and being armed with a clear idea of what you want out of both your personal and professional life will provide much needed guidance. Our lives (work and personal) are filled with the necessity to react to the "need" of the moment. We should pay attention to the immediate need that pops up; however, we must stay focused on our purpose and make sure it gets our best effort. We should spend as much of our energy and time as possible on our most important work. Our most important work is found in our purpose.

Please take some time to sit down and develop a guiding purpose. It can be a difficult task but one that is well worth the effort. A few years ago, Daniel Pink (2009) asked people to develop a purpose by asking them, "What's your sentence?" What keeps you going when you have a day that is tough and filled with reactivity, not proactivity? Clare Boothe Luce, the first woman in the U.S. Congress, asked John F. Kennedy what his sentence was. She felt that Abraham Lincoln and Franklin D. Roosevelt had a sentence but that JFK might have too many priorities and that his sentence might be a muddled paragraph (Pink, 2009). Luce wanted JFK to narrow his priorities in order to stay focused on his main purpose. Do you have too many priorities? It is difficult not to have a

continued

Leading with Purpose

continued

multitude of tasks but the more we do the less effective we will be on each individual task. We will never be able to eliminate reactive tasks, but with a well-defined purpose or sentence we can stay focused on what is most important.

So I ask you, "What's your sentence?" I asked some of my colleagues and I did receive some quick suggestions that I did not accept. I told them that music lyrics such as "I will survive" and "You can't always get what you want..." were not acceptable (no offense to Gloria Gaynor and the Rolling Stones). However, they did provide a few good ones. One colleague offered, "I will treat each student with fairness and listen when they walk through my door." Another stated, "Give everyone more than they expect in patience, time, and care." I often use the sentence "Do what is right in a respectful way." One short sentence to contemplate is that no matter what you are doing, try to always "build a cathedral."

Build a Cathedral

Peter Drucker (2006) made famous the story, "The Parable of the Three Stonecutters." There are many versions of this parable but the story below sums up the premise:

Once upon a time, a traveler came across three stonecutters and asked them what they were doing.

The first replied that he was the most miserable person on earth and that he had the hardest job in the world. "Every day I have to move around huge stones to make a living, which is barely enough to eat." The traveler gave him a coin and continued walking.

The second one did not complain and was focused on his work. When the traveler asked him what he was doing, the stonecutter replied, "I'm earning a living by doing the best job of stonecutting in the entire county. Although the work is hard, I'm satisfied with what I do and I earn enough to feed my family." The traveler praised him, gave him a coin and went on.

When the traveler met the third stonecutter, he noticed that the stonecutter had sweat and dust on him but he looked happy and was singing a cheerful song. The traveler was astonished and asked, "What are you doing?" The stonecutter looked up with a visionary gleam in his eye and said, "Can't you see? I am building a cathedral."

The idea that no matter what you are doing you should "build a cathedral" might be a bit daunting. However, if you keep this premise in mind when focusing on your purpose, you will be well prepared to handle whatever comes your way. The three stonecutters are all performing the same task. The difference is that the last one has a well-defined sentence. His sentence might be "My hard

A message from

Dr. Paul Fanuele

SAANYS President
2016-17

work will ultimately bring joy to many" or "My hard work 'can impact the lives of anywhere from a few hundred to a few thousand students during a year.'" If you remember, the latter quote is a repeat of a quote I used to depict the importance of building leaders (who knew we were similar to stonecutters).

Conclusion

School leaders are an important piece of the education puzzle. The need to continue to develop future leaders in order to tackle the myriad of challenges is of the utmost importance. The mentor-mentee relationship will benefit all involved in the process and is the duty of both the veteran leader and the novice. Most of what is certain about the future is that change will be a part of it. Develop your purpose and synthesize it into a narrow and focused sentence. Your sentence will keep you grounded in your true meaning and enable you to keep focused when fires occur around you. When all else fails, remember to build a cathedral every day. We are here to shape the lives of students; don't they deserve a cathedral? My last request is to remind you to create your sentence. If you are so inclined, pass it along to me (twitter:@pfanuele). Good luck and keep building.

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- *Also check out the NASSP/NAESP publication, *Leadership Matters: What the Research Says About the Importance of Principal Leadership*.



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ENHANCING EDUCATIONAL LEADERSHIP:

New York's Principal Preparation Project

By Kim M. Smithgall

“If you have ever spent time with principals, you know that they wear many different hats over the course of the school day. Over time, those hats have changed as a result of shifts in New York’s student population, advances in technology, and other factors. Given these changes, it is time for us to reexamine how we prepare our principals and, if necessary, make adjustments to our requirements to ensure we are setting up our future school building leaders to be successful on the job on day one. The Principal Preparation Project is affording us that opportunity and also allowing us to develop tools to help districts – particularly our neediest ones – find the right candidates to fill principal openings. Eventually, these efforts will lead to better prepared principals being placed in schools that need strong, effective leaders.”

– Commissioner MaryEllen Elia

Behind every successful student is a great teacher and behind great teachers are great school leaders. In fact, research shows that principal leadership is second only to teacher effectiveness when it comes to factors that affect student performance.

This maxim forms the foundation for New York's Principal Preparation Project, an initiative focused on enhancing school building leadership by reviewing current principal preparation programs and support for sitting principals, determining if improvements are needed in these areas, and then developing recommendations for the Board of Regents.

The project also involves designing a high-tech tool that will help school districts identify and place high-quality principals.

BROAD STAKEHOLDER INVOLVEMENT

The Principal Preparation Project work started in spring 2016 when the Board of Regents accepted a grant from the Wallace Foundation to fund the project.

"We initially tried to raise our awareness about principal preparation in the state and we did that in a variety of ways. For example, we conducted interviews and focus groups around the state to gather information and also collected about 85 different publications for a literature review," said Ken Turner, director of the project.

Next, NYSED Commissioner MaryEllen Elia and Deputy Commissioner for Higher Education John D'Agati invited 37 individuals to join an advisory team. This team includes teachers, principals, school superintendents, BOCES superintendents, and parents, as well as representatives from community-based organizations, college/university principal preparation programs, and civil rights organizations. The team also has two outside experts who have been instrumental in providing insights into similar work under way in other states: a policy analyst from Illinois who helped guide that state through an initiative to improve principal preparation and the chair of a team that is creating

the National Educational Leadership Preparation Standards.

New York's advisory team members are enthusiastic participants. "When asked to serve on the committee, I immediately responded in the positive," said Colleen Taggerty, superintendent of the Olean City School District. "I thought I would be able to learn from and with my colleagues and it allowed me an opportunity to have a voice at the table."

Pamela Odom, principal of Syracuse City School District's Grant Middle School, echoed Taggerty's comments, adding that the strength of the team comes from its diversity. "We have a lot of very smart people at the table and it's been very interesting to hear all of the different viewpoints," she said. "The whole process has been fascinating."

This team began meeting in September 2016, when it developed and administered an online survey to gather feedback from educators, school administrators, and those in higher education on what was working well in school leader preparation and what could be improved. "We then started with kind of a blank sheet of paper and literally invited every member of the team to tell us in writing what they would like to have in an ideal program to prepare principals," Turner recounted.

After the advisory team met for several months, Turner compiled the team's recommendations and set out on a journey across the state to gather additional stakeholder input. He organized a whirlwind tour that included 22 focus groups held during a few short weeks in spring 2017. Each focus group comprised up to two dozen invitees, including teachers, parents, principals and/or those pursuing principal certification, local school board members, community education council members, school superintendents, BOCES superintendents, and deans of education schools.

EMERGING THEMES

Several common themes and strategies began to materialize during the advisory team discussions and within the focus groups. "The most prevalent theme that emerged was

that many are certified, but few are ready," Turner said.

Turner provided some context based on the stakeholder conversations. "The job of a principal seems a lot more challenging today than it was in the past for a variety of reasons. Technology advances are one thing – just look at social media and having to wrestle with those issues in a school. We also see changes in laws, especially as they relate to accountability and evaluation of teachers," Turner commented. "We see changes in the demography of the student population: we increasingly have a population in which English is not the native language and there's a remarkable amount of poverty around the state. The social-emotional needs of kids appear to be changing, too."

Taggerty observed that the political aspects associated with education are shifting, as well. "The respect for public education and the positions of teaching and leadership within public education has eroded. So we find ourselves more trying to defend ourselves and educating the community-at-large and our politicians and legislators rather than the focus being where it should be, which is educating our learners," she said.

In effect, the educational landscape is changing so quickly that it's challenging for leadership preparation programs to keep pace. There's good news, though, because educators and state officials are recognizing this and the accompanying need for improvement. According to the Council of Chief State School Officers, six states have already revised standards for principal certification and ten more are reviewing standards and moving toward modifications and updates. This puts New York in a good position: the state can benefit from the thorough process it's currently engaged in with the Principal Preparation Project, while also drawing insight from the best practices implemented in Illinois and other states that have tackled the difficult work of improving preparation programs for school leaders.

POSSIBLE STRATEGIES

One improvement strategy that emerged in New York's Principal Preparation Project discussions was updating the school leader standards. This approach worked well as an initial step in Illinois.

"We had two programs in Illinois that were evidence-based," said Erika Hunt, senior policy analyst and researcher at the Center for the Study of Education Policy at Illinois State University. "We basically modeled our state policy off of the effective practices that we saw implemented well at the local level."

In New York, educators discussed the option of adopting the Professional Standards for Educational Leaders 2015, which is an update to the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (see sidebar article on page 9 for more details). "The point is, the standards around which principal preparation programs are currently organized are from 2008," Turner said. "So, like many other states, New York is looking to possibly adopt more modernized standards."

Many of the participants in New York's discussions also favored the idea of having competencies accompanying new standards for school leaders — that's one of the missing pieces of the puzzle.

"What is not included in any formal requirement is for aspiring principals to demonstrate in a real setting under real conditions that they can lead activities in a school that result in improved teaching, better functioning of the school, better community engagement or improved student performance," Turner said, referencing comments from focus groups and other meetings throughout the state.

One comment, made by Regent Lester Young during a fall 2016 presentation to the Board of Regents, really stood out in Turner's mind. Young observed, "Standards are important, but enacted competencies matter more."

"It is this idea about enacted competencies that has really made an impact on the advisory team —

especially as members think about the challenge we face in New York...[which is] to create preparation programs that equip aspiring school building leaders so they have what it takes to successfully lead a school," Turner said.

"In Illinois, it's all competency-based now," Hunt said. "Candidates have to show that they've mastered each competency."

The standards and required competencies were then used as the basis for reconfiguring Illinois' principal preparation programs at colleges and universities. As part of the state's new requirements, each college/university program had to redesign its credentialing program to meet higher standards for school leaders.

"The rules also required each program to have a memorandum of understanding with at least one school district that showed their partnership involvement with every step of the process, including selection and admission, course design, internship clinical and continuous data collection," Hunt explained. "So, really tight partnerships need to happen to make sure we're preparing the types of principals who are school-ready and able to hit the ground running."

This partnership approach has also meant that the competencies being promoted in principal preparation programs are well matched to school district needs. "Before the redesign, it was the principal who was the consumer, so they were choosing preparation programs based on what was most convenient for them," Hunt said. "We shifted this to districts as consumers, so the programs are now not only rigorous, they're relevant."

Odom favors this type of close partnership approach as part of New York's best case scenario. "I think really working closely and having that partnership with colleges and universities would be helpful — to share with them the strengths and weaknesses that we're seeing in some of our principal candidates," she commented.

"Like many first-year principals, I found myself repeating, 'Oh, I didn't know that's what the principal had to do.' I said that a lot!"

— Pamela Odom

MORE AUTHENTIC EXPERIENCES

In addition to considering standards and competencies, New York's Principal Preparation Project stakeholders seemed to agree that principal candidates could benefit greatly from improved, more authentic internship experiences.

"We discussed having a principal candidate spend time for a year with another principal — actually having the time to grow and mature under an outstanding principal in a school setting," Odom said, adding that the current administrative placements sometimes occur based on availability rather than thoughtful consideration of potential growth experiences for aspiring principals. "I think it would really make a difference to have that time to work under a master principal — walking around the building with the principal on a daily basis and really understanding every aspect of the job. As a vice principal, you don't typically get this kind of experience because you're given select jobs to do rather than seeing the whole picture."

Odom joked that she spent a lot of her first year as a principal wishing that she had known all the jobs that were expected of a principal. "Like many first-year principals, I found myself repeating, 'Oh, I didn't know that's what the principal had to do.' I said that a lot!" she mused.

Taggerty had similar thoughts. "I think the theory is something that is necessary; we all need to go into leadership with certain background knowledge and information. However, what needs to happen along the lines with theory is authentic practice and, in my estimation, what would be ideal would be to have that authentic opportunity embedded in the course work. Then, theory-to-practice happens on continuum across the entire

learning process," she said. "For example, one of the courses is school law. Right now, you take the course in school law, you learn about school law and you read about school law and you discuss school law, but you never do anything with it. So, if we were broadening our knowledge and ideas about school law, how about having the principal candidate observe a superintendent's hearing? Let's observe what really happens during contract negotiations. Then you are given time to ask questions. That would be real, authentic opportunities."

Taggerty added that these learning experiences could be credentialed along the way and also occur over the full course of the principal preparation program. "We also started having conversations [in the advisory team meetings] about going deeper into practical experiences along the way, instead of waiting until the very end of the program to get your practical experience," she commented.

Turner summed it up well, saying, "I'm sure you're like me - you want to get onto an airplane with a pilot who has actually flown the plane rather than one who has simply taken a paper and pencil test."

ONGOING SUPPORT

New York's educators also indicated a need for ongoing support for new principals. "First-year principals were reluctant to say this, but they're reticent to ask for help if they don't have a mentor or coach available to them because they're the new people on the block and they don't want to appear to be less than fully competent," Turner said.

And they're even more reluctant to ask for advice if the mentor is the same person who will be evaluating them. "I feel it's very important for new leaders to be with a coach along the way. When I think about how I found success, it was because I was comfortable enough to pick up the phone and call a colleague whom I trusted and that person would help walk me through what I needed to know," Taggerty said. "I think it's vital to have a coach that principals can reach out to so they can more

readily self-assess - someone not affiliated with their district."

NEXT STEPS FOR THE PROJECT

Among the next steps for New York's Principal Preparation Project is the development of a leader tracking tool to use statewide.

"These actually exist for the New York City Department of Education and in other districts, including Denver Public Schools and Charlotte-Mecklenberg Schools," Turner said.

The tool's features might be thought of in terms of baseball cards.

"Imagine aspiring principals with their photos on the front of the card and their statistics on the back," Turner said.

"Districts could put in keywords or desired skills into an online search feature and then be given a list of the top 20 principal candidates. The goal is to build a better bench of talent."

Syracuse and Buffalo have agreed to pilot the tool before it's deployed statewide around the end of the year. This tool is being funded under an additional grant award from the Wallace Foundation, as is additional study of the merits of competency-based certifications for school leaders.

As for the advisory team, the group's work is scheduled to conclude in May 2017, with the

team forwarding their findings and recommendations to the commissioner and the Board of Regents. Turner strongly cautioned that the process isn't finished and decisions on where to take principal preparation initiatives in New York remain the purview of the Regents.

"The Regents will be the decision-makers and they'll do what's right for New York," he said.

A THOUGHTFUL PROCESS

High praise was heard among the cautions. "All of the work the

**By the Numbers:
A Snapshot of School Principals**

The U.S. Department of Education released a "Stats in Brief" report in April 2016 highlighting data from the National Center for Education Statistics (NCES) related to public school principals. This report compared statistics from the 1987-88 school year with those from the 2011-12 school year (the most current data analyzed). Below are some highlights, which show some shifting demographics.

DATA COLLECTED	1987-88	2011-12
Number of school principals in the United States	103,290	115,540
Percentage of female principals	25	52
Percentage of white principals	87	80
Percentage of African-American principals	10	10
Percentage of Hispanic principals	3	7
Average age of principals	46.8	48
Average number of years of experience as a principal	10	7.2
Average age of new vs. experienced principals	42.1/50.8	43.8/57.9
Number of years of teaching experience before becoming a principal	11	5
Average annual salary for elementary-level principals (in 2012 dollars)	80,600	89,600
Average annual salary for secondary-level principals (in 2012 dollars)	87,700	96,300

While the NCES and other data don't indicate principal shortages in terms of the overall number of educators who possess the required certifications to become principals, many school districts are reporting that fewer teachers are applying to be principals and that principal candidates who do apply often lack the skills necessary to excel as instructional leaders.

advisory team has done has been credible and earnest," Turner said.

For both Odom and Taggerty, the broad representation was incredibly powerful.

"The state is definitely on the right track with the people who are around the table having these discussions," Odom said. "I'm truly honored that I was asked to be part of this team."

"It has really helped me to hear other voices and what the needs are within universities and colleges and at the parent level – whatever constituent groups were represented," Taggerty commented. "Truly, the

learnings, the readings, the conversations have all been so deep and at such high levels."

Hunt mirrored the sentiments. "It's been a thoughtful process in New York," she commented. "The group is large, but I like large groups because it brings everybody to the table and I feel like the more people you have involved in the process, the more buy-in you'll have and the more ambassadors you'll have. You want conversations – including the contentious conversations – during the policy process rather than during the implementation."

IT'S ALL ABOUT THE KIDS

So, while final decisions about principal preparation programs are in the future, some strong foundations have been laid for improving the systems that have some of the biggest impacts on New York students' growth and success.

"Ultimately, we're doing this work because we believe that children thrive in the presence of great teachers and great school leaders," Turner concluded.



KIM M. SMITHGALL is an award-winning communications specialist and freelance writer, designer, and photographer.

The Shifting School Leadership Standards

While academic standards for students continue to evolve, the standards for school leaders are also shifting. The Council of Chief State School Officers and organizations comprising the National Policy Board for Educational Administration devoted more than a year to reviewing and updating the previous standards, which were known as the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The updated standards, which omit the ISLLC reference, are called "Professional Standards for Educational Leaders 2015." While many themes from the 2008 document carried over, the new version has a much stronger focus on student success. In fact, each of the ten standards includes a reference to the academic success and well-being of each student.

Here's an overview:

Effective educational leaders: (1) develop, advocate, and enact a shared

mission, vision, and core values of high-quality education and academic success and well-being of each student; (2) act ethically and according to professional norms to promote each student's academic success and well-being; (3) strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being; (4) develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being; (5) cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student; (6) develop the professional capacity and practice of school personnel to promote each student's academic success and well-being; (7) foster a professional community of teachers and other professional staff to promote each student's academic success and well-

being; (8) engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being; (9) manage school operations and resources to promote each student's academic success and well-being; and (10) act as agents of continuous improvement to promote each student's academic success and well-being.

Each of the standards has accompanying actions that educational leaders should take to ensure they understand and embrace the strong influence they can have on student success with every decision and every action they take. And with such a firm commitment to student success, it's no surprise that many elements of the new standards are also emerging as part of the discussions taking place under New York's Principal Preparation Project. To review the full text of the standards, go to: <http://www.ccsso.org/Documents/2015/>

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RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS...

Building Relationships – The Ithaca Story with Luvelle Brown

By Pat Fontana



Dr. Luvelle Brown

Ithaca, New York, is known for its snowy winter weather, colorful fall scenery, and prestigious schools Cornell University and Ithaca College. Ithaca is also now known as a place where history is being made in the public school system.

Dr. Luvelle Brown arrived in Ithaca in January 2011, as the Ithaca City School District's new superintendent. In the six years since, in what he describes as "an amazing journey," he has brought a community together and **made it possible for students in the Ithaca school system to fulfill their potential as high achievers**. Luvelle was recently named New York State's Superintendent of the Year for his – and his students' – successes.

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The Ithaca City School District is thriving and getting noticed for great accomplishments today. Ithaca High School, in particular, has been included in *Newsweek* magazine’s top two percent of the best high schools in the country. When Luvelle was introduced to the system six years ago, though, it was garnering attention for very different reasons. The high school’s graduation rate hovered around 78 percent. Ithaca High School was on the list of New York State Schools in Need of Improvement. The prevailing culture was “us versus them.” Negativity, racial divides, and achievement gaps made for a challenging situation for the new superintendent.

Why leave the comfort of friends and family – not to mention the temperate weather in Virginia – to move to Upstate New York and take on these challenges? In fact, Luvelle says he “dropped everything” to make the transition, because the people of Ithaca were ready for a change. They wanted to improve their own situation, for their community and their students. They were ready and so was Luvelle.

He describes taking on the new position as a “fascinating process,” beginning with a phone call he received from a mentor who told him that Ithaca wanted to make a difference in education. He first visited Ithaca in October, one of the most picturesque times of year for an area in the midst of the Finger Lakes, farmland, and seemingly endless gorges and rolling hills. Luvelle and Ithaca “fell in love with one another,” making an instant connection that has grown and intensified over the past six years.

Luvette is hesitant to take much of the credit for the transformation that has occurred since his arrival. When asked about his first few months on the job and how he was able to start making such a difference,

he responds, “Relationships, relationships, relationships ... building relationships, relationships.” Community engagement was to him the first step in what has continued to be a successful relationship with city leaders, faith leaders, businesspeople, teachers, parents, and, of course, students.

He began the process of change with hundreds of community meetings. He asked the community what they wanted to see, what they were most proud of, and what challenges needed to be addressed. Many of the meetings were purposely interracial, to encourage discussions among diverse community members in an area with a history of racial discord.

Luvette and his team went door-to-door to talk to neighbors and concerned citizens. Discussions involved families with students as well as those residents who were not directly connected to the school system. He visited senior communities, asking the area’s retirees who did not have

children in school what they wanted to see in the young people who were their neighbors. His efforts paid off in what quickly became a two-way dialogue among community members.

Luvette and his team captured data from these meetings, to be reviewed and analyzed with an eye toward how to make positive changes. They used the feedback they gathered to come up with a plan and a mission to “engage, educate, and empower.”

These conversations have led to the amazing transformation seen in the school system over the past six years. The school community has been truly engaged in moving forward and making the necessary changes. They have accomplished a great deal in a short amount of time.

The changes have not all come about because of the information shared or even because of the content of the conversations. Rather, Luvelle cites a newly created “culture of love” that has truly been the difference.

Throughout his tenure, he has focused on building a loving culture among students, teachers, civic leaders, and the community as a whole. In Luvelle’s words, “Information can’t change hearts, only love can.”

He is convinced that Ithaca is home to the best and brightest – and most accomplished – young people in the world. He also understands how important nonacademics are to the overall development of those young people. While many school systems facing budget constraints look to arts, music, and athletics as the first programs to be cut, the Ithaca system continues to emphasize the arts and athletics, even under budget pressures and pressures to improve academic achievement. This decision was, at least in part, a result of community involvement.



The initial discussions in the community involved the question of which programs were most important and most appreciated by the students, their parents, their teachers, and the community as a whole. Arts and athletics were the answers. Students wanted to, needed to continue to be involved in music, drama, and other arts-related activities. They also wanted to and needed to focus on their athletic achievements.

Luvell Brown can definitely relate to those points. He admits that his own athletic involvement in high school contributed significantly to his success throughout school and into his career. He developed leadership skills in athletics that led to his ability to also do well in his studies. He believes – and indeed it has been proven – that students perform better academically, become better leaders, and develop better socially and emotionally when they are involved in outside activities such as arts and athletics.

One of the main reasons the Ithaca system is seeing such achievement shifts is because of the continued emphasis and support of these extra-curricular areas. Luvell asks, “How could you eliminate these programs, knowing how much they contribute to achievements?” He adds that “as leaders, we must challenge ourselves to find other ways to manage budgets in lieu of eliminating programs that contribute to achievements.”

Inspiring such achievements does not always have to be about facts and data. Sometimes it can be about T-shirts. Luvell and his team have created the 6,000+ Thinkers movement and put their vision on thousands of T-shirts. Since thinking is “at the heart of all we do,” the T-shirts are designed to speak to everyone in the community with the school system’s mission,

“Engage. Educate. Empower.”

With 6,000 students, plus the members of the community as a whole, 6000+ Thinkers essentially includes everyone in the Ithaca area – parents, teachers, students, civic leaders, faith leaders, and business leaders. The T-shirts also feature an image of that community, with red dots showing where the schools are located and a white outline representing the people in those communities.

Solving problems in the school system requires such creativity. It also requires thinking. To Luvell, solving problems is “only possible if we think.” He is focused on helping students and adults get to higher levels of thinking, to help them create new knowledge by multiplying thinking with new information. So, 6000+ Thinkers, T-shirts and all, carries that strong message throughout the Ithaca community.

Luvell sees as part of his challenge “getting folks to do things they can choose not to do.” He recognizes that there are protections in the state and in the culture that enable people to choose not to do things. They can accept mediocrity and choose not to be inspired. These people have to be motivated. He and his team are doing that through their community meetings, the 6000+ Thinkers movement (and the T-shirts), and sharing the data they’ve compiled as a result of their discussions.

He also recognizes that the culture has to change for the situation to change. Luvell has instilled a “culture of love” in the school system. He has been building that loving culture since day one on the job. When he arrived, he walked into a situation that was filled with achievement gaps, racial tension, and social divide. His goal was to bring the community

together, to create a consistency from classroom to classroom, from school to school. Even though there were “pockets of excellence” in the Ithaca schools, he has worked to move toward a more consistent achievement level throughout the Ithaca City School District.



In addition to challenges of culture, budget, and achievement gaps, Luvell was also met with a poor infrastructure of technology tools six years ago. The system’s technology required significant upgrading, again in the face of budget constraints. His job in this regard was to help the community understand more about “when” rather than “if” the technology would be upgraded and made more consistent across the school system. They moved very quickly to the “when and what” to ensure that technology was available to all students and teachers across the entire school system.

Even though there have been significant achievements in the Ithaca school system over the past six years, all has not gone smoothly. Luvell is open to admitting there were some missteps, particularly early on in his tenure. He believes it was in part due to his naiveté, and in part due to his intense passion, that he thought everything could be changed dramatically in a shorter amount of time. He realizes now that true change requires patience and dedication and quite often takes a little longer.

Of course, six years is in reality not that long, considering the improvements that have been made. With graduation rates increasing from 78 percent to over 90 percent, Luvell says they are now speaking in terms of numbers of students who are not graduating rather than percentages. They can now focus on those students, to determine how to help them.



He is convinced that the right conversations can eliminate achievement gaps. Not only is the graduation rate increasing, but the Ithaca school system has also seen a 64 percent reduction in discipline referrals and a 58 percent increase in enrollment in cocurricular programs during Luvelle's tenure. Throughout the past six years, he has stayed true to his vision and mission and to his focus on community involvement, his emphasis on

thinking, and his belief in a culture of love.

Luvelle Brown was firmly entrenched in Virginia when the call came from Ithaca. He was a teacher, an assistant principal, a principal, and the Albemarle Public Schools' first chief information officer. He had no idea what Upstate New York held for him. He says he had an image of New York and its skyscrapers when he planned his first visit to Ithaca. What he found

found a loving, concerned community ready to move forward for the sake of its students.

Luvelle Brown and his family now call Ithaca home. He looks forward to continuing his work, for the next six years and beyond. He is determined, focused, and passionate about his mission. He has no hesitation in making his bold statement that "we will be at 100 percent graduation rate." Given his successes so far, the students, teachers, and parents in Ithaca should have no doubt that will become a reality in the very near future.

was bitter winter weather that starts in the fall and lasts well into the spring. He found incredible fall foliage of brilliant oranges, yellows, and reds, as well as breathtaking lakes and gorges. He also

PAT FONTANA is a business writer and communications trainer, with a background in corporate training and community college instruction. Her business, WordsWorking, focuses on improving workplace communications, concentrating on the fundamentals of human interactions.

Hear more of the Ithaca Story from Brown & his team at the SAANYs Annual Conference on October 22.



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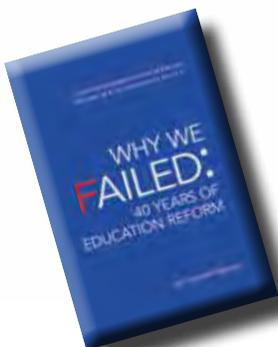


WHY WE FAILED:

An Interview with Lonnie Palmer

By Peter M. DeWitt, EdD

There are many pieces and parts to the education profession. Leadership, teaching, instructional strategies, relationships with families and students, as well as the political ramifications that seem to take place during every political cycle. As leaders move forward focusing on innovation and learning, there are other pieces that seem to weigh them down. When leaders look to the future they need to also learn from the past, but that's not a lesson that many will take advantage of in their career.



Where do leaders go for those lessons? To the leaders who came before them, of course. Leaders who have left the profession can help us see areas where schools need improvement. Sometimes those leaders have great insights that we can agree with wholeheartedly, and other times the suggestions may not be our first choice – yet all are worth reflection.

Former teacher and school leader Lonnie Palmer is trying to help educators not repeat the same sins of the past as he sees them. He wrote a new book, and the title is where many educators may have their first cringe-worthy moment. The book is entitled *Why We Failed: 40 Years of Educational Reform* (Guaranteed Press, 2016). Yes, the title may provide a shock to the system, but the pages inside cover a variety of issues, many of which we covered in an interview.

The most poignant part of the interview was in the explanation of why he chose to write the book:

“As I neared the end of my career, I realized the thing I enjoyed most about my work was mentoring aspiring leaders: teachers who were seen as leaders by their peers and who wanted to be assistant principals or principals, assistant principals who were working toward becoming principals and principals who wanted to become superintendents. I enjoyed answering their questions and posing thought provoking questions. I hoped I would help them see the big picture – how that seemingly simple problem they were struggling with fits into the context of a complicated school building culture and into their unique set of leadership opportunities. Writing this book gave me the opportunity to do that on a larger scale.”

Palmer went on to say, “I also didn’t want to see everything I learned disappear with me. As an educator and administrator who worked in urban, suburban, and rural school districts, I thought I had something valuable to share.”

It’s not new for those who work in education to have the word “failed”

enter into the rhetoric. And perhaps Palmer’s recent retirement provided him with the opportunity to be open and honest about topics that typically are hot button issues.

When asked whether the reasons for education’s supposed failures focus on student achievement or initiatives to modernize the education system, Palmer answered,

“Unfortunately it’s a little of both. We’ve tried repeatedly to improve student achievement and yet according to the Council on Foreign Relations the test scores have only grudgingly moved up a few points over the 40 plus years since my career began in 1970 (<http://bit.ly/1m4XAxI>). Meanwhile many other “wealthy” countries have demonstrated significant test score gains. As I write this we are ranked 41st in math and 24th in reading based on the international PISA tests. We’ve actually lost ground since the beginning of my career in helping our students compete in the global economy.” [*Actual PISA assessment ratings began in 2000.]

Palmer went on to say,

“By moving from first place in educational achievement in the 1970s to our present position we’ve gone backwards globally even though our students’ scores have gone up slightly. Also during the same time period the economic requirements of the global economy have placed ever higher expectations on young people. Many of our students have the required skills for success when they leave our schools today but an equal number don’t. There is no way to sugarcoat the fact that we’ve actually gone backwards globally. We need to do much better than we are doing with our students. Especially students living in poverty.”

PUSHING BACK AGAINST THE SYSTEM?

In the book, Palmer mentioned a few times that he had to “push back against the system,” because “the system” was a disservice to his students

as he saw it. Palmer explained,

“The system expects too little of students, teachers, principals, and superintendents, especially in schools with large numbers of students from poverty. During the 1980s and into the 1990s I was ahead of the state and federal government in doing all I could to raise a very low educational expectation bar. When I started as a high school principal in Averill Park, New York in 1980 our school was typical – 40 percent of the students took challenging Regents exams with a 90 percent passing rate on average and the other 60 percent floated through high school with minimal expectations. When I left Averill Park in 1993, 90 percent of the students took challenging Regents exams and the passing rate was still at 90 percent. While I pushed for more academic challenges for students I had school board members, teachers, students, superintendents, and parents pushing in the opposite direction. With the advent of Regents diplomas for all, the No Child Left Behind law, and now Common Core Standards, we are finally seeing some real academic expectations that will give children a better chance at life success. However, confidence in our ability to clear this higher achievement bar remains low.”

Palmer continues offering some pretty controversial viewpoints, some that many readers will take issue with, including the SAANYS organization and myself, the interviewer:

“Other ways the system resisted necessary change include: overly protective tenure laws and rules that have kept ineffective performers in their jobs well past any reasonable expiration date; school boards that move outside their legal decision-making boundaries to sabotage necessary change; poorly designed teacher and principal evaluation systems that provide little chance of improving professional performance despite huge time investments by

all involved; arcane and onerous special education rules that waste critical funding while producing minimal academic achievement improvement; and politically motivated school funding structures that are very responsive to unions and politicians and very unresponsive to the needs of our students with the greatest achievement problems.”

One of the chapters in the book is titled, “Politicians Need Not Apply” and focuses on school leadership. The chapter provides interesting insights from someone who has spent many years in leadership positions. Palmer explains the chapter,

“Too many educators who move up the ladder from teacher to principal to superintendent are excellent at interviewing for the next position but lack the critical skills and values required to be successful in the position they are interviewing for. They are politicians rather than CEOs. In this chapter I tried to be very concrete about the critical leadership skills and values successful educational leaders must have and to show what happens to a school district when the superintendent is missing some, or in too many cases all, of those key skills and values. The entire school district can easily go off the rails. People who occupy leadership positions in education have to consider what they plan to accomplish when they arrive in that next leadership position and how they will achieve those goals in a way that maximizes the talents of those they will be working with.”

AUTHENTIC ASSESSMENTS

Throughout the book, Palmer wrote about the need for more authentic assessments, and how leaders and teachers need to understand their importance. Palmer said,

“One of the characteristics of all effective learning experiences in our lives – including those learning experiences that occur outside the classroom – is that

they are memorable. Many teachers do their best to make classroom instruction memorable. But if teachers limit themselves to traditional lectures and bubble sheet test prep activities as their entire instructional tactical arsenal, their efforts will be forgotten.

There are many ways to create memorability: authentic assessments with an audience, academic contests, experimental activities, school/workplace collaborations, etc. Effective learning and teaching requires a combination of those strategies.”

“When I worked as an assistant superintendent in New Rochelle City School District outside of New York City, the New York State Education Department was run by two commissioners with somewhat different mindsets regarding student testing and evaluation. Tom Sobol brought in some very interesting ideas that included the possibility that authentic assessments of students’ academic work should somehow be integrated into the testing and evaluation process leading to high school graduation.”

According to Palmer, “Sobol’s successor, Richard Mills, started his tenure as a commissioner supportive of authentic assessments. However, Commissioner Mills also oversaw the implementation of new Regents exam graduation standards. The new exams meant a significant increase in the academic skills required for a high school diploma. With the new reportedly harder tests being phased in, Commissioner Mills came under pressure to eliminate the possibility of any type of waivers from any portion of the traditional standardized testing.”

When asked for examples of authentic assessments Palmer explained,



“I worked with a large team of teachers, department chairpeople, and principals at New Rochelle and applied for and received approval for 13 waivers to integrate a variety of authentic assessments into the state required student testing and assessment system for the New Rochelle City School District. One of the most successful authentic assessments was a project at Isaac Young Middle School where eighth grade accelerated Regents Biology students completed research projects with doctors who worked at the Sound Shore Medical Center in New Rochelle.”

Palmer provided further depth to the authentic assessment example:

“Isaac Young was the city’s most diverse middle school. Students substituted an authentic assessment research project in place of 12 multiple choice questions. The switch amounted to 20 out of the total of 100 points on the traditional bubble sheet Biology Regents exams. Each student had a doctor-mentor and the project included lab work, data collection and analysis, a written paper with conclusions, and a public oral presentation (sometimes in both English and Spanish).

The rubrics used to evaluate student work were elaborate and time consuming to implement. The effort by the teachers and the principal was enormous. The oral presentations showed off these wonderfully diverse students dressed in white lab coats with ties and business attire and their

computer PowerPoints. The applause and beaming students and parents at the end of these presentations brought back the goosebumps and memories of successful student authentic assessment performances I had seen throughout my career.”

HOW SHOULD EDUCATION CHANGE?

In the end, Palmer covered many topics in the 400-plus page book. Some of the examples and criticisms he provides will not sit well with educators, while others may be in alignment with some of the thoughts educators have but are hesitant to say. Regardless, *Why We Failed* is an interesting read. Not just because of what Palmer writes about, but because of

what it represents. His perspective is different, and we can learn something from it if we choose to open it up. However, we seem to be lacking the need to listen to or read someone else’s opinion which may be different from ours. In Palmer’s case, it begins with the title of the book.

If we stop reading something because of the title of the book, we lose out on some interesting insights we would gain by giving it a read. Palmer had a very long and interesting career as a teacher and school leader. That experience, like the experience we are all establishing in our own lives, should not be swept aside but rather shared and reflected on.

LONNIE PALMER has been a science and math teacher, assistant principal, principal, assistant superintendent, and superintendent of schools in urban, suburban, and rural schools. He is the author of *Why We Failed: 40 Years of Educational Reform* (Guaranteed Press, 2016). ©2017 Lonnie Palmer

PETER DEWITT, EdD is an author and consultant working nationally and internationally. He is the author of several books including *Collaborative Leadership: 6 Influences That Matter Most* (Corwin Press/ Learning Forward, 2016) and *School Climate: Leading with Collective Efficacy* (Corwin Press/Ontario Principals Council, 2017). He writes the Finding Common Ground blog (Education Week) and can be found at www.petermdewitt.com.

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Long Island
New York
Jennifer Paul
516-659-2906
JPaul@cainc.com

Private and parochial schools
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Philip Bohman
518-651-4958
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Professional Development That Sticks

Fred Ende

In 2015, the Professional Standards for Educational Leaders (formerly known as the ISLLC standards) were updated (see page 9). These standards were meant to reflect the changing role of leaders. According to the

Council of Chief State School Officers, the standards include functions for school leaders, such as:

- Supporting teaching and learning
- Advancing equity
- Ethics
- Developing professional capacity
- Managing school change
- Managing operations and resources
- Turning around schools

One of the key areas cited in this list includes developing professional capacity. Standard six states: **Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.**

In reviewing this list, an educational leader is reminded of the massive responsibility around professional development in his or her school. Professional development is one area that is due a makeover. Edcamps have begun to challenge our thinking about what professional development can or should look like at times. Stand alone, sit and get, one size fits all sessions are no longer what meets our needs in school. To be considered an effective school leader, we are charged with ensuring that the professional development we provide develops the capacity of the teachers and learners in our school.

In his book, *Professional Development That Sticks: How Do I Create Meaningful Learning Experiences for Educators?*, Fred Ende, assistant director of curriculum and instructional services for the Putnam Northern Westchester BOCES, provides a framework for redesigning professional development.

This book is published by ASCD and is part of its Arias series. In this book, Ende provides concrete proof of why professional development is so important and why our actions before, during, and after will impact how meaningful it is – and will be.

Ende uses this book to extend the definition of professional development to include learning. "In fact, the most accurate reference isn't PD or PL, because professional development for learning (PDL) is what it really needs to be about. Without a focus on instilling deep and sticky learning, PD won't mean a thing, and you can't have personal learning without some way to develop further as a professional (p. 7)."

As we develop, provide, or secure professional development for ourselves, our buildings, and our departments, leaders must consider all phases of professional development. It is one thing to secure a national speaker to come to your school to discuss a hot topic. It's an entirely different effort to make sure that event is tied to true professional development for learning (PDL). In order to do that, leaders need to consider all phases of professional development. Ende provides critical questions to guide our

thinking in each phase: planning, providing, and following up.

Consider the following acronym and questions as provided by the author: TAR (think, act, review).

Think – Thinking is part of each phase. The planning phase will require us to think about the purpose. The providing phase will require us to think about the participants. The following-up phase will require us to think about our performance. Did the PD match what the participants had hoped?

Act – In the planning phase, what will be my role? In the providing phase, how will I ensure I am learning side by side with participants? And in the following-up phase, how will I follow up for feedback?

Review – In the planning phase, how will I make sure I've considered a varied audience? In the providing phase, how will I read my audience and make adjustments – even mid-session, if needed? In the following-up phase, how will I reflect and recap on the PDL that was provided?

Each of these questions is ours to answer if we are the facilitator or even the actual PD presenter. In my own reflection about the book, I realized that the time I've spent on planning and providing is not equal to the time needed for following up. That's where the stickiness can weaken.

"Research, both new and old, reveals much about professional development that needs to change. But if we remember that PDL represents different things to different people and that if we take the time to put thought, action, and reviewing into our planning, providing, and follow-up, then we can underline the L in PDL and make the experience something that truly leads to meaningful learning (48)."

In addition to being a quick read to help any administrator in planning, delivering, or evaluating professional development, the book, *Professional Development That Sticks*, by Fred Ende, also includes an "Encore" section, which can be found on the following pages. In this part of the book, the author has created a graphic organizer that summarizes the main dos and don'ts related to professional development. It includes critical questions to ask at each phase of professional development including planning, providing, and following up. The questions help us move past "sit and get" approaches to professional development and closer to PD that sticks by making a measureable impact on our practices. This impact is noticed before, during, and after.

We are grateful to ASCD for allowing this reprint for your reference.



BOOK REVIEW BY LISA MEADE

Director of Pupil Personnel Services
Hudson Falls Central School District
2015 NYS Middle School Principal of the Year
for SAANYS/NASSP.



**“DOS AND DON'TS” FOR CREATING
STICKY PROFESSIONAL DEVELOPMENT**

PHASE	TAR STEP	DON'T	DO
Planning	Think	Don't plan PDL as a "flavor of the month."	Take your time. PDL planning is rarely done quickly. Your purpose should always be the guiding principle to help you cut through the noise about the hottest PD trends and to make good decisions about what works best for your team.
	Act	Don't plan PDL without those who will serve as participants.	Think of your audience. If the PDL is meant to benefit teachers, then your teaching team must be involved in the planning. Since the true goal of PDL is to eventually benefit students, consider having young learners involved in PDL planning as well.
Planning	Review	Don't start thinking about data at implementation; it leaves the facilitator at a severe disadvantage.	Plan out the data you collect and how you plan to use it even before implementation begins. This includes deciding on qualitative and quantitative measures, as well as how you'll eventually evaluate the data later on.
	Think	Don't treat everyone in the audience as if they are at the session for the same reason.	Treat your audience as the individual learners they are. Gather as much data as you can about them prior to facilitation, and do your homework on your facility ahead of time to accommodate the needs of each learner.
Providing	Act	Don't simply facilitate a PDL session without also assuming the role of participant.	Remember that serving as a participant during the learning is the best way to collect data and help your audience make meaning. Whether you're providing the PDL or you're there to observe those who are, remember to use your participant status to collect data, get to know your audience, and take the "motivation temperature" of those learning from the session.
	Review	Don't get so married to the agenda that you can't make course corrections when needed.	Understand that aside from keeping to a start time and an end time, an agenda is just a document. You need to constantly think about your implementation as it proceeds, and you need to be ready to change course if the situation requires it.



“DOS AND DON'TS” FOR CREATING STICKY PROFESSIONAL DEVELOPMENT

continued

PHASE	TAR STEP	DON'T	DO
Providing	Think	Don't underestimate the value of thoughtfully harnessing data.	So many of us treat data collection like a boring chore; we do it for the sake of collecting without realizing its potential to inform and transform PDL. Your implementation is only as good as the phases that surround it. This means that in order to build great PDL facilitation, you have to ask key questions. In order to do that, you have to truly analyze the data you collect to help you plan. This means that multiple stakeholder groups should be considering the data, tying it all to the initial purpose, and making targeted decisions about what to do with the results. No data should get left behind.
Following up	Act	Don't assume that facilitators have learned all they need to know from the providing phase itself. Don't forget to connect the dots between PDL events.	You wouldn't expect a teacher to pick up everything that happens in his or her classroom while teaching, and the same is true for facilitators. Even experts need feedback. Feedback should always be focused, constructive, and done in person or via a phone call. (Use email only for confirmations and positive follow-up.)
	Review	Don't forget to connect the dots between PDL events.	Even when PDL opportunities cover vastly different topics, the data and feedback from a PDL session should serve as an introduction to planning future sessions. When you see PDL as a web or network, in which each session is connected to and informs subsequent sessions, you'll never lose sight of the common goal: deeper learning for educators and a better education for our students.

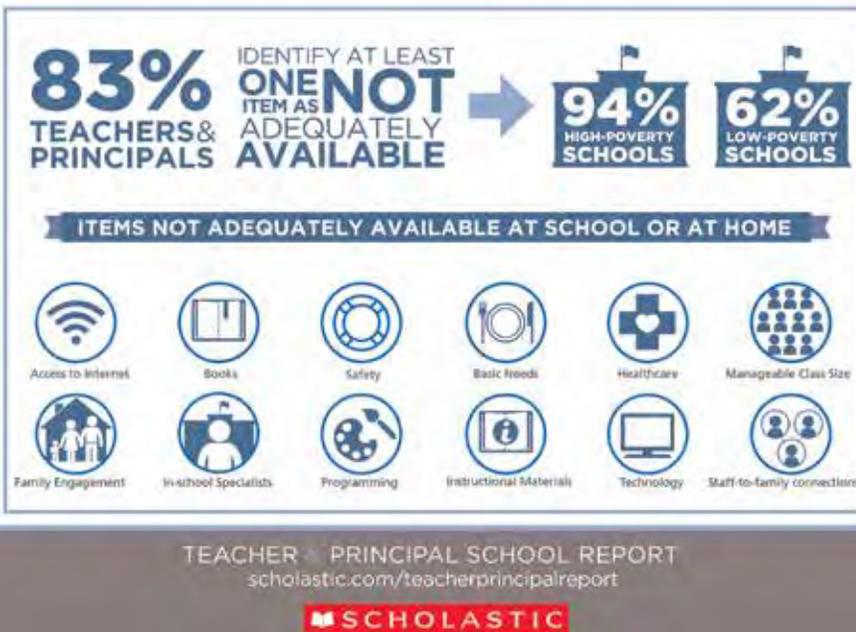
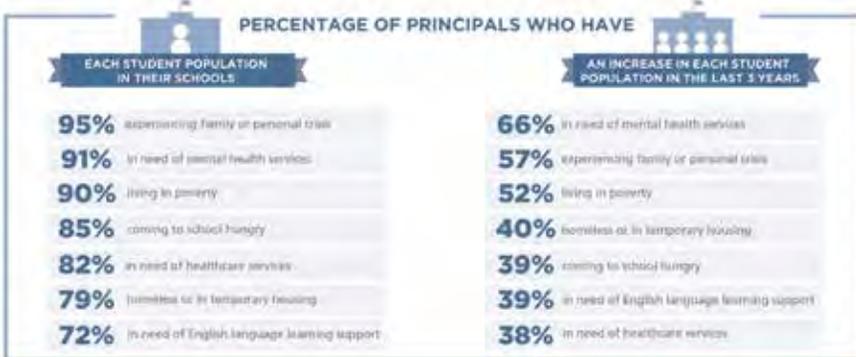
From Professional Development That Sticks: How Do I Create Meaningful Learning Experiences for Educators?, by Fred Ende, Alexandria, VA: ASCD. © 2016 by ASCD. Reproduced with permission.



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OPINIONS

"We worry about what a child will be tomorrow, yet we forget that he is someone today."

by Stacia Tauscher

"This is bound to succeed," said Regent Kathleen Cashin, "because it's bottom-up policy, as opposed to top-down."

(Commenting on New York State's revised English and math learning standards)

P practices

from practitioners

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LEARNING
PARTNERS
PROGRAM



By Sarosh Syed

Principal Josette Claudio of P.S. 109 in the Bronx faced a problem. More than a third of her teachers had quit over one summer, possibly, according to surveys, because they were dissatisfied with the discipline in the school. Claudio had programs in place to encourage good behavior so teachers could concentrate on classroom instruction, but some had not taken hold.

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"Experience makes a great teacher," by Sarosh Syed, JSD, October 2015.

For example, her “Claudio Cash” program, which rewards well-behaved students with tokens they can redeem for pencils, books, or other trinkets from a Claudio Cash store set up in the building, was faltering because several staff members didn’t see it as a priority and wouldn’t show up to staff the store. As a result, rewards students had been promised would languish behind locked doors, frustrating children who had spent weeks or months collecting the tokens.

Confronted with this kind of problem – or any of the other myriad difficulties that arise in the life of a leader trying to improve teaching and learning in school – many principals would have to struggle through on their own. However, this past school year, Claudio was fortunate to have an expert to help her through: David Cintron, eight-year principal of P.S. 214. Sure enough, he had a suggestion that was as simple as it was commonsensical. Why not put the “store” on a cart and let the people who support the program take it from classroom to classroom?

That Claudio had an experienced hand she could turn to was not serendipitous. Rather, it was the result of a novel effort in New York City: the Learning Partners Program, which matches veteran principals with two or more newer ones. In 2014-15, the first full year of the effort, the city’s Department of Education put 73 of the city’s more than 1,800 schools into 23 groups of threes and one group of four. Every group comprised one host school and at least two partner schools. The hosts each had muscle in one or more of 16 focus areas that the city identified as crucial to improving education; the partner schools had to be seeking to improve in those areas. In Cintron’s case, the other partner school was P.S. 143 in Queens, led by Jerry Brito, who, like Claudio, was a third-year principal.

The idea originated with New York City’s top education official, Carmen Fariña, who had spent a number of years as a principal. After becoming schools chancellor in 2014, Fariña said in a video for The Wallace Foundation, she drew on that early experience, specifically the recollection

that “the way I learned best as a new principal was by learning from more experienced principals.” The Learning Partners Program seeks to replicate that in a way that encourages uninhibited exchange among peers. “No one’s rating these visits. No one’s saying, ‘You have to do it exactly this way,’” Fariña said. “It’s about engaging people in open conversations about how to get better in leadership.”

A key aspect of the effort is that a number of school staff members – not just principals, but assistant principals and teacher leaders, too – are involved. That means the program can enhance the skills of current principals while grooming the next generation as well. Through Learning Partners, participants stayed in touch throughout the year, meeting as a group for daylong sessions once a month to observe each other’s work, chew over problems, and come up with solutions. Each school took turns hosting these monthly meetings so the entire group could watch its staff at work and offer suggestions for improvement.

Another key facet of the program is that the 16 focus areas cover the gamut of what good principals should master, from developing teachers, to supporting struggling students, to using resources strategically, to promoting family engagement. “All of these things relate to each other,” said Marina Cofield, the Department of Education’s senior executive director for leadership. “At the end of the day, all of the work supports teaching and learning.”

Staffers from the partner schools benefit from watching skilled hands at work. And staffers from host schools benefit from a stipend: an extra \$15,000 for the year for host principals, \$10,000 for assistant principals, and \$7,500 for teachers who participate. Part of the funding for the program comes from The Wallace Foundation, a national philanthropy that supports efforts to develop effective school leadership.

“THE ANSWER IS IN THE ROOM”

The city’s Office of Interschool Collaborative Learning, which

manages the program, sifted through about 200 applications to select the 73 schools that participated in the 2014-15 school year. Host schools needed not only success in one or more of the city’s focus areas, but they also had to be led by principals with at least five years in a leadership role in New York City and must admit at least part of their student population without regard to students’ prior attendance or academic records.

Partner schools had to have principals with between two and four years’ experience running a New York City school, a high-needs student population, and well-defined focus areas in which they wanted to improve. Principals also had to demonstrate their ability to participate in the program without compromising the quality of education. Schools struggling at the most basic level, too overwhelmed to commit time to the program, are directed to other, more appropriate forms of assistance. In addition, all schools had to demonstrate support from their leadership teams and other key staffers.

Cintron’s school, in the West Farms area of the Bronx, was selected as a host in part because of its success in two of the city’s focus areas: building teacher and assistant principal leadership and aiding students’ social and emotional development. Both Josette Claudio and Jerry Brito sought to improve in these focus areas.

Brito’s interest in improving his school’s leadership systems stemmed in large part from his desire to ensure the sound management of a flurry of changes, including implementation of the Common Core State Standards and the state’s new teacher evaluation system. Brito runs one of the city’s largest elementary schools – P.S. 143 has nearly 1,800 students and 103 teachers – and he didn’t think he could navigate the changes without building support for the new policies and delegating responsibility to key staffers. “It was going to be a tsunami of changes happening at one time,” he said. “There are too many moving parts. Trying to push something on my own without people believing in it just wasn’t going to work.”

Throughout the year, he and teams from his school met with Claudio, Cintron, and teams from their schools. His team members would talk over challenges they faced, get advice from the other schools, and observe their teams at work. After each period of observation, they had time to ask questions about how they could put some of the practices they saw in place in their school.

Challenges remain after the first year of collaboration, but Brito feels he is better equipped to deal with them. "I knew what I needed to do," he said of his mindset when he started the program. "I just didn't know how to do it."

For her part, Claudio was looking for help with students' behavior and social and emotional development, not just to nurture well-rounded children, but also so she could keep promising teachers committed to her school. "Our kids are very rambunctious, very vocal kids," she said. "They have a voice, and they're not afraid to speak. It's how and when they do it that's really the issue."

Surveys suggested that the students' attitude was distracting Claudio's teachers and driving them from the school. Many seemed to want more support from the administration in managing student behavior. "They didn't feel like they could focus on teaching with so many discipline issues in the building," Claudio said.

Cintron's school proved a useful model for Claudio, in part because both schools have similar demographics, including that most students are of Dominican or Puerto Rican descent, one in five has a physical, emotional, or learning disability, and nine out of ten qualify for free lunch. Claudio started putting many of the structures she saw at Cintron's school in place in her school.

She created with her staff a new vision statement for the school that emphasized qualities such as integrity, compassion, and resilience that she hopes to see reflected in

her classrooms. She also started making improvements to the Claudio Cash reward system, modeling it in part on a similar "Better Bucks" system in Cintron's school.

Most important, she has begun to introduce a curriculum in place at Cintron's school that uses children's literature to help students be more empathetic and cooperative, even when they are not offered a reward. It's too early to determine whether the efforts have succeeded, but Claudio says she is seeing improvements in student behavior in the grades where the new curriculum has been rolled out.

The type of collaborative professional development that Claudio and Brito experienced is a cornerstone of the program, according to Christina Fuentes, director of the Office of Interschool Collaborative Learning. "The answer is in the room," she said, echoing the slogan for the program. "We have the internal expertise in schools to identify our problems and come up with solutions."

THE CENTRAL OFFICE MATTERS

Principals aren't on their own in the Learning Partners Program. Each group of schools in the program is assigned a facilitator to help schools implement the ideas they develop. All facilitators have extensive experience in New York City schools or have served in positions such as mentors or coaches in the central office. "They know how to make things happen for principals," said Fuentes. "They can create agendas and think through



the course of study for these adult learners."

Betty Lugo, a 23-year veteran of New York City schools who serves as the facilitator for Cintron, Brito, and Claudio's triad, helped Brito and Claudio determine how they could try new initiatives with as little disruption as possible to the rest of their schools. For example, Lugo gave Claudio tips about how she could build consensus among her staff to develop a new vision statement. She organized sessions with a consultant from the organization that developed the curriculum Claudio is introducing. And she helped design a pilot where Claudio tests the curriculum in three grades and then determines how best to use it in the rest of the school.

"When you are in a school, there are so many demands that it is difficult to set time aside for this work," Claudio said. "Betty was able to bring the members of our community together and make sure we had the right conversations."

Lugo also had to ensure that the three schools could work well together. "The job of the facilitator is to bring three schools together as a team," she said. "With that come team-building activities so three different schools that could be from three different communities can learn from each other in a safe space."

IT'S NOT JUST THE NOVICES WHO BENEFIT

Principals such as Claudio and Brito benefit from the experiences



New York City Schools Chancellor Carmen Fariña speaks at a year-end celebration of the Learning Partners Program.

of veterans such as Cintron. But host schools seem to benefit as well. Watching Brito build his leadership teams, for example, helped Cintron identify ways in which he could strengthen his own teams and focus them on the broader goals of the school. "By teaching someone else, it reinforces and strengthens your skill set," he said. "It helped me find a crystal clear framework for the teams to ensure that the interpretation I've given doesn't become something that isn't aligned with our vision." And the district stands to benefit as well. The Learning Partners Program's networks help identify talent and create a pool of leaders the central office can tap when looking to fill senior positions. "We look at the

teachers who do this work as possible school administrators," said Fuentes. "The assistant principals involved could go on to become principals; the principals could go on to work at the central office."

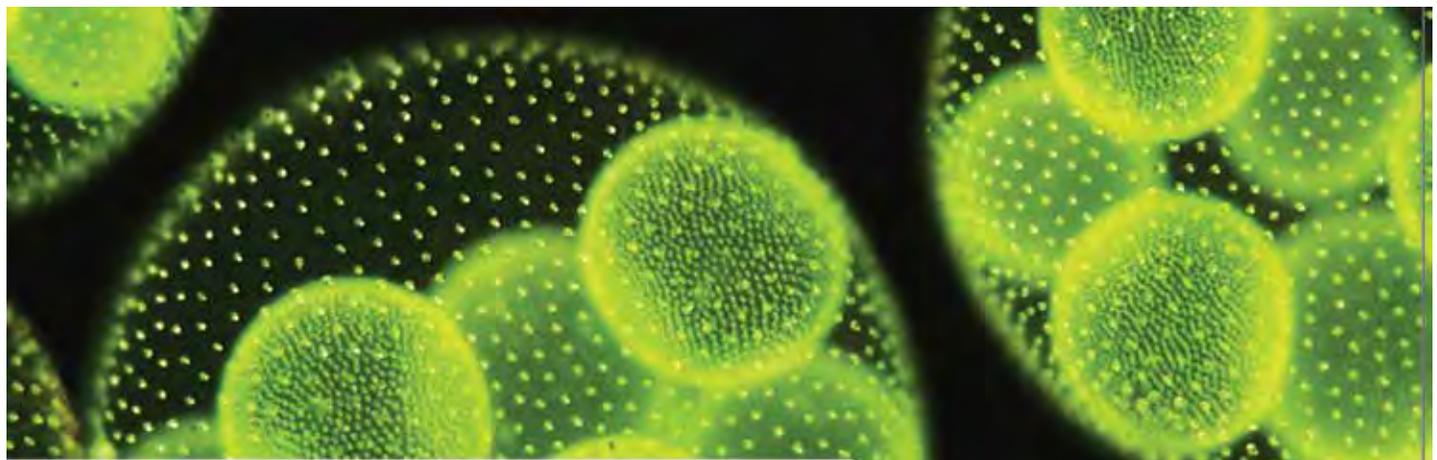
LOOKING AHEAD

Based on the improvements seen in its first year, the program expanded in 2015-16. New host principals will each take on two partner schools, as they did in the previous year.

Experienced and qualified hosts such as Cintron will become master principals, taking on as many as 10 partner schools.

The goal is to methodically connect schools to help them learn from each other and to build a self-sustaining culture that allows schools to turn to each other for support and guidance. Says Fuentes of her Office of Interschool Collaborative Learning: "Once we have a critical mass of schools that have engaged in this work, I would hope that we don't need to be in business anymore."

SAROSH SYED is a writer for The Wallace Foundation and can be reached at: ssyed@wallacefoundation.org.



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Image: colony of freshwater green algae.



Professional Growth Circles: A New Way to Learn and Connect



By Karen Bronson

"Chances are, you will have many opportunities to lead during your own lifetime. If you're able to seize these opportunities, your influence will continue to grow for generations to come."

- Tom Rath, Strengths Based Leadership

The words above begin the book which is the common reading for our new professional growth circle members. Based on the work of Don Clifton, the book focuses on domains of leadership strengths like influencing, relationship building, and strategic thinking.



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Professional growth circles add a new dimension to this traditional model. Unlike individual mentoring, a professional growth circle (PGC) has the benefit of the experience and support of colleagues in addition to that of the facilitator mentor coach. Sharing successes and problems of practice with colleagues from other districts and experiences provides both the guidance of the facilitator and the benefit of the group members who act as success partners to provide feedback, support, and encouragement to one another. The circle goal is for each member to build his or her leadership capacity by identifying strengths and delving

into concrete, day-to-day challenges that arise in the work setting. Skillful group mentor coaching taps into the combined talent and expertise of each individual for the benefit of all.

We currently have three pilot PGCs up and running and hope to have mentor coaches trained over the summer so that we can offer a PGC in each of our regions across the state. Our pilot groups offer one 75-minute individual startup meeting with the facilitator to set goals, five face-to-face 90-minute group meetings, and one 75-minute individual wrap-up meeting with the facilitator. Since establishing and building trust is paramount in a mentorship experience, the importance of confidentiality is emphasized and protected, as it is in our one-to-one service. The group provides the mentee the opportunity to refine their experience through a process that includes laser coaching (short, to the point exercises to get directly to the core dynamic, roadblock, or insight fast), observing laser coaching of a peer, and serving as a mentor coach for a colleague in a protected, safe, and confidential setting.

Group coaching also employs

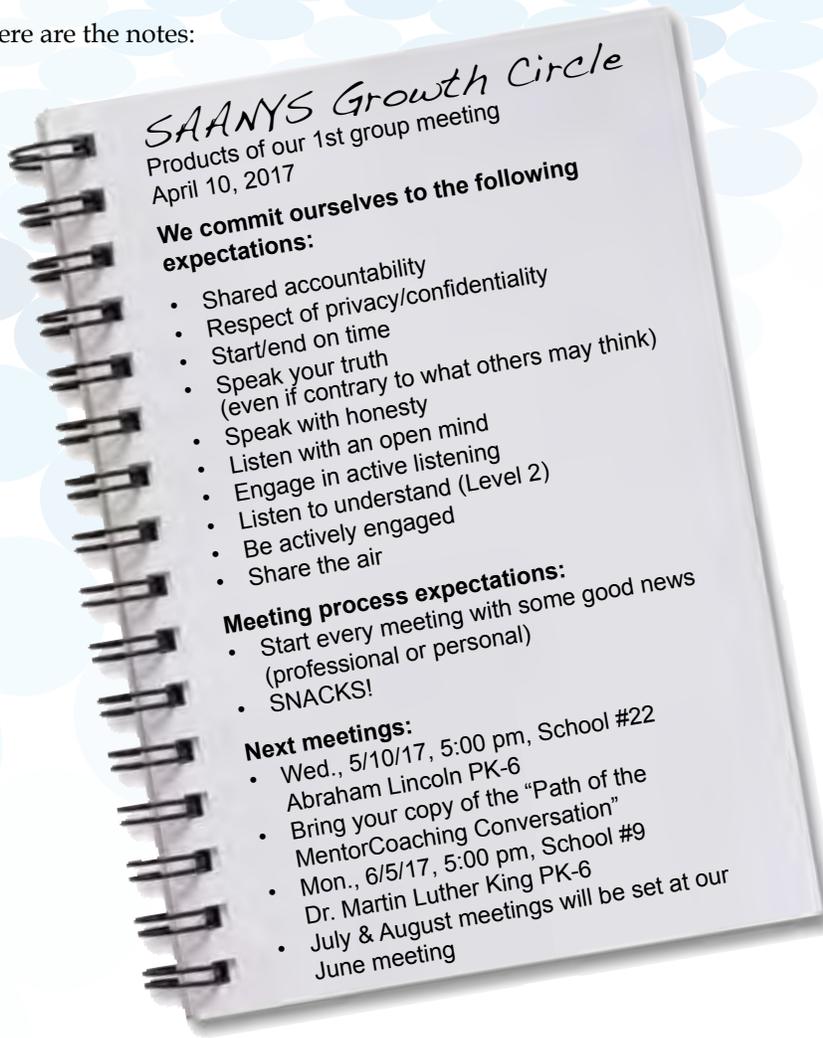
the concept of “success partners” as a marker for effectiveness. Through the role modeling of a live coaching demonstration, participants come to know that everyone needs support and that their role is to be that success partner for one another.

Take a look at the notes from a recent circle meeting in Rochester ... Norms were set, snacks were enjoyed, good news was shared at this first meeting of the group. By this time, the mentor coach had met with each member individually to get to know him or her and to set some individual goals. At future meetings, members will delve into common readings and share situations and scenarios familiar to all of us. With a minimum of four members and a maximum of six, these small groups are just the right size to provide all members the opportunity to share and learn from one another. Meeting locations, dates, and times are flexible and determined by the group with their coach.

We should also note that since SAANYS is an approved CTLE provider, these hours can be used to fulfill mentoring and CTLE hour requirements in your district.



Here are the notes:



We are using our current pilot groups to learn as much as we can about what works best as we plan for many more groups across the state next fall. The feedback we receive from our pilot coaches and mentees will be the best way to continue to develop the PGCs as an outstanding mentorship and professional growth opportunity for you and your colleagues, at ANY stage of your career!

Being a school leader has never been harder. None of us can do this alone. Now more than ever, we get by with a little help from our friends. If you are interested in learning more about PGCs planned for your area next fall, please contact me at kbronson@saanys.org.

KAREN BRONSON, SAANYS director of professional development, is a frequent presenter on topics related to instructional leadership. Her background as a teacher of English, principal, assistant to the superintendent, and professional developer gives her a perspective grounded in the most current developments and challenges of educational reform.

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Questions and Recommendations: CTLE Based on First Year of Implementation



By Cindy Gallagher

In March 2016 the New York State Board of Regents adopted regulations regarding periodic registration and Continuing Teacher and Leader Education (CTLE) as a result of legislation on teacher and principal evaluations. The new CTLE requirements were passed as a part of those reform initiatives. The law went into effect this school year, 2016-17.

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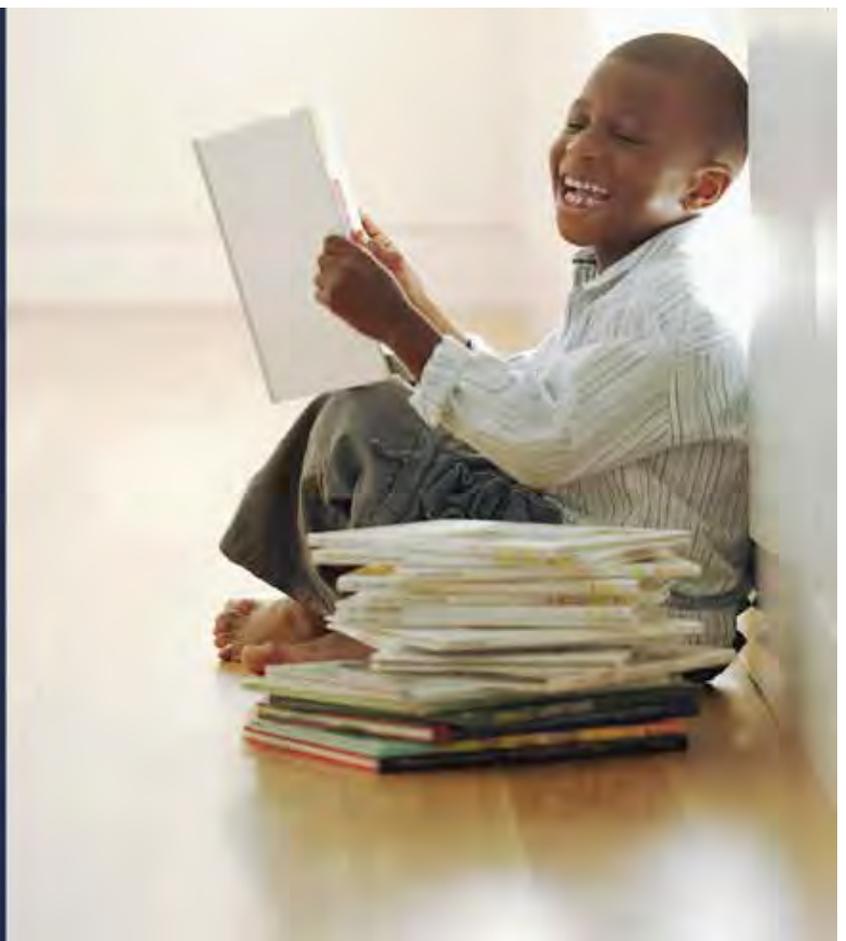
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A new 100-hour CTLE requirement for certain certified educators replaces the previously required 175 hours of professional development. Complying with these new requirements can be challenging so what follows is a description of the requirements and some guidelines to help administrators successfully navigate the system.

REGISTRATION PROCESS

What does the law mean for certified administrators?

Any administrator who holds a permanent or professional certificate must register, using the TEACH system, every five years. This process started on July 1, 2016 and requires that each person in the above categories register in the month of their birthdate. As the first year of implementation is drawing to a close, most certified administrators should already be registered (except those with birthdays in May-June).

For those of you who have not yet registered – a link to the Teach system is: <http://www.highered.nysed.gov/tcert/teach/>.

Once you have logged on you may find that you have not set up a TEACH account. In order to do so you need to click on the box that looks like this:



If you have a TEACH account, or once one is established, you can complete the new registration process. All certificates held, past and current, should be visible. Carefully review this information to verify accuracy and status regarding all certificates issued to you. Once you have satisfactorily provided the needed information, you should be registered.

If you have registered, remember you can always log into your TEACH account and change your status (active or inactive). Based on the information below, some retired members may wish to do so.

What does the law mean for school leaders who are NOT practicing (working as) school leaders?

Situation #1: If you are a school leader who holds a permanent certificate (SAS) and are not working as a school leader, you still must register. You will be asked to choose either Register or Inactive on the TEACH website. Even if you are no longer working as a school leader we suggest you click Register. **Do not** click Inactive. Why? SAANYS recommends that any school leader with permanent certification register, because there may be situations where a school leader who decides to stop working (retire or transition to another field) may wish to become active within the five-year registration period. And there is no CTLE requirement to meet by the next registration period for those with permanent certification.

Situation # 2: If you have a professional certificate as a school leader (SBL), and are not working, SAANYS recommends that you register as inactive. Why? For inactive status, CTLE requirements are suspended. If changing to active status later, the school leader must only complete a minimum of 20 hours of CTLE for every year that they were practicing during the five-year registration period. If you remain active while not working, you will need all 100 CTLE credits during the five-year period.

What if a school leader does not register?

NYSED will make several attempts to contact such individuals regarding the need to register. If after several attempts registration is not completed, the department will consider this as a “willful failure to register” and provide notice of that charge 180 days after such designation is made. Such an action may constitute grounds for moral character review. NYSED has stated that “since the law allows for discretion, and the Department recognizes this (first year of implementation) is a transition period,” they have “no plans to pursue a Part 83 moral character.”

What happens when I have a problem when registering?

Call SAANYS at 518-782-0600. Over

this past year, SAANYS has assisted members who went into the TEACH system only to find out that there were problems with their certification. For various reasons, some members have found they did not hold current administrative certification! In some cases, SAANYS has successfully worked with members, their districts, and/or NYSED to resolve the matter.

CTLE REQUIREMENTS

Who is required to have CTLE hours?

The key to whether CTLE requirements apply is certification status.

- School leaders who have a permanent certificate (old certification structure) as a school leader (SAS) or school district leader (SDA), whether currently practicing or inactive, are NOT subject to any CTLE hours.
- School leaders who have a professional (newer certification structure) building leader certificate (SBL) or district leader certificate (SDL) and are practicing in a school district must participate in 100 hours of qualified CTLE during every five-year active registration period.
- School leaders who have a professional school leader certificate and are inactive are not subject to the 100 CTLE hours – as long as the school leader is *inactive*. If they come back to *active* service, they must complete a minimum of 20 hours of CTLE for every year that they were practicing during the five-year registration period.
- Administrators with an Initial School Building Leader (SBL) or SBL Intern certificate, practicing or inactive, do not need to register, nor are they subject to CTLE requirements.

How many CTLE hours are required?

100 hours – Practicing school leaders with professional certification must complete 100 hours of approved CTLE hours within each five-year registration period.

Fifteen percent of the 100 hours

must address the needs of English language learners, which include best practices for co-teaching and integrating content and language acquisition. If a district has less than five percent or 30 ELL students, they may pursue a waiver from this requirement.

What happens if 100 CTLE hours are not acquired in the five-year period?

- The certificate holder will not be able to reregister and will not be able to practice until such reregistration is completed. That being said, NYSED has made some allowable exceptions under which the number of hours could

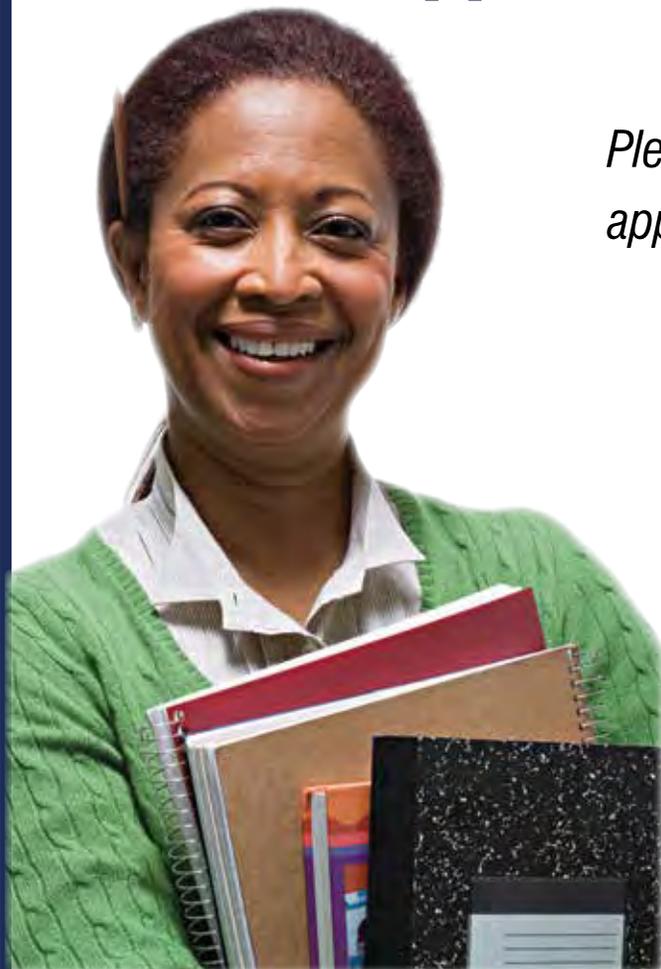
be adjusted, such as illness, active duty, or other good causes. Individuals would need to apply to NYSED to request such an adjustment.

- Also, a school leader could apply for a conditional registration, which would allow a candidate up to a one-year extension to complete the CTLE requirements. This would allow the school leader to continue to practice for the time authorized through the extension.

SAANYS members serving in titles under other than administrative certifications (e.g., Instructional Support titles under teacher certifications) have the same requirements and considerations. Please do not hesitate to call SAANYS for any help needed or questions regarding CTLE.

CINDY GALLAGHER is the SAANYS director of government relations. Cindy's prior experience includes work at the NYS Education Department as a senior manager for early childhood programs.

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Making Change with Response to Intervention



By Allison J. Clark, PhD

When becoming a new principal, there is so much to consider. Where do you begin? How do you go about making change in deep-seated routines and beliefs? These are not easy questions to answer. So much depends upon the context, the people, the culture. As a new principal 12 years ago, I realized that making any essential change would need to be through focused work with a small team. I decided to look closely at the purpose and functioning of the instructional support team (IST).

Stratford Road Elementary School had an IST meant to support the teaching and learning of at-risk students; it was, however, not working to its optimal potential. Meetings were sporadic and the team was too big. The expected outcomes of each meeting



typically resulted in a request for testing of students through the committee of special education. Absent from the meetings were review of student data, discussions around probing questions, and the development of goals for future teaching and student growth. A properly running IST had to work as a cohesive team with the intent of providing instructional and behavioral strategies to support students functioning below anticipated levels.

BECOMING A TEAM THROUGH TRUST

After spending time during my first year observing and listening as the team functioned, it became clear that change was needed. I decided to begin organizing and chairing the meetings myself, a role typically done by the assistant principal. If I wanted change to happen, my participation was critical. As a former general education classroom teacher, I did not have the levels of expertise that the support staff did on the IST, but I knew that if change was going to happen, I would have to take a chance with more direct involvement and building trust. The first step toward change was to strengthen and develop the role of the members by having an open discussion about how the team functioned. What

did the team do well and what needed to change? We agreed upon some new structures including rotation of members, meeting consistency, and record-keeping systems.

Next, the discourse had to change. Support staff had informal hallway conversations about how to help students; there seemed to be a lack of comfort about having those discussions at the table because it implied that teachers did not know what to do. I went out of my comfort zone and started to ask questions and provide suggestions during meetings with the intent of modeling the expectation. This nudged team members to begin deeper conversations about what students were doing; to take on the role of inquirer looking through the lens of their specialty. Team members

began to shift in their role, feeling comfortable to probe further and make recommendations.

DEVELOPING COMMON UNDERSTANDING

As this initial change to Stratford Road’s IST was taking place, the response to intervention (RTI) framework became a new federal law with follow-up state regulations. We took the stance as learners, reading and looking for resources to help increase our knowledge base and guide the necessary change. Conversations about RTI were slowly brought to the faculty. The IST decided to rename ourselves as the Response to Intervention Team. These new state regulations prompted the creation of a district-wide committee with varied representation from the elementary schools. Serving as a cochairperson not only helped me share what I had already learned, but also furthered the work at Stratford Road. The committee recognized that before processes and procedures were revamped, the focus had to begin with solidifying district beliefs about literacy teaching and learning, understanding tier one interventions, and implementing universal screening. Additionally, in a district fortunate to have varied research-based interven-

tion reading programs, the committee needed to develop an understanding about each of the programs available. District-wide common presentations were created so that a consistent message was delivered across all elementary schools. A consultant was brought in to meet with teams across the district to review the process and roles of an effective team.

SUSTAINING CONVERSATIONS

As the district-wide committee met on a regular basis, information was consistently turn-keyed back to each school within the district. The Stratford Road RTI team was already informed and beginning to shift. The collaboration among team members impacted their own teaching and decision-making abilities. They learned from each other, realizing connections among their specialty areas as they coordinated efforts.

Changes in communication and relationships happened not only between RTI team members, but subsequently with teachers as they began to better understand RTI. RTI team members were assigned as case liaisons for each student; their role was to support the classroom teacher and be a resource throughout the process of monitoring growth. The conversations at RTI team meetings shifted to include data collection and analysis with the development of instructional goals for classroom teachers and support staff. This transformation resulted in better outcomes for students as targeted interventions reduced Committee of Special Education referrals.

REFLECTING AND SETTING GOALS

As the RTI team developed a common understanding and set of expectations, opportunities for reflection were given. As each year ended, we talked about what went well and what needed more attention. These conversations were revisited as each new school year began when goal setting took place. The RTI team focused on providing information to the faculty, enhancing use of data,



setting student goals, and improving parent communication. They also administered faculty surveys to gather feedback. Rather than me speaking at faculty meetings, the RTI team created presentations. Not only did they spend time talking about regulations and

procedures, but they presented mini case studies of students in our school, offered resources, and reviewed data collection methods.

BUILDING CAPACITY

Over the past 12 years, numerous changes have taken place due to capacity-building efforts. After much learning, conversation, and reflection, the RTI team at Stratford Road became task-oriented and goal-driven, gaining a clearer sense of purpose while moving beyond the status quo. We continue to evolve and foster paradigm shifts as the focus is on targeted interventions and monitoring student growth.

Moving forward to make sustainable change is not haphazard. What path was taken to make these shifts? Although not linear, the key considerations were to develop trust, build a team, establish common

understanding, facilitate proper communication, take a stance as learners, build capacity, gather feedback, reflect, and set goals. While the efforts described here focused on response to intervention, these beliefs and actions are applicable to making any sustainable change.

ALLISON J. CLARK, PhD, is a principal at the Stratford Road Elementary School, Plainview-Old Bethpage CSD.



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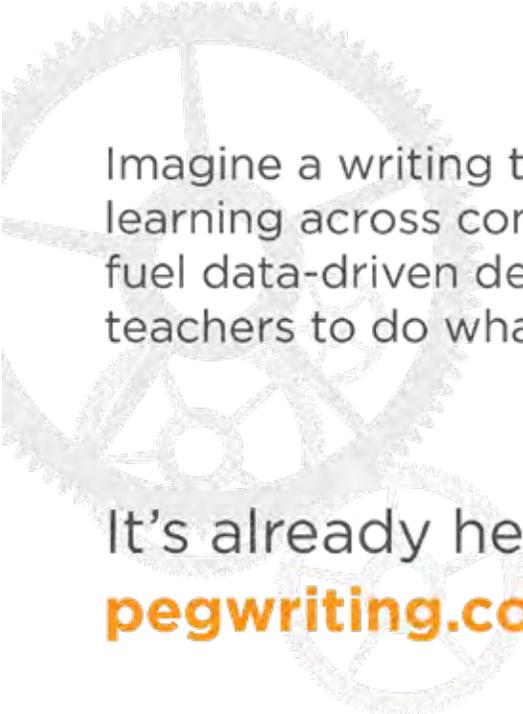
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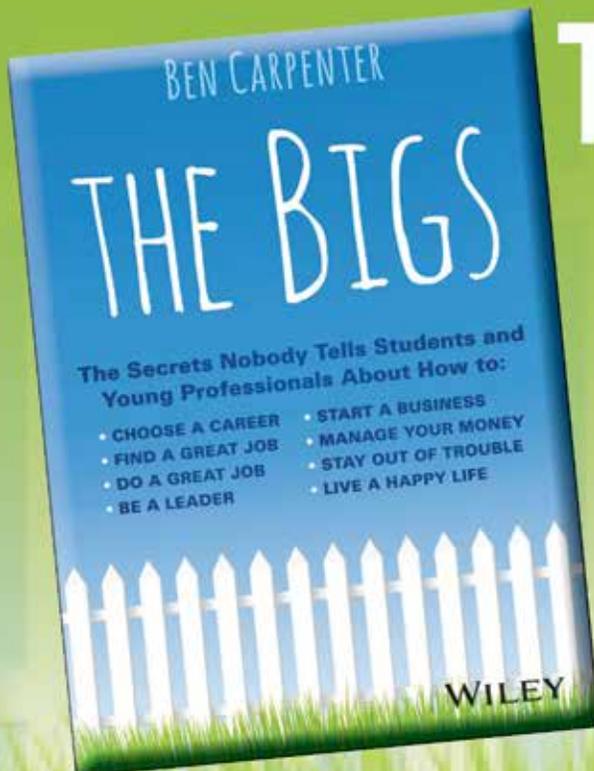
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Tuesday, July 25:

FOCUSING ON OUR ENGLISH LANGUAGE LEARNERS AND OUR CHANGING COMMUNITIES:

AM: What School Leaders Need to Know About English Learners: What leadership actions can transform the school experience for your ELLs?

PM: Schoolhouse Reboot: Changing Needs for Changing Communities: What do you need to know to build cultural proficiency in your school?

Wednesday, July 26:

SHIFTING GEARS: RETHINKING STUDENT DISCIPLINE, SCHOOL CLIMATE, AND STUDENT SUPPORT

Districts and schools that have recalibrated their schoolwide discipline and student support policies and practices are seeing results in reduced disciplinary incidents, increased teacher efficacy, improved school climate, and increased student achievement.

Larry Dieringer, executive director of Engaging Schools, will facilitate this highly interactive workshop that focuses on such topics as: effective discipline models, code of conduct, using data, parents as partners, essential teams, connecting classroom practice to climate and discipline, and much more to learn and take away! **Book is included: *Shifting Gears: Recalibrating Schoolwide Discipline and Support*** by Carol Miller Lieber, Michele Tisiere, and Nicole Frazier.

Thursday, July 27:

SUPPORTING ALL STUDENTS' SOCIAL AND EMOTIONAL WELL-BEING

AM: DASA Update and Refresher Practice with SAANYS Attorney: This informative workshop will focus on recent DASA related cases. Participants will engage in actual hypotheticals relevant to DASA.

PM: Ensuring That LGBT/Transgender Students Are Supported in Our Schools: Increase your awareness of recent issues that have provided new learning and be prepared to leave with strategies to integrate in September. Go beyond compliance and "tolerance" to actively support all students.

- **LUNCH** – catered onsite by Mazzone
- **ACCOMMODATIONS** – A block of rooms at \$115 per night has been reserved at the Hotel Indigo in Albany. The block will be released on Friday, June 9.
- **Come and learn and connect** – then catch a race at Saratoga! Perfect timing!
- **QUESTIONS** – Contact kbronson@saanys.org

Price:

SAANYS members: \$100 per day | All four days: \$375

Non-members: \$125 per day | All four days: \$475

Register at www.saanys.org/events.





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