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Institute for Schools and Society**

**EVALUATION OF THE PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT  
(PHSLP)**

**Second year report submitted to  
The School District of Philadelphia**

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## EXECUTIVE SUMMARY

The Philadelphia High School Leadership Project (PHSLP) is a partnership between the Center for Developing Urban Educational Leaders (CDUEL) at Lehigh University, The School District of Philadelphia (SDP), and the National Association of Secondary School Principals (NASSP). PHSLP, funded by a U.S. Department of Education grant, began in fall 2008 with the goal of preparing teachers for leadership positions (principal and assistant principal), in high schools classified as being in Corrective Action under No Child Left Behind (NCLB). CDUEL at Lehigh University certifies candidates and codesigns the program curriculum model. Working with Lehigh, SDP coordinates the recruitment, selection, and placement processes and codevelops the curriculum. NASSP provides assessment tools to gauge participant skills and knowledge, as well as training for mentors and host principals involved in the program. Researchers from the Institute for Schools and Society (ISS) at the Temple University College of Education serve as external evaluators for the project.

This cohort-based PHSLP program consists of three discrete groups: an *Aspiring Leaders* (AL) program that provides administrative certification and leadership preparation; a *Developing Leaders* (DL) program that provides intensive leadership development to individuals with principals' certification; and an *Emerging Leaders* (EL) program that provides mentoring for those in their first two years as an assistant principal or principal. The DL and EL groups are related in that participants who complete the DL program advance to the EL program once they assume a site position. Similarly, once AL participants earn an administrative certificate and assume site leadership positions, they become ELs and also receive mentoring during their first two years as principal or assistant principal.

### *Methods*

The evaluation of PHSLP consists of two major components: an implementation study (formative) and an impact evaluation (summative). This report reflects an evaluation of program implementation in Year 2. Impact evaluation findings will be included in Years 4 and 5 of the study. Sources of data for the evaluation include: program documents, observations, interviews, skills assessment data, and feedback surveys.

### *Findings*

Major components of the PHSLP program design include recruitment, selection, assessment of educational leadership skills, curriculum coursework, internships, placement, and retention of principal interns. In the second year, components of the program that were completed as per the scheduled timeline include: recruitment and selection for Cohort II principal interns, ongoing curricular instruction for Cohort I ALs, program completion for Cohort I DLs, placement of Cohort I DLs as school-based administrators, yearlong internships for Cohort I, host principal and mentor support, NASSP baseline assessment, NASSP face-to-face assessment for Cohort I DLs, and the functioning of the partnerships.

- **Recruitment:** 26 applications were received in Year 2. The targets of 60 applicants and a 10% increase from the previous year (34 applicants in Year 1) were not met. However, the goal of at least 40% of the applicant pool from minority backgrounds was met, with 58% (15 of 26) of Cohort II applicants being self-identified as African American or Asian Indian.
- **Selection:** 12 applicants were accepted into Cohort II of the program. This is less than the

selection goal of 15. Accepted applicants included three ALs and nine DLs. Of the nine DLs, four applicants chose to discontinue participation in the program and one accepted candidate took on an assistant principal position. He continues to be part of the program as an EL. Final numbers for Cohort II therefore include four DLs and three ALs. While the target of selecting 15 applicants was not met, the goal of selecting a diverse applicant pool with 40% of applicants from minority backgrounds was met with 58% (7 of 12) self-identified as African American or Asian Indian.

- Curriculum: The Cohort I principal interns received coursework through a summer session in July 2009 and weekly seminar and lecture sessions throughout the year. Faculty included experts affiliated with SDP and Lehigh University. Of the 14 interns in Cohort I, 13 completed the program requirements in Year 1. One AL intern did not meet program requirements and was asked to leave the program midyear. All continuing Cohort I interns completed the required six credits of coursework. The curriculum content was well received by respondents overall but a few sessions on diversity and data-based decision making were not scheduled as originally planned. Cohort II interns received a 2-week summer curriculum module in July 2010.
- Internship: Cohort I principal interns completed 50-day internships at their host schools. This included 15 days in the summer; 10 days each in the fall, winter, and spring; and 5 days at the end of the school year. Internship experiences were highly valued, but the internship structure was found to be disjointed. This and a directive from the Superintendent resulted in a redesign for the next year.
- Assessment: The NASSP 360° assessment of leadership skills was administered to Cohort I interns in July 2009 and once again in July 2010. The results were used as a data source for the Individualized Learning Plan (ILP) and as a baseline measure for leadership skills development. Incoming Cohort II interns were administered the assessment. Scores on the final face-to-face assessment and final presentation scores were lower for Cohort I graduates compared to earlier scores on ILPs and the 360°. This implies that DL interns received higher ratings on their skills earlier in the program compared with later in the program. Moreover, interns got higher scores on assessments that involved some self assessments compared with the face-to-face assessment which was scored by trained assessors. These issues are important to consider for targeted skills development. Assessment data were also not well integrated into the curriculum and several interns did not complete the required components of some of the assessments.
- Mentorship: A host principal and a mentor were assigned to each principal intern. Three principal interns (2 DLs, 1AL), a host principal, and a mentor constituted a triad. There were five triads in Cohort I. Mentors met with their interns and completed assessments of their performance based on the ILPs developed by the interns. Interns reported high satisfaction with their host principal and mentors.
- Placement: All DL interns interviewed for potential positions in the district. Of the nine DLs, six found placements in school leadership positions in the district. One DL graduate was placed as a provisional principal at an elementary school and five were placed as provisional assistant principals in comprehensive high schools in the district. One DL was placed as an Instructional Support Officer to the Assistant Superintendent of High Schools at the district. The target of 60% of Cohort I DLs being placed in leadership positions was achieved. The interns who have been placed constitute the first group of ELs in the program.
- Partnership: The program partnerships continue to function well and the group presented

a paper at the American Educational Research Association Conference in May 2010. The partnerships have been mutually beneficial and have deepened resources available to the program. They do, however, tend to be somewhat disconnected at times, with each partner fulfilling their responsibilities without much input from others. Quarterly meetings and frequent electronic communications from the project manager have helped to reinforce these links.

### *Discussion and recommendations*

The partnering organizations in PHSLP have striven to complete designated tasks and roles in the second year of the program. All nine DLs from Cohort I completed the program in summer 2010. Of the five Cohort I ALs, four have moved on to their second year while one AL intern who did not meet program standards was asked to leave. Overall, several components of the program were completed on schedule, including selection, curriculum, mentorship, and internship. Recruitment and selection, however, continue to fall below target levels for the second year in a row. Although this was the second year of the grant, this was the first full year of program implementation (the pilot year of the grant was used as a planning year). Several challenges were found in creation and implementation of this newly designed format of leadership preparation, support, and development. Based on the lessons learned in the past year, recommendations for future action are listed below:

- Recruitment: Since recruitment targets were not met in two years, program staff can consider more targeted recruitment events aimed at high school teacher leaders as well as district staff with prior teaching experience who seek high school leadership positions. A creative recruitment plan needs to be developed to identify teachers from a range of backgrounds with the possibility of incentives for individuals who nominate successful candidates, marketing of program strengths and opportunities (the only current leadership preparation program in the district), and a call to service for interested applicants. Program staff might also consider a rolling recruitment and application approach in order to target a larger pool of potential principal interns.
- Selection: The selection process is comprehensive and helps the program identify individuals with instructional skills. Given their experience as successful school leaders, mentors and host principals might also be included in the selection process. Program staff might also consider a rolling admissions approach with two or more selection times during the year in order to target a larger pool of potential principal interns.
- Curriculum: Given that this was the first year of program implementation, the curriculum was being developed as the first cohort progressed through the program. As a result, not all curriculum sessions were addressed as originally planned in the program strands. Program staff might consider preparation of a complete calendar for the upcoming year based on program standards, assignments, goals, etc. This will help define the program identity and link it to the different components offered by the partnering organizations. This will also help orient external faculty, mentors, and host principals to the philosophy underlying the program as well as key program standards. Several logistical challenges can be addressed for next year, including setting up an online reading list and blackboard for assignments, resources, etc., providing Cohort II with a binder of course schedules, presentations, and assignment templates. Since PHSLP does not provide a full-time internship, program staff might want to closely consider curriculum components or additional resources needed to help interns learn aspects that otherwise they would have learned from the internship site. Specific suggestions include facilities management, budget and resource allocation, and engaging parents in student learning.



- Internship: Given that the internship experience in Year 1 was found to be ineffective, and the superintendent directed that teachers not leave their teaching assignments while classes are in session, the internship is being redesigned to integrate the home school as well as opportunities for leadership training through the extended school year program. More targeted internship projects that link the interns' educational developmental needs as identified through the assessments will help prepare more successful graduates.
- Mentorship: Mentorship experiences were rated by the interns mostly as highly satisfactory. The mentoring experience, however, was perceived as detached from other components of the program like curriculum and assessments. Briefing mentors on curriculum content will enable them to better assist interns to link theory and practice more effectively. In addition, similar to how mentors are trained, it would be helpful to provide more explicit guidelines and expectations to the interns on how best to learn with their mentors.
- Assessment: Although some interns completed the NASSP 360° assessment, the mentors were not privy to the findings. Moreover, the ILPs were not integrated effectively and in a timely manner in the first year. Program staff might consider assessment on a unified set of standards (like the program strands or 21<sup>st</sup> Century Principal Skills) that connect to all components of the PHSLP program. Moreover, rigorous assessments conducted earlier in the program could help interns develop their skills more effectively than those conducted at the end of the program. Integration of the findings from the assessment into curriculum planning and reflective discussions would also be valuable for the interns' professional development.
- Placement: Program staff might consider a ceremony to recognize graduates from each cohort and use final presentations and face-to-face assessments as opportunities to determine readiness and as an appropriate opportunity to showcase graduates. Expectations about placements also need to be clarified for new cohorts such that there are no misconceptions about assured leadership positions upon placement.
- Partnership: The program partnerships have at times worked independent of each other. The core PHSLP team of program staff and faculty need to help principal interns, partners, and mentors make meaningful links between the curriculum, internship, mentorship, and assessment components. This will help bring together the diverse resources of the program into a cohesive developmental experience for all participants involved with the program.

## **BACKGROUND**

Principal preparation for the most challenged and challenging high schools in Philadelphia is being recognized as a key factor for student success in the district. The Philadelphia High School Leadership Project (PHSLP) is a partnership between the Center for Developing Urban Educational Leaders (CDUEL) at Lehigh University, The School District of Philadelphia (SDP), and the National Association of Secondary School Principals (NASSP) that seeks to prepare personnel with secondary teaching certification — teachers and certain non-instructional staff with teaching experience and leadership potential — for high school leadership positions (principal and assistant principal positions). The focus is on preparing school leaders to empower high schools classified as not having achieved Adequate Yearly Progress (AYP) under NCLB. CDUEL at Lehigh University provides the certification to interns, codesigns the program curriculum model, and presents the course content. Working with Lehigh, SDP coordinates the recruitment, selection, and placement processes, and codevelops the curriculum. NASSP provides an assessment tool of participant skills and knowledge to be administered three times (before, during, and after the program), and provides training for host principals and mentors. The Institute for Schools & Society (ISS) at the Temple University College of Education serves as the external evaluator for the project.

### **Context of Principal Preparation in the School District of Philadelphia**

The PHSLP initiative was designed to address the pressing need for effective school leaders in low-achieving high schools within one of the largest and most socioeconomically distressed urban school systems in the country. The School District of Philadelphia is the nation's eighth largest by enrollment, serving over 191,000 students in 335 different schools (NCES, 2009). The diverse backgrounds and needs of the students present a complicated array of challenges for SDP school leaders. An overwhelming majority of the students come from low-income (over 60% qualifying for free/reduced price lunch) and traditionally underserved minority (61% African American and 17% Latino) backgrounds. SDP enrolls over 29,000 students (roughly 15% of the total student population) who require special educational services and about 13,000 students (roughly 6.7%) with limited English proficiency (representing at least 60 different primary language backgrounds). Low academic achievement has been and continues to be a districtwide challenge. Results from the 2009 Pennsylvania System of School Assessment (PSSA) exams showed that the percentages of students scoring proficient or advanced in mathematics on the PSSA was 51% and the percentages scoring proficient or advanced in reading was 48% overall.

The district understands that maintaining excellent school leadership is key to sustaining and improving student performance. The SDP has unfortunately struggled with a high rate of turnover among school leaders, and a pressing need to develop a “bench” of qualified leaders to respond to the supply-and-demand issues that it is facing. Over the past five years, the district has had to hire a total of 183 new principals (an average of 36 per year). Factoring internal transfers, last fall in Philadelphia, more than one in seven schools across the city (42) began the school year under the direction of a new principal. The number one reason cited by principals for leaving is retirement. Nearly three out of every four (72.2%) of all SDP principals are within 10 years of retirement eligibility (age 60 or 62, depending on the number of years in the system), and among high school principals the proportion near retirement is even higher (86.7%). Almost as many assistant principals are nearing retirement as well (61.8% systemwide, 65.9% in the high schools). The district has also been concerned that its school leadership does not fully reflect the predominantly minority communities it serves. While the district is proud of its

diverse workforce and track record in aggressively implementing equal employment opportunity policies, stronger minority representation among school leaders remains an important goal.

Based on the landmark study, *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools – A Leadership Brief* (Togneri & Anderson, 2003), the SDP and its governing body, the Philadelphia School Reform Commission (SRC), recognized the necessity of a new focus on leadership development as a key component of reforming the city’s public school system. The study examined five high-poverty school districts actually making strides in improving student achievement and found that all five were purposefully redefining leadership roles, transforming “administrators” into instructional leaders for their schools. As part of the *Declaration of Education* (2003), the SRC announced: “*We believe...[t]o improve educational outcomes for all students, every school must have a qualified principal who is an instructional leader.*” With funding from the Eli P. Broad Foundation beginning in January 2005, the district took a major step forward in putting this belief into action by creating the Academy for Leadership in Philadelphia Schools (ALPS). Prior to PHSLP, this was the program that prepared principals in the district. The launching of ALPS initiated a fundamental change in the way SDP principals were recruited, selected, and prepared for their jobs. Whereas previously, principals were identified and placed largely on the basis of word-of-mouth recommendations and other informal mechanisms, ALPS established far more formalized and rigorous application and screening processes for hiring new principals, and put in place a training/preparation program focused on building skills for instructional leadership featuring a yearlong paid internship.

Recognizing the pivotal role of principals in turning around schools, a new contract was recently negotiated. Under this new contract, Philadelphia School District principals working in high-needs schools would be required to work 12 months, and would receive a 20% salary increase. Principals that wished to continue working on a 10-month schedule would be allowed to transfer to another school within the school district. All principals have been slated to receive a 1% increase effective July 1, 2010, a 3% increase effective September 1, 2011, and another 3% increase effective January 1, 2012. For seasoned principals working in high-needs schools, this would allow them to earn close to \$150,000 in the third year of their contract, while most senior principals working in a regular school may earn almost \$140,000 (Snyder, 2010).

### **Program design**

The PHSLP is at present the only principal preparation initiative in the district. It is designed specifically to meet the leadership needs of Philadelphia’s most challenged and challenging high schools. This cohort-based program represents an integrated continuum of leadership preparation and development that spans the trajectory from aspiring school leaders to early career principals and assistant principals. It consists of three discrete groups: (1) an Aspiring Leaders (AL) program that provides administrative certification and leadership preparation, through two years of intensive site experiences in two different schools guided by an experienced principal and a mentor; (2) a Developing Leaders (DL) program that provides intensive leadership development to individuals with principals’ certification by using intensive site experiences also guided by an experienced principal and mentor to apply their prior learning to the real-world challenges of leading instructional improvement; and (3) an Emerging Leaders (EL) program that provides intensive leadership development that is aligned to state mandated job-embedded induction support, and mentoring for those in their first two years as an assistant principal or principal. The latter two groups are related in that participants who complete the DL program advance to the EL program once they assume a site position. Similarly, once AL

participants earn an administrative certificate and assume site leadership positions, they become ELs and receive mentoring during their first two years as principal or assistant principal.

Major components of PHSLP include:

- Intensive recruitment to attract a large and diverse pool of applicants;
- Formalized processes for screening and intake to ensure high-quality interns;
- A standardized assessment of educational leadership skills linked to NASSP's 21<sup>st</sup> Century Principal Skill Dimensions used to identify participants' areas of strength and weakness, to tailor coursework and internship experiences, and to evaluate program effectiveness;
- Training of host principals and mentors by NASSP to align 21<sup>st</sup> Century Skill Dimensions with appropriate coaching and internship experiences;
- Coursework, designed and taught jointly by Lehigh faculty and SDP staff to provide participants with knowledge and skills they need to "turn around" low-achieving high schools in an urban setting, offered during after-school hours and in the summer at 50% subsidized cost to participants;
- Structured internships (100 days over two years for ALs and 50 days in one year for DLs) which immerse participants in a variety of urban educational leadership settings and put them in contact with trained and experienced host principals and mentors; and
- Ongoing mentoring and workshops for newly-placed principals and assistant principals throughout their first two years in these positions.

The PHSLP seeks to emphasize principal leadership development through the integration of theory and practice. Ongoing critical inquiry and reflection frames the internship and coursework, an approach which research has shown to promote interns' development of professional expertise (Short & Rinehart, 1993). Grounded in adult learning theory (Kolb, 1984), the program will push students to reflect on their core beliefs and values to develop a better understanding of how they operate in schools and how to lead others in learning. Rather than lecture-style courses, the coursework plans to use group work, case studies drawn from internship experiences, guided inquiry, interactive seminars, and self-reflection as vehicles to foster learning. The courses will use problem-based learning that engages participants in authentic problems of practice, an approach supported by research on exemplary preparation program features (Bridges & Hallinger, 1997; Copland, 2000; Cordeiro, 1998). The program seeks to develop strong instructional and transformational leaders—models of leadership which research demonstrates are critical levers of change. Marks and Printy (2003) found that instructional leadership develops teachers' individual instructional capacity while transformational leadership promotes schoolwide capacity. Instructional leadership practices, such as communicating goals for student achievement and engagement of staff in coordinating the school's instructional program, contribute to improved school effectiveness by promoting a positive learning climate (Hallinger, Bickman, & Davis, 1996; Heck, Larsen, & Marcoulides, 1990), pedagogical quality (Marks & Printy, 2003), and teacher commitment and professional involvement (Sheppard, 1996). Transformational leadership practices, such as conveying a vision for school improvement and providing stimulating and differentiated support for teachers, effect change through impact on school conditions (Leithwood & Jantzi, 1999), organizational learning (Silins, Mulford, & Zarins, 2002), teacher efficacy (Hipp & Bredeson, 1995; Ross & Gray, 2004), and student engagement (Leithwood & Jantzi, 1999).

By the end of the five-year grant period, the most important outcome anticipated by the district and its partners is a new, cost-effective, *sustainable* model for meeting school leadership needs in low-achieving urban public high schools.

### **Aspects of program design tailored to district needs**

Providing leadership preparation tailored to the individual needs, strengths, and weaknesses of the participants has been at the foundation of the PHSLP program design. Several features of the project design reflect this core philosophy and approach. Some specific aspects of links between district needs and PHSLP program design include:

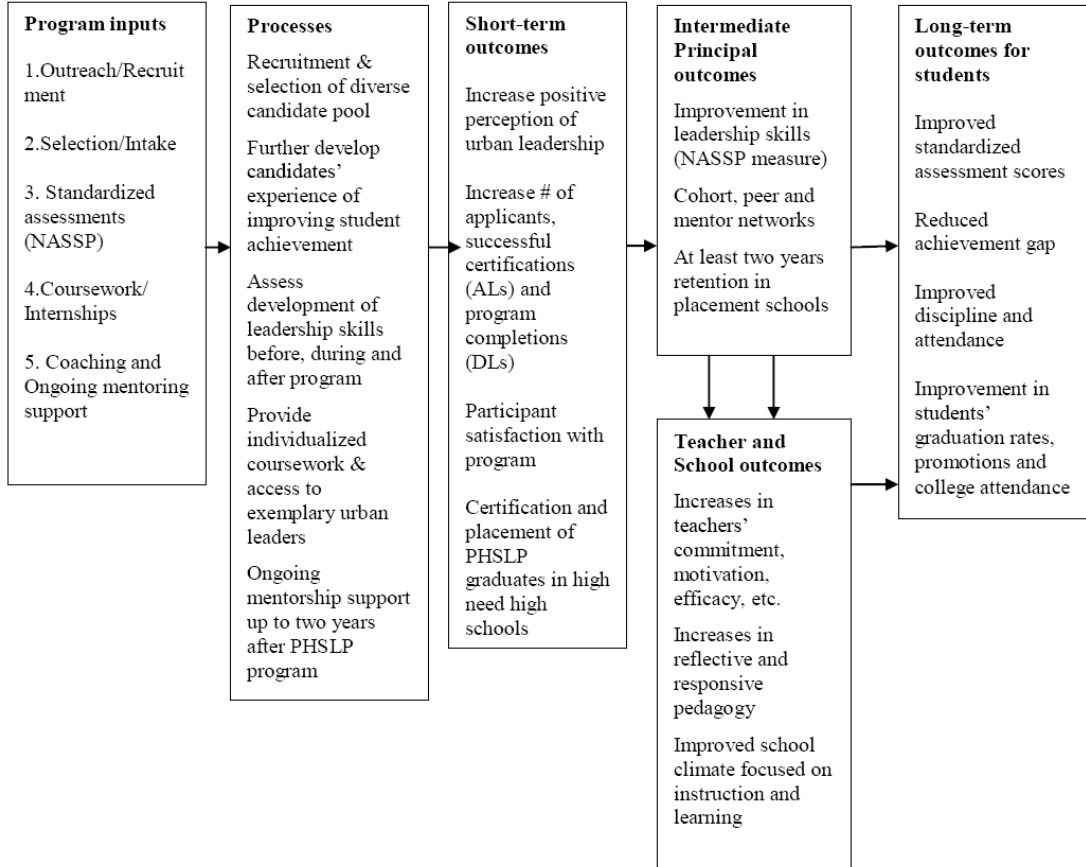
- *Targeted recruitment of diverse pool of candidates:* Given SDP's anticipated continuing need in the coming years for new principals throughout the system, there is a need to develop and diversify its pipelines for principals with more diverse and well-prepared principal interns. The PHSLP seeks to develop future leaders of Philadelphia's most challenging schools by conducting targeted outreach among the most committed and successful teachers from those very schools.
- *Rigorous selection of potential high school principal candidates:* PHSLP seeks to continue its work with the district to create a large and diverse pool of applicants with significant experience and with an understanding of the unique challenges presented in urban public high schools. Applicants to the program are required to undergo a rigorous written application, oral interview, and instructional analysis. Enrollees are also required to sign a service commitment, stipulating a commitment to two years of seeking employment as a principal or assistant principal in a high-need Philadelphia high school and to remaining in such a position for at least three years. To further sustain their commitments, participants are obligated to repay a portion of their tuition subsidy should they fail to honor their commitment.
- *Standards-based assessments of leadership skills and individualized learning plans:* Upon enrollment in the program, each participant undergoes the NASSP's online 360° Leadership Assessment, which is designed to identify individuals' strengths and weaknesses within research-based domains of leadership skills through input from selected colleagues and from their principal and other supervisors. The results from this initial administration are used to develop Individualized Leadership Plans (ILPs) for participants. Each participant takes the assessment two additional times to monitor progress toward learning goals, as well as to gather data for project evaluation.
- *Jointly designed coursework and internships:* The PHSLP features an integrated program of study involving graduate-level coursework and internship experience, designed jointly by Lehigh faculty and SDP school administrator/practitioners. During the first year of the grant, as the first cohort was being recruited and selected, teams from Lehigh and the SDP met to cocreate a curriculum that incorporated both the content required by the state for certification and the "hands-on" knowledge and experiences which are necessary for success in the schools for which the future leaders are intended.
- *Mentoring supports:* Each principal intern is paired with a mentor and a host principal, who function as experienced role models, offering ongoing guidance and support for professional development. Mentors, host principals, and interns are scheduled to meet face to face for at least 20 days each year. Mentors and host principals are experienced SDP administrators and received training from NASSP. Beyond the internship stage, PHSLP will continue to provide successful graduates from the program placed as principals or assistant principals with ongoing support throughout their first two years in

school leadership positions.

### Conceptual model of PHSLP

A basic logic model is included below in Figure 1 to highlight inputs, processes, short-term outcomes, intermediate outcomes, and long-term outcomes. Program inputs refer to the components of the program design, processes refer to the methods of delivery and instruction, and the outcomes relate to performance measures and data sources that will assess the impact of the program. The model will be developed further as the project unfolds and additional factors are identified.

**Figure 1: Logic model for the Philadelphia High School Leadership Project**



## EVALUATION RESEARCH METHODOLOGY

The evaluation of PHSLP consists of two major components: an implementation study (formative), and an impact evaluation (summative). The implementation component examines the extent to which the various features of the program are rolled out with fidelity or appropriate adaptations. Specific aspects of the program design to be examined in the implementation study include: recruitment, selection, standardized assessment of educational leadership skills, coursework, internships, placement, and retention. Multiple data sources and analytical techniques are being utilized to conduct the evaluation, including document analysis, direct observation, feedback surveys, interviews, and focus groups. A range of programmatic data (quantitative and qualitative) are being collected and analyzed using tools and protocols adapted from existing instruments with evidence of reliability and validity, including those developed from the evaluators' prior leadership evaluation projects. The evaluators also conducted secondary analysis on the NASSP's assessment data, Lehigh University's mentorship data, and ILP data in order to establish a baseline from which to measure changes in leadership ability and potential.

While the primary purpose of the evaluation is to explicate the implementation of PHSLP and the impact on effective leadership and improvement in school instructional quality, our secondary goal is to examine linkages to student achievement. This constitutes the impact evaluation component of the study and is slated for Years 4 and 5 of the grant. There is evidence that, when efforts at educational improvement are focused on learning and teaching academic content, and when the curriculum for improving teaching overlaps with the curriculum and assessment for students, teaching practice and student performance are likely to improve (Brown et al., 1996; Cohen & Hill, 2000; Wiley & Yoon, 1995). Effective principals can impact student achievement through the establishment of an instructional culture of learning and teaching and the recruitment and retention of high-quality teachers (Leithwood, 2004). If we can establish a link between PHSLP and effective leadership, and the literature makes a connection between teachers' knowledge and instructional practice and student achievement, we can then establish a conceptual link between principals' leadership and student achievement. To test this proposition, we will analyze data about principals' practice, teachers' perceptions of principals' support of instruction, teacher self-report data about instructional practice, and student test results. A series of multivariate procedures modeling empirical relationships between principals, teachers, and student outcomes will be used with additional years of data on placed graduates.

The PHSLP program has defined specific objectives for recruitment, selection, standardized assessment, coursework and internships, and coaching/ongoing support. Each objective is aligned with appropriate performance measures (including process measures and outcome measures).

Table 1 lists the objectives and associated performance measures.

**Table 1: PHSLP objectives and performance measures**

<b>Objectives</b>	<b>Performance measures</b>
<p><b>1. Recruitment</b> The quality and diversity of aspiring principals (i.e., exemplary teachers) will increase each year.</p>	<ul style="list-style-type: none"> <li>• At least 60 applicants will be recruited to the program each year.</li> <li>• 40% of applicants will be from underrepresented minority backgrounds.</li> <li>• 10% increase in number of applicants each year.</li> <li>• 10% increase in the number of applicants from underrepresented minorities each year.</li> </ul>
<p><b>2. Selection</b> Selected principal interns will be from diverse backgrounds.</p>	<ul style="list-style-type: none"> <li>• 15 principal interns will be enrolled each year (5 with principal certification and 10 without principal certification).</li> <li>• 40% of principal interns will be from underrepresented minority groups.</li> </ul>
<p><b>3. Standardized assessment of educational skills</b> Principal interns will demonstrate increase in leadership skills as measured by a standardized tool (NASSP’s online 360° assessment).</p>	<ul style="list-style-type: none"> <li>• NASSP’s online 360° assessment of leadership skills will be administered to 100% of enrollees at least three times during the program (at the beginning, after one year of the program, one year after placement).</li> <li>• 75% of principal interns will demonstrate growth in leadership skills at each successive measurement point.</li> </ul>
<p><b>4. Coursework and Internships</b> Aspiring principal interns will receive targeted individualized coursework and internships.</p>	<ul style="list-style-type: none"> <li>• 100 days internship and 34 credits over two years for ALs, leading to principal certification from Lehigh University.</li> <li>• 50 days internship and 6 credits for DLs over one year (for DLs in Cohort II and beyond the internship will be 60 days).</li> <li>• 3 credits for ELs.</li> <li>• 60% of applicants admitted to PHSLP will successfully complete the program (coursework and internships).</li> </ul>
<p><b>5. Placement and retention</b> Graduates of the program will be placed and retained in high-needs schools in the district.</p>	<ul style="list-style-type: none"> <li>• 60% of ALs in each cohort will be placed as an assistant principal or principal upon completion of their 2-year PHSLP program, dependent on district vacancies.</li> <li>• 60% of DLs in each cohort will be placed as an assistant principal or principal upon completion of their 1-year PHSLP program, dependent on district vacancies.</li> <li>• 80% of appointed principals or assistant principals will remain in the same school three years after their appointment. The first measurement point for Cohort I ALs will be Year 4, and the first measurement point for Cohort I DLs/ELs will be Year 3.</li> </ul>
<p><b>6. Coaching and ongoing support</b> Enhance retention and support high-quality principals who are PHSLP graduates.</p>	<ul style="list-style-type: none"> <li>• 80% of participants in PHSLP will report satisfaction with the program (coursework, internships, mentoring, and placement) as measured one year after completion. (Survey administration starts in Year 3 for Cohort I ALs and Year 2 for Cohort I DLs)</li> <li>• 100% of placed graduates will have ongoing mentor support up to two years after placement.</li> </ul>



In addition to investigating the impact of the PHSLP initiative as defined by project objectives, the evaluators will work with SDP staff to identify a comparison sample in order to compare the performance of PHSLP participants with non-PHSLP principals, after graduation and at least three years after placement. Statistical and qualitative comparisons will be made both within group (between certified and noncertified PHSLP entrants) as well as with comparison groups of principals who were not trained through PHSLP.

### **Core Research Questions**

1. How is the PHSLP program implementing the components of the program including:
  - Recruitment
  - Selection
  - Curriculum design
  - Internships
  - Placement & retention
  - Mentorship
  - Assessment of principal interns' development
2. How are the program partnerships being developed over the course of the program and how do they impact implementation?
3. How does participation in PHSLP impact participant knowledge and skills?
4. How does participation in PHSLP impact teacher, school, and student outcomes?

For the second year report, the focus will be on the first two research questions as well as baseline data on the third research question. In subsequent years, as participants' progress through the program, the remaining core research questions will be addressed. Multiple data sources including qualitative and quantitative data were used to report findings for each of the evaluation research questions.

The interviews were recorded and transcribed by a professional transcription company. Thereafter, each participant was given a unique numerical identifier. All names and affiliations were removed in order to protect participant confidentiality. Observation notes were created for all events attended by the evaluators, including curriculum sessions, planning meetings, interviews, and face-to-face assessments. These data sources together with the interview transcripts constitute the qualitative data for the study. The research team further refined the coding scheme developed for this study through multiple iterations of data collection and analysis.

Document data in the form of application packets for Cohort II were collected and a database was created by the program staff at The School District of Philadelphia. These were used to compile demographics and background data about the participants. Application data including essays and recommendation letters were reviewed to determine effective indicators for participant recruitment and selection. Two phases of the Individualized Leadership Plans from Cohort I were also reviewed and analyzed for patterns of change over time. Handouts, flyers, planning stages of the curriculum, and summer session curriculum materials were also reviewed as archival data for the report.

Feedback surveys were administered to the principal interns for curriculum sessions that brought in new speakers and external faculty, and for internship experiences. Interns also completed an online annual survey of participant satisfaction. Using a Likert scale, this survey collected information on interns' prior experience as well as opinions on all aspects of the program design (recruitment, selection, curriculum, internship, assessments, and mentorship).

Feedback data were summarized and reported for the whole group of principal interns in Cohort I. Of note is that only female interns (n=10), which included all DLs and one AL, completed the survey, so this dataset does not include responses of all Cohort I interns.

Secondary data was shared by NASSP on the 360° and face-to-face assessment. The NASSP data were summarized by computing averages of self and observer assessments and patterns of differences for ALs and DLs. Survey data on mentor triads collected by Lehigh University were also analyzed and triangulated with the evaluators' data. Lastly, student scores of final presentations and portfolio components were also summarized.

Table 2 provides a summary of data collection for the second year of the evaluation.

**Table 2: Data collection for 2009–2010**

<b>Data Type</b>	<b>2009–2010</b>	<b>N</b>
<b>Archival Data</b>	<ul style="list-style-type: none"> <li>• Planning Meeting Agendas</li> <li>• PHSLP Project Timeline and Calendar</li> <li>• Cohort II Recruitment and Application               <ul style="list-style-type: none"> <li>○ Revised Application Screening Rubric</li> <li>○ Cohort II Applicant Packets: Phase 1–3</li> </ul> </li> <li>• Cohort II Selection Documents</li> <li>• Cohort I Curriculum and Internship Documents               <ul style="list-style-type: none"> <li>○ Fall 2009 Syllabus and Course Schedule</li> <li>○ Spring 2010 Syllabus and Course Schedule</li> <li>○ PHSLP Individual Leadership Plan (Phase I)</li> <li>○ PHSLP Individual Leadership Plan (Phase II)</li> <li>○ Portfolio scores</li> <li>○ Final presentation scores</li> <li>○ Agendas and handouts from participant sessions and meetings attended</li> </ul> </li> <li>• Cohort I DL face-to-face assessment data</li> <li>• Mentor and Host Principal Documents (Reflective Mentoring Log form, Mentor Responsibilities form, Host Principal Responsibilities form)</li> </ul>	4 1 26 1 26  1 1 14 13 13 13 2 9
<b>Interviews</b>	<ul style="list-style-type: none"> <li>• Program partners</li> <li>• PHSLP Principal Intern interviews</li> <li>• Mentor and Host Principal interviews</li> </ul>	5 8 8
<b>Observations</b>	<ul style="list-style-type: none"> <li>• Selected Weekly Seminars</li> <li>• Cohort I Portfolio Presentation</li> <li>• Planning Meetings</li> <li>• Mentor/Host Principal Meetings</li> <li>• Cohort II Applicant Interview Screening</li> </ul>	10 2 sessions 2 sessions 3 sessions 1 day
<b>Participant Feedback Summary</b>	<ul style="list-style-type: none"> <li>• Internship Feedback (fall, winter, and spring)</li> <li>• Selected Weekly Session Feedback</li> <li>• Year-end feedback survey (May 2010)</li> <li>• Mentor survey secondary data</li> <li>• NASSP 360° Assessment</li> </ul>	14 7 10 respondents 5 triads/teams 14

## SECOND YEAR FINDINGS [October 1, 2009 – September 30, 2010]

This chapter summarizes the findings on the research questions related to program implementation and partnership building in the second year of the PHSLP program. Components of the program that have been completed per the scheduled timeline are the NASSP 360°, mentoring, internship, yearlong curriculum for Cohort I, and graduation of the first group of DLs from the PHSLP program. All nine Cohort I DLs completed the program and interviewed for openings as principals and assistant principals. Of the nine, one DL was placed as a principal and five were placed as assistant principals. An additional DL was placed as an Instructional Support Officer with the Assistant Superintendent for High Schools. Cohort II participants were also recruited and selected during the past program year. Each of the components will now be discussed in more detail.

### Recruitment (of Cohort II participants)

Specific performance measures related to recruitment are 60 applicants per year, with 40% of applicants from minority candidates. Further, performance measures set a 10% increase from Year 1 in both the number applications and number of minority applicants. Table 3 presents a summary of applicants in Years 1 and 2.

**Table 3: Comparison of applications in Years 1 and 2**

	<b>Total number of applicants</b>	<b>Applicants from minority backgrounds</b>	<b>Percent increase in number of applications</b>	<b>Percent increase in the number of minority applications</b>
<b>Goal</b>	60	24 (40%)	10%	10%
<b>Year 1</b>	34	27 (79%)	NA	NA
<b>Year 2</b>	26	15 (58%)	-24%	-27%

As can be seen from Table 3, the targets for meeting performance measures in Year 2 were partially met. While fewer than 60 people applied to the program in Year 2, the goal of attracting a diverse applicant pool was met with more than half the individuals self-identifying as African American or Asian American (Asian Indian). The targets for a 10% increase in applicants from the previous year and a 10% increase in the number of minority applicants were, however, not met.

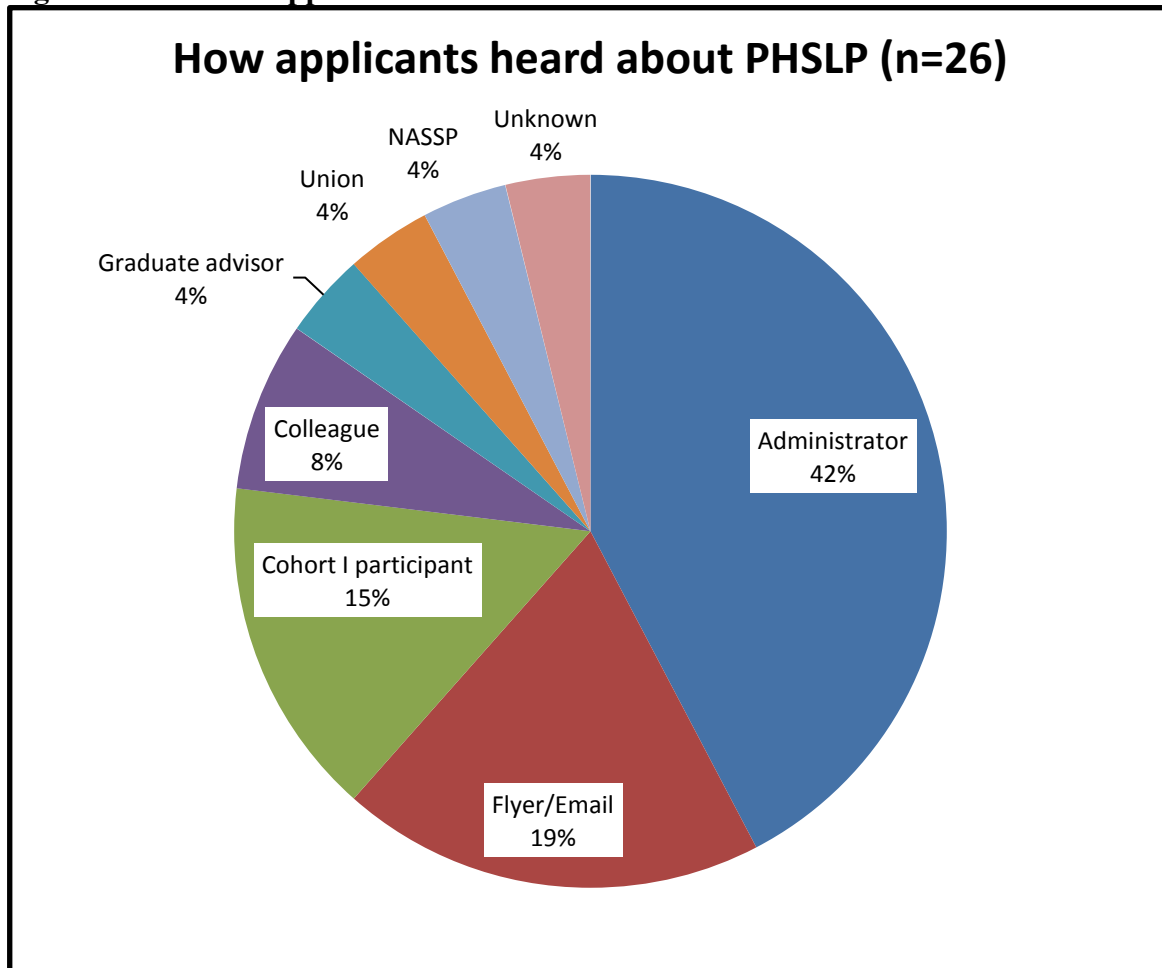
Three recruitment events were held in November 2009. Recruitment events were held on three successive days to present the program to potential applicants. A panel consisting of the PHSLP program manager, Lehigh faculty, and the Chief Academic Officer spoke about the program. The panel presented details on the program and offered a realistic picture of the expectations of graduates, including commitments to serve in urban comprehensive high schools. About 40 individuals attended these events in all. Attendees had questions for the panel about the differences between the DL and AL programs, costs associated with participation, and eligibility requirements.

Additional informal outreach was conducted through announcements made at the advisory board meeting, and through information on the SDP and CDUEL websites. The advisory board for PHSLP consists of district leadership, mentors, host principals, program staff,

and education leaders in the city. The advisory board is invited once a year to presentations about the program. It is expected to provide guidance and visibility to the program.

To understand how Cohort II applicants heard about the program, data on recruitment sources were compiled from the application forms. Forty-two percent of applicants (n=11) learned about the program through the recommendation of a school or district administrator. Nineteen percent (n=5) of applicants heard about PHSLP via a flyer or e-mail, and 15% (n=4) learned of the program from a current (Cohort I) participant. See below for the remainder of the applicant distribution. Unlike in the first year when the majority of applicants (53% ) heard of the program through packets mailed to candidates, this year most applicants heard of the program through personal contacts (i.e., district administrators, current PHSLP participants, and colleagues). Figure 2 illustrates how applicants heard about the program.

**Figure 2: Cohort II applicants' sources of information**



Source: Application forms, n=26

As happened last year, the number of DL applications (n=18) exceeded the number of AL applications (n=8). However, there were three more AL applications this year compared with the previous year.

According to interviews with program staff, challenges in recruitment for Cohort I and II were related to changes in district leadership and personnel, as well as the difficult nature of the position of school leadership in high-needs schools. Some representative quotations articulated by PHSLP program staff are included below:

*We have had leadership changes in the district. The CAO changed and this affected the recruitment process... and this is a difficult job... being a high school principal. Few people want to do it. It is a 24/7 job with few incentives.*

*People that would qualify as candidates, they already function in key positions in a building. To have that person leave your building for a period of time for a principal is very difficult. Maybe if there were larger blocks of time served at host schools, maybe more qualified candidates would apply for it. I think sometimes people don't want to take a chance of losing a position or losing a role in a school, of losing their status by moving into this internship, so it's difficult. There's a degree of not real risk, but perceived risk.*

*It is a difficult job, a demanding job. It is not nine to five. Few people want to do it.*

Recognizing the challenges, program staff have been considering ideas for how recruitment can be improved for the next Cohort. Some of these suggestions include:

*We're going to have to recruit in different ways... We have to establish a culture in the district that rewards principals for recognizing talent and for moving them along.*

*We need to get out the word earlier, set the foundation and work with the regional superintendents and the principals. I was very pleased by the turnout in terms of racial ethnic diversity, although I would like to see more Asians, Latinos and Latinas applying—so reaching out to underrepresented minority candidates. Also interestingly fewer men apply.*

### **Selection (of Cohort II participants)**

A total of 26 applications were received and assessed through a rigorous process involving three phases. Phase I involved review of the application materials, essay, and recommendations. Phase II involved an in-person interview and an on-site writing sample exercise. Phase III included instructional observations at the applicant's school. Each phase was rated on rubrics based on programmatic selection criteria (see Appendix for application materials and selection rubrics).

In Phase I, applicants' packets were screened to ensure that they met the minimum requirements. The quality of the applications was high, suggesting that those who learned about the program and submitted applications had the requisite background and experience. All 26 applicants moved on to Phase II of the selection process.

During Phase II, candidates interviewed with a panel of two to three PHSLP staff members and district central office administrators. Candidates were asked about their understanding of instructional leadership, how they would apply it to design teachers' professional development, how they would identify and engage critical community stakeholders to support and enhance student learning, and what they learned from a prior experience of being

unsuccessful at something. The applicants also underwent a real-time writing assignment at the time of interview. This assignment involved writing a letter of introduction to the community as the new principal of a fictional high school. Both the interview (worth a maximum of 35 points, multiplied by two) and writing sample (maximum 30 points) were scored using predetermined rubrics, and candidates that achieved the cutoff score of 73 qualified for Phase III. Of the initial group, 13 candidates were selected to move to Phase III.

In Phase III, instructional observations were carried out by teams of two PHSLP staff members. Of the 13 candidates, 12 applicants were accepted into the program. The candidate who was not selected received a low score on the instructional observation and was not thought to be a good match for this program.

Although the number of applicants were fewer than expected and targeted, the program staff indicated in interviews that they were satisfied with the caliber of the application packets, including better personal essays compared with the previous year.

Table 4 below shows the demographics of the applicants, by acceptance status.

**Table 4: Applicant backgrounds and selection rubric scores**

	<b>Applicants (N=26)</b>		<b>Selected Participants (N=12)</b>	
	<b>DL (n=18)</b>	<b>AL (n=8)</b>	<b>DL (n=9)</b>	<b>AL (n=3)</b>
<b>Age</b>	Range: 29 to 62 48.6 yrs. average 1 unidentified	Range: 33 to 58 43.8 yrs. average	44.1 yrs. average 1 unidentified Range: 29 to 54	36.2 yrs. average Range: 33 to 39
<b>Gender</b>	Female: 14 (78%) Male: 4 (22%)	Female: 4 (50%) Male: 4 (50%)	Female: 7 Male: 2	Female: 2 Male: 1
<b>Race/ Ethnicity</b>	African American: 13 (72%) Caucasian: 5 (18%)	African American: 1 (12.5%) Caucasian: 6 (75%) Asian American: 1 (12.5%)	African American: 6 (66%) Caucasian: 3 (33%)	Caucasian: 2 (67%) Asian American 1 (33%)
<b>Teaching Experience</b>	Range: 4 to 29 yrs. 19 yrs. average	Range: 5 to 12 yrs. 7 yrs. average	Range: 4 to 29 yrs. 18 yrs. average	Range: 6 to 12 yrs. 8 yrs. average
<b>Undergraduate GPA</b>	Average: 3.0	Average: 3.1	Average: 3.0	Average: 2.9
<b>Graduate GPA*</b>	Average: 3.8	Average: 3.8	Average: 3.8	Average: 3.7
<b>Certifying Institutions (DLs only)</b>	Cheyney University: 8 Cabrini: 3 Arcadia: 2 Drexel University: 2 Gwynedd-Mercy: 1 St. Joseph's: 1 Penn State Great Valley: 1		Cheyney University: 3 Cabrini: 3 Arcadia: 1 Drexel University: 2 Gwynedd Mercy: 1	

Source: Application packets

\*Only one applicant, an AL not accepted, did not report completing graduate work

As can be seen from Table 4, the majority of the applicants were from African American and Caucasian backgrounds. Similar to the findings in Year 1, there were more DL applicants than AL applicants. This was reflected in both the applicant pool and the selected group of Cohort II principal interns. The final cohort selected includes nine ALs and three DLs. Overall, African Americans made up a majority of the applicant pool (14 out of 26), and over half of those finally accepted (7 out of 12). Comparing the selected candidates to the overall applicant pool, there is a large and statistically significant difference in average age between the two groups: the rejected candidates were, on average, 10 years older than those accepted ( $p < .05$ ). Likewise, the selected candidates have spent about 2.5 fewer years in the classroom than those not selected. The two groups are nearly identical in terms of average undergraduate and graduate GPA.

Given that acceptance to the program was determined by a cutoff score, it is not surprising that accepted candidates had higher average scores than rejected candidates on all four components. The largest difference between the groups was on the interview score, in which accepted candidate scores averaged about 9 points higher (see Table 5 below).

**Table 5: Mean scores on application items by acceptance status**

<i>Application item</i>	<b>Rejected</b>	<b>Accepted</b>
Writing Statement (out of 5)	4.0	4.6
References Score (out of 5)	3.9	4.5
Interview Score (out of 35)	20.8	29.2
Writing Sample Score (out of 30)	18.0	20.7

Source: Selection documents (n=26)

In the application essays of the accepted, candidates described their motivations to become principals. Common themes include a commitment to students' success (particularly differentiating for special-needs and at-risk students), belief in giving back to the community, making a difference in the lives of young people, and pursuing the next step in their professional career trajectory. Applicants highlighted their volunteer activities, leadership roles in their schools and communities, and ability to build relationships with students and parents.

Phase II writing sample scores (scale of 0=poor writing skills to 30=exemplary writing skills) had a mean of 20.9. Applicants' writing was rated on both formal elements of language and their ability to articulate a clear vision for the future as school leaders. Instructional observation scores ranged between 2 and 3 (on a scale of 1=low quality of instruction to 3=high quality of instruction) for all accepted Cohort II principal interns, with a mean of 2.8. This indicates that selected candidates scored relatively high on their instructional skills.

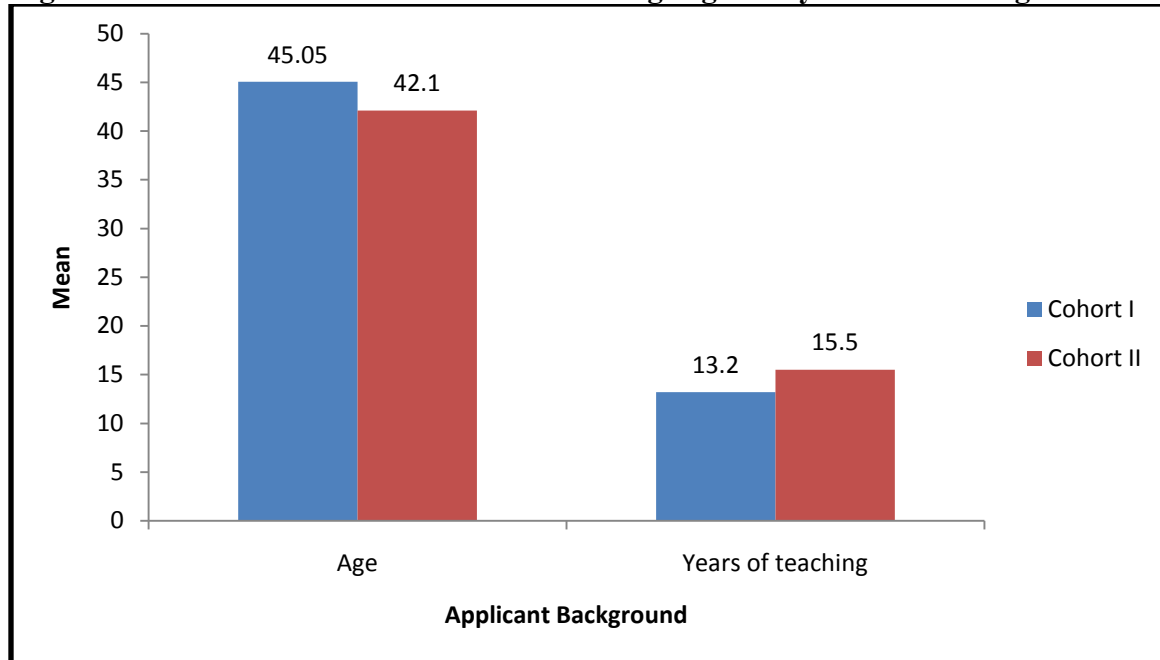
Overall, the selection processes were similar to the previous year but the selection rate was higher. For Cohort I the selection rate was 41% (14 selected from 34 applicants) while for Cohort II the selection rate was 46% (12 selected from 26).

Some differences were seen in the overall backgrounds of selected candidates in Cohort II compared with Cohort I<sup>1</sup>. Cohort II interns had more years of teaching experience, (Cohort II mean = 15.5, SD = 8.9; Cohort I mean = 13.2, SD = 6.2); were younger (average age Cohort II =

<sup>1</sup> The differences are not statistically significant.

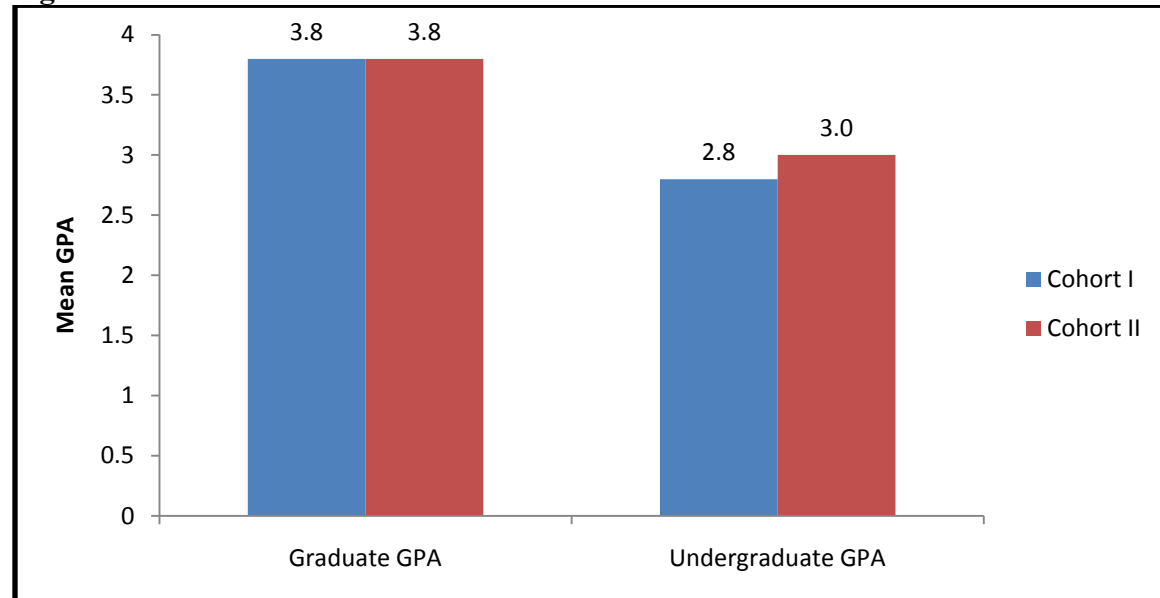
42.1; Cohort I = 45.5) and had higher GPAs at both the graduate and undergraduate levels (Undergrad GPAs, Cohort II = 3.0, Cohort I = 2.82; Grad GPAs, Cohort II = 3.77, Cohort I = 3.76). See Figures 3 and 4 for representations of these differences.

**Figure 3: Differences between cohorts in average age and years of teaching**



Source: Application packets (n=14, Cohort I, n=12, Cohort II)

**Figure 4: Differences between cohorts in GPA**



Source: Application packets (n=14, Cohort I, n=12, Cohort II)

Similar to the first year of the program, the majority of applicants from minority backgrounds have been African Americans as well as one Asian American. Moreover, almost all DL interns tended to be women and, overall, male applicants were underrepresented among DLs. The number of AL applicants and selected candidates were once again far fewer than the DLs,



making the pool of potential graduates ready for placement much larger in the first two years. However, despite these challenges as seen from the differences between Cohorts I and II, the quality of the candidates appears to be improved in Cohort II compared with Cohort I.

Although 9 DLs were chosen for participation in the program through the selection process, 4 elected to drop out in summer 2010 citing concerns about placements after graduation and financial constraints. One DL found placement as an assistant principal after the summer curriculum sessions and continues in the program now as an EL. At this time, then, Cohort II participants include 4 DLs and 3 ALs.

## Curriculum

The performance indicator that DLs will complete 6 credits over the course of the year was met. All Cohort I DLs completed this programmatic requirement with a passing grade for courses in the fall and spring. Four Cohort I ALs are midway to completing 34 credits over the course of two years. All AL principal interns except one have successfully completed the first year in the program. Note that this report only includes data on the curriculum for Cohort I. Curriculum for Cohort II only began in July 2010 and their data will be included in the third year report.

The coursework for Cohort I PHSLP participants included an intensive two-week summer session in July 2009 followed by two courses which were conducted through weekly seminars during the rest of the year. The course in fall 2009 was on Instructional Leadership and Resource Management, while the one for spring 2010 was on School Law, Professional Development, and Supervision. PHSLP participants met for one four-hour curriculum session every Wednesday during the fall and spring semesters. During some of these sessions, a district and/or outside faculty expert was brought in to present to the class. Tables 6 and 7 summarize the session topics and guest speakers for each course.

**Table 6: Fall 2009: Instructional Leadership and Resource Management**

Session	Session Title	Presenters
1	Team Building and Applying Summer Course Concepts to the Summer Internship Experience of Preparing for School Opening	L
2	The Client, the Context, and the Charge: Framing Purpose to Guide Principals' Actions	L
3	The Principal as Instructional Leader: <i>Knowing</i> Effective Practice, Part I	L
4	Principal as Instructional Leader: <i>Knowing</i> Effective Practice, Part II (Technology)	D
5	Principal as Instructional Leader: <i>Growing</i> Effective Practice I	L
6	Developing Mindsets for Mandated Actions I	E
7	Developing Mindsets for Mandated Actions II	E
8	Initiating, Managing, and Sustaining Reform	L
9	Resource Streams and Resource Dreams	D
10	Allocating Resources to Support Teaching and Learning	L
11	School Reform	D
12	Making Sense as School Leaders	L

Key: D refers to school district staff, E refers to external faculty, and L refers to faculty from Lehigh University.

Table 7: Spring 2010: **School Law, Professional Development, and Supervision**

Session #	Session Title	Presenters
1 and 2	Vision, Volition, and Victories	D and E
3 and 4	Legal Issues: Balancing vision with the requirements of the law	L
5	Supervision: Balancing vision with an understanding of workers' rights and attention to unforeseen circumstances	D and E
6	Supervision: Supervising to Support Professional Growth	D
7	Supervision and Empowerment: Building and sustaining trust to support distributed leadership and teamwork	D
8	Budgeting: Understanding budgeting to support a leader's vision (Part 1)	D
9	Budgeting: Understanding budgeting to support a leader's vision (Part 2)	D
10	Rostering to support the vision	D
11	What Leaders Need to Know About Building a Resilient School for Students	E and D
12	<i>Work Session</i>	L and D
13 and 14	<i>Presentations</i>	L and D

Key: D refers to school district staff, E refers to external faculty, and L refers to faculty from Lehigh University.

The weekly Wednesday sessions were an opportunity for interns to connect their internship experiences, mentorship, and individualized learning plans with the coursework required for the program. It was also often observed by the evaluators as a time for interns to vent their concerns, challenges, and successes to the cohort and faculty.

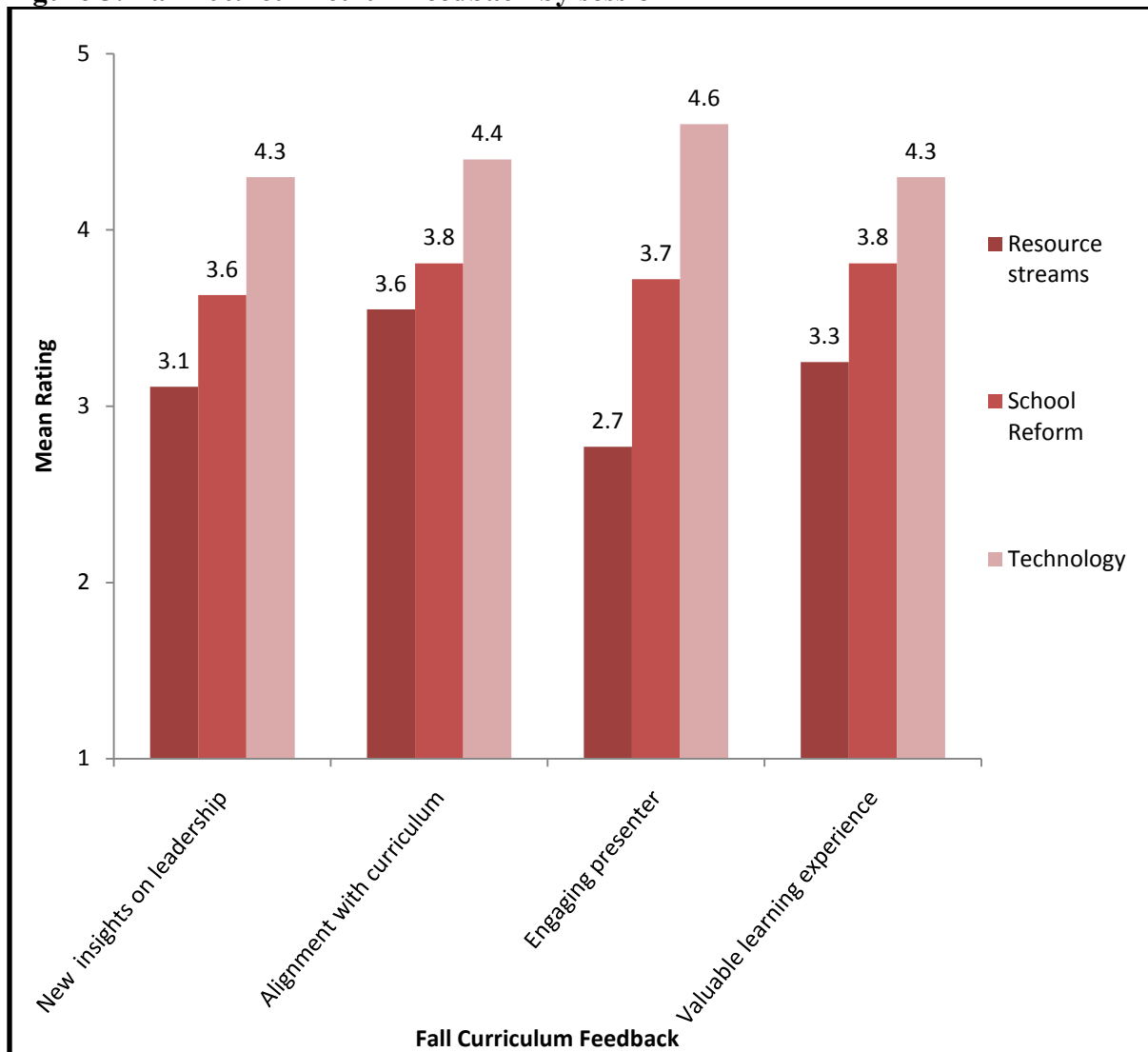
In interviews and surveys principal interns were unanimously appreciative of the lead instructor (Professor of Practice from Lehigh University) for the Wednesday sessions and her contributions both as an informal mentor and academic advisor. One hundred percent of interns who completed the online survey indicated high satisfaction with both the content of the sessions led by this faculty presenter and the support provided by her. One intern's feedback succinctly summarizes the feeling of all interns:

*She is very even so it works well for the class and also because she has done every level of the school district from teacher to principal to regional to superintendent...She just has a wealth of knowledge and gives a very broad perspective.*

Feedback was also collected from principal interns on the curriculum sessions with non-faculty presenters. These sessions dealt with a variety of topics centered on practical, principal-specific knowledge: resource streams, school reform, technology, workers' rights, professional growth, and building a resilient school. The participants rated the presenters and the sessions on four statements, on a one-to-five agree/disagree Likert scale. Overall, most of the sessions received high ratings on all questions; the mean ratings for all but two sessions (resource streams and school reform) were above 4 on all questions (on a scale of 1=low satisfaction to 5=high satisfaction). The highest rated sessions were focused on workers' rights and professional

growth, both taught by district staff. Figures 5 (fall) and 6 (spring) below show the feedback results, by question and session.

**Figure 5: Fall 2009 curriculum feedback by session**



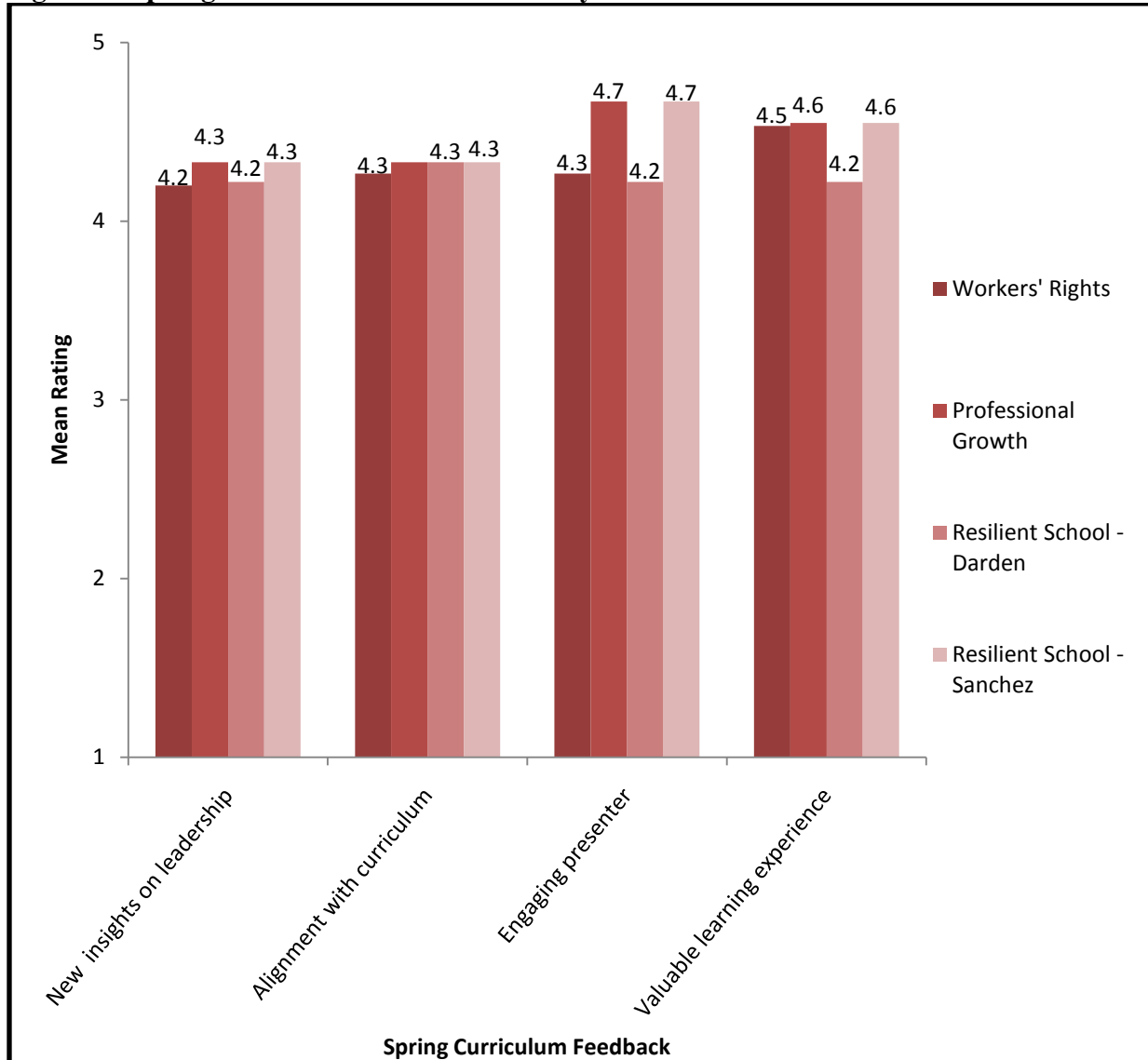
Source: Feedback data from participants (n=14). Scale of 1=low satisfaction to 5=high satisfaction

As can be seen from Figure 5, in the fall semester, feedback was collected from three guest speakers after the Wednesday lectures. The session on technology was found to be the most engaging, followed by the session on school reform and, lastly, on resource streams. Narrative feedback indicated that interns found sessions that had an experiential component more valuable than sessions that consisted of lectures alone.

Open-ended feedback on the sessions indicates that interns learned several key lessons to consider in their roles as principals. This included practical lessons such as the mechanics of an instructional observation as well as ways to engage staff in decision making. Often the interns expressed a desire to spend more time discussing particular issues with the presenters, as each session typically provided an introduction to, and overview of, a much larger topic.

Figure 6 next shows the feedback on sessions offered in the spring. The majority of the sessions were focused on operational and legal issues related to high school leadership. Overall satisfaction with presenters, session content, and perceived value of the learning experience were all, on average, 4 and above in the spring semester compared with the fall semester.

**Figure 6: Spring 2010 curriculum feedback by session**



Source: Participant feedback forms (n=13). Scale of 1= low satisfaction to 5=high satisfaction

The second semester session on workers’ rights (contract and union issues) yielded the most narrative feedback. The interns indicated that they learned new, helpful information and gained an appreciation for the importance of reading and understanding the various contracts. One intern commented that she “will certainly make sure I am mindful of due process rights for all of the employees in my building as well as the students I am responsible for.” The interns also appreciated the practical strategies offered in the session on professional growth, prompting one respondent to state that he/she will “use the standards as a tool to develop teachers,” though one intern commented that the presenter should “attempt to present strategies positively.” The session on building a resilient school inspired some interns to change the way they planned to

approach decision making with their future staffs. One intern stated that he/she “will definitely release some of the decision making and ideas to the staff before implementing any new initiatives.”

Observations of the curriculum sessions indicated that at the beginning of the year the focus was on vision development and various theories of organizational leadership and change. Towards the end of the year the focus shifted to more practical considerations and almost all the guest speakers were either district employees or practitioners in the field.

Given that the program seeks to address a set of core strands, these were mapped on to the sessions offered. Table 8 illustrates the program strands and the associated curriculum sessions. Some sessions, particularly in data-driven decision making, could not be addressed for the DL group in Cohort I. Program staff are considering additional professional development sessions in the next year to provide these missed resources to the DLs.

**Table 8: Curriculum sessions and program strands**

<b>PHSLP Curriculum Strands</b>	<b>PHSLP Core Strands</b>	<b>Curriculum Session Semester</b>
Instructional Leadership	Vision, Learning to observe and read the system, Setting school-level goals, Supervision, Professional Development The Principal as lead learner, The Principal in context	Fall 2009 Spring 2010
Family and Community Engagement	Family and Community	Fall 2009
Data-based decision making	Leading and decision making supported by data	To be addressed
Diversity	The Principal as lead learner, The Principal in context	Spring 2010 (Special education)
Organizational theory	Vision, Learning to observe and read the system	Summer 2009
Resource management	Setting school-level goals, Professional Development, Managing High Schools for Instructional Improvement	Fall 2009
Legal Issues	Supervision, Managing High Schools for Instructional Improvement	Spring 2010
Urban Principalship	Vision, Learning to observe and read the system, Family and Community	Spring 2010
Supervision and Professional Development	Building PLCs, Supervision, The Principal as lead learner, The Principal in context, Managing High Schools for Instructional Improvement	Fall 2009 and Spring 2010

Given the short internship, this shift in coursework seemed relevant and appropriate to the needs of the interns, particularly the DLs. However, the linkages between theory and practice and operations vs. instructional leadership continue to be challenges for the program. Mentors, staff, and interns commented on the lack of ongoing linking and conceptual connections between the coursework, assessments, and the internship. This is an important aspect of the program that

has been recognized as a challenge and needs to be addressed further. It will be discussed further under the section on program partnerships.

Several mentors and host principals also referred to the need for interns to learn how to multitask and function effectively. Since interns cannot realistically be given extensive experience in the schools, what the program can provide them with are strategies and tools to deal with the range of challenges they will expectedly face. Curriculum-based opportunities to practice decision making and serving the multiple roles of a principal were additional suggestions.

*In the real world you gotta shift gears so fast, it's not really time management, but maybe some course in keeping your wits about you when things change so fast... You have to deal with crisis, go through exercises... it's really that flexibility of thinking... Somehow you have to see it to understand how to do it.*

*(Host Principal)*

Interns (n=10) also provided feedback on the identified aspects of the curriculum and topics that they felt proficient in (see Appendix for findings on all questions from the survey). On a scale of 1 (strongly disagree) to 5 (strongly agree), interns indicated most proficiency in “providing instructional feedback to teachers” (m=4.1, SD=0.93) and “creating collaborative learning environments” (m=4.1, SD=0.74). Interns reported low proficiency in “analyzing budgets” (m=2.90, SD=0.91), “facilities management” (m=3.2, SD=0.92), and “working with parents to manage student learning” (m=3.7, SD=1.06).<sup>2</sup>

Taken together, the findings from the curriculum session feedback and interviews indicate that there are differences in the interns’ levels of proficiency in Cohort II and there are gaps that need to be addressed, particularly in the realms of operations and building relationships with the parents and community.

## **Internships**

The performance indicator of 50 days (400 hours) of internship during the first year was met for both ALs and DLs. PHSLP participants served as principal interns at a host school with a host principal, for 21 days in the summer and 10 days each on three separate internship cycles in the fall, winter, and spring. Internships at the host school involved working on projects as discussed and assigned by the host principal in discussion with the intern and mentor. Interns worked mainly on projects in areas where they had limited experience. For example, some interns worked on relationships with parents/community, others on professional development etc. Feedback was gathered from the interns following the three main internship cycles during the school year.

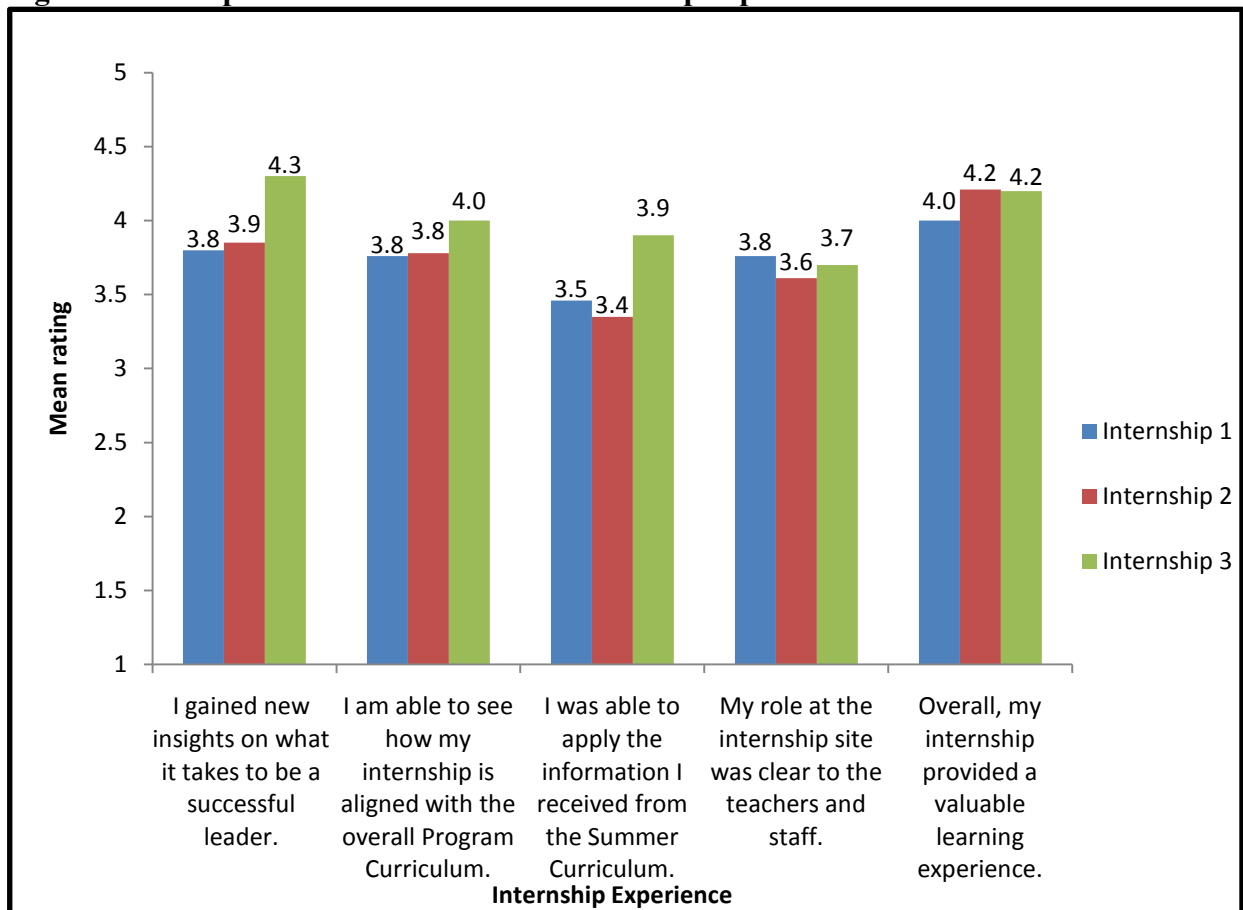
Interns provided feedback on their internship experiences in the fall, winter, and spring. The feedback was rated on a scale of 1 (low satisfaction) to 5 (high satisfaction). Again, the interns had on average a positive experience with their internships. Nearly all questions have a mean of greater than 3.5, and the overall mean across internship cycles is 3.97 (SD=1.02). The first internship cycle received the lowest ratings on nearly all questions, and most questions’ ratings increased with each successive internship cycle.

Figure 7 next shows the feedback data, by question and internship cycle.

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<sup>2</sup> M refers to Mean, SD refers to standard deviation

**Figure 7: Principal interns' feedback on internship experience**



Source: Feedback forms (n=14 for Internship 1 and 2; n=13 for Internship 3). Scale of 1=low satisfaction to 5=high satisfaction

Interns indicated that they learned that it was important to build rapport with their staff and have people and effective systems in place. As a result of their internship experience they said they would use data to inform decisions, involve all stakeholders, be a more effective communicator and listen and observe, and get respect before implementing changes. In the interviews there was clear consensus among interns, host principals, and mentors that the internships were a valuable learning experience and that (according to the mentors) the interns had demonstrated growth in the course of the year through this experience.

*My host school is a very effective high school. By that I mean the principal is very consistent with the programs he has in place. He has taught me a lot about the various issues a principal must face each day, communicating with parents and staff members. He has allowed me to learn about the school by visiting with teachers in their classrooms and at meetings, meet with parent ombudsman, the nurse, and the counselors, as well as the security staff. I sit in on meetings with guests who come in the building to meet with him. I have also had the experience of going to an expulsion hearing with the assistant principal. The principal has also spoken to me about the budget and the action plan.*  
 (Principal intern)

*In the fall, they (interns) were a little reluctant to use the resources they have available to them.... They probably could have called more, e-mailed more...but they were really just*

*getting their feet wet. Now, it's different because they're in there in the third cycle and they have many more questions.*

*(Mentor)*

There was a lot of discussion among program staff, host principals, and mentors during Year 2 about the need to redesign the internship format. It was originally designed to be spread out through the year so that interns could get practicum experience at key points of time in the school year. For example, the summer and fall experiences were intended to help learn about rostering and preparing for the school year; the winter internship was designed to familiarize interns with school-based professional development, teacher training, and the budgeting process; and the spring internship was to get students familiar with the cycles to prepare for testing and assessments. However, despite the best intentions of the program design, the internship experiences were found to be too brief for the interns. The format was also found to be too disruptive for both the host school and home school to have interns for two-week stretches where they were unable to really get involved in any projects in depth at either school. In particular, the disruptions to the home school when substitutes were not found to be ideal were a cause of concern.

*The segmented time periods that you're at your host school...I think it's not always beneficial to me, as an intern, not beneficial to my students at all...it doesn't really give me a good context of what is going on over a period of time and it doesn't allow me to establish relationships at my host school.*

*(Principal intern)*

*The basic framework of this program, I think, is very good. I think it's been well thought out and designed. I think you just may need to have the rubber meet the road more often, just for longer periods of times with the internship.*

*(Mentor)*

*I think the program has done a very good job in that because it has made the most of what funding was available. But I think really, ideally, they need to expand it. I just don't think it's enough time. They really need more time in a school.*

*(Mentor)*

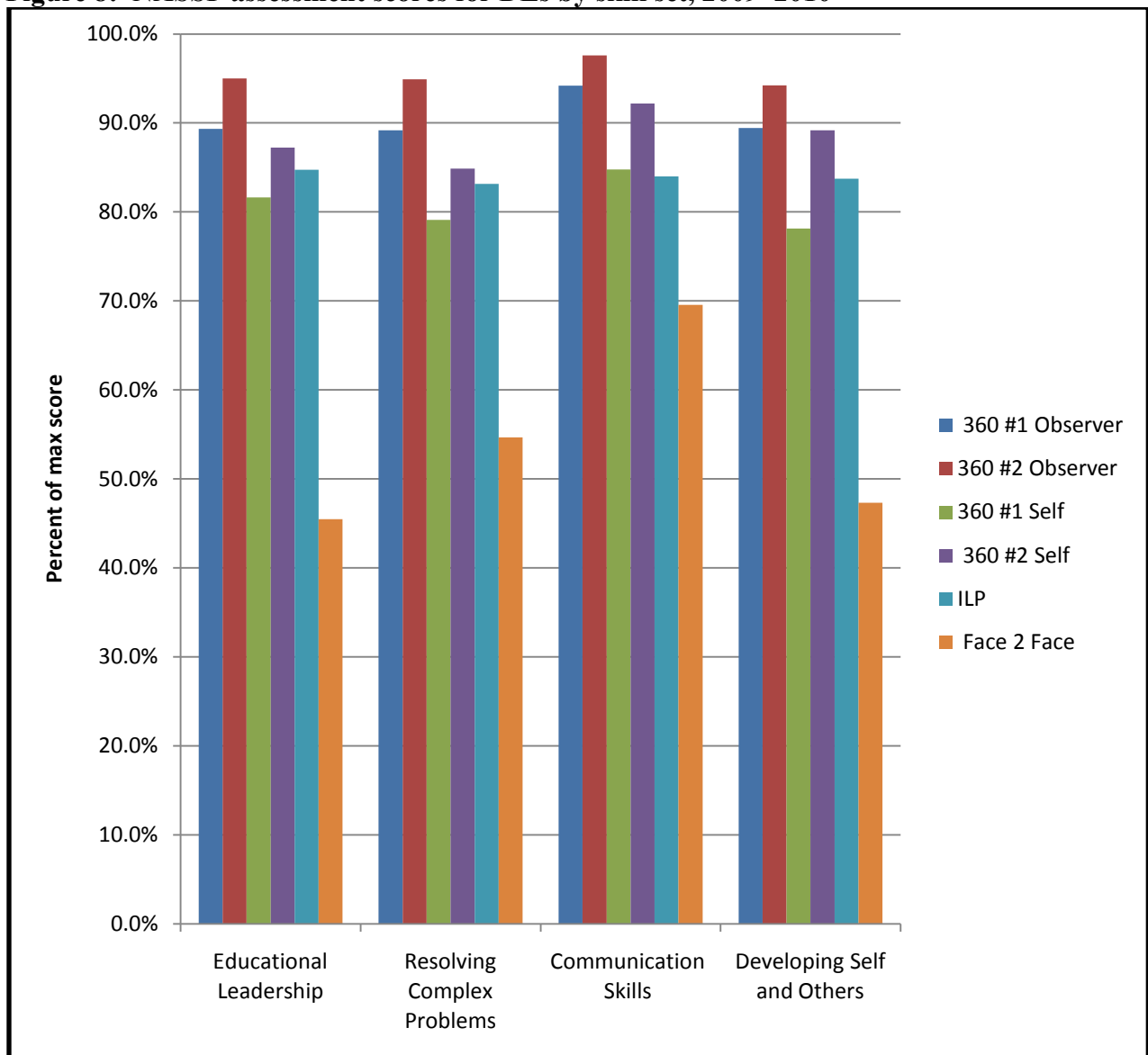
There are also other forthcoming changes in the internship model that the program needs to integrate into its design. A recent directive in June 2010 from the Superintendent now requires that principal interns remain in their home school during the school year. The program staff have developed an alternate internship model (starting August 2010) that involves the home school during the academic year and 20–22 days at the host school during the extended school year. They will have leadership experience with the running of summer school programs and also learn about principal responsibilities prior to the start of the academic year and the close of the school year. In addition, they will work with their home principals during the school year on select projects. Thus the interns will have experiences in two school settings. This revised internship model is currently being implemented with support and input from host and home principals as well as district and program leadership. It has received approval from the Pennsylvania Department of Education.



## Assessments

Participants undergo a range of assessments in the program. These include the NASSP 360° assessment of leadership skills and knowledge (360°), the individualized leadership plans (ILP), and an end-of-the-year comprehensive assessment for DLs through the NASSP Selecting and Developing the 21<sup>st</sup> Century Principal Assessment Center (face-to-face). All NASSP assessments are rooted in the set of skills and skill dimensions defined by NASSP, and referred to as the 21<sup>st</sup> Century Principal Skills. These skills are divided into four skill sets, which include 10 skill dimensions, which in turn include 48 sub-skills (please see Appendix for a full description of these categories). Therefore, it is possible to compare the three NASSP-based assessments side by side. Figure 8 below shows the mean scores (as defined by the percentage of the max score, which differs by assessment) for Cohort I DLs on the NASSP-based assessments in 2009–2010, grouped by skill set.

**Figure 8: NASSP assessment scores for DLs by skill set, 2009–2010**



Source: NASSP assessments data (360° #1 Observer: n=9; 360° #2 Observer: n=6; 360° #1 Self: n=9; 360° #2 Self: n=7; ILP: n=9; Face-2-Face: n=9)

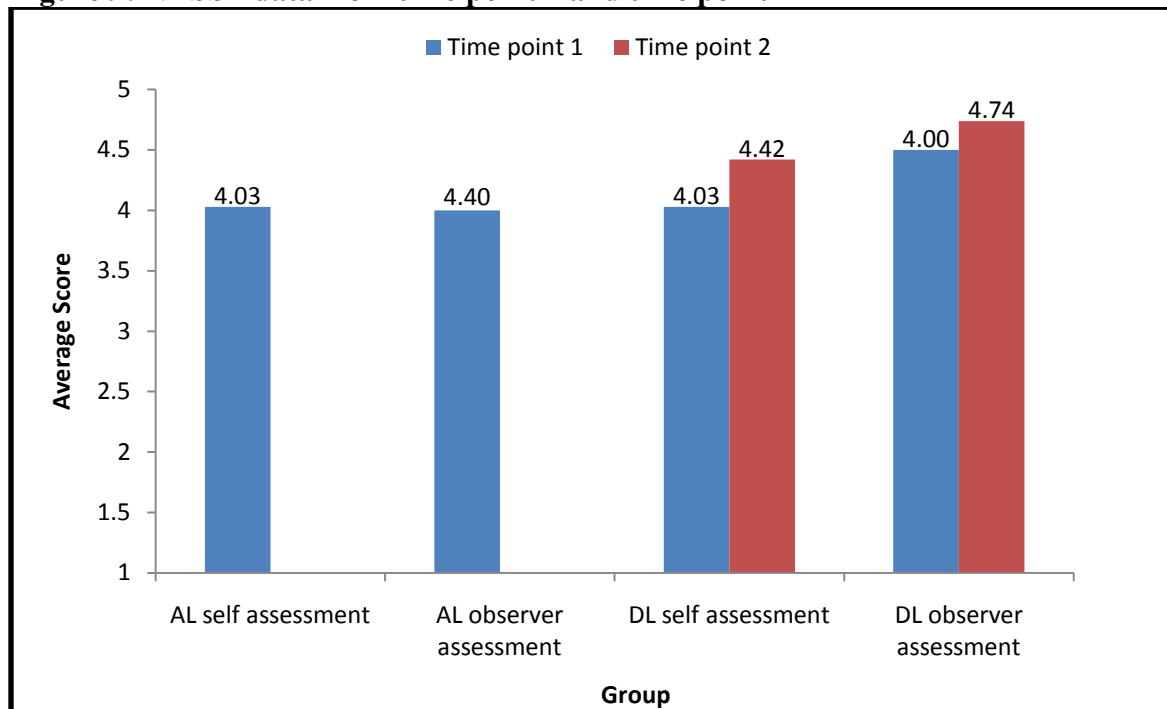
Examining the trends for DLs by skill set, we find little difference within assessments. Interns were rated (and rated themselves) similarly across Educational Leadership, Resolving Complex Problems, Communication Skills, and Developing Self and Others. However, the scores on the face-to-face assessment were noticeably lower (ranging from 46% to 70% of the max score) than the others (for which the scores range from 78% to 98%). There was also more variance among the skill set scores in the face-to-face: intern scores on the Communication Skills category were more than 20 percentage points higher than the lowest category, Educational Leadership. In the section below, we examine some of the trends within these individual assessments.

Assessments: NASSP 360°

In the NASSP 360° assessment, interns were required to rate themselves on the frequency with which they engage in 52 behaviors (based on the sub-skills), and were also required to solicit at least six observers – any combination of peers, friends, supervisors – to rate them on the same behaviors. The 360° assessment is conducted thrice in the course of an intern’s participation in PHSLP: A baseline at the start of the program, a second assessment at graduation, and a third assessment a year after placement. Cohort I interns completed the baseline assessment in July 2009 and a second assessment in July 2010. Summary statistics from these data are included here. In subsequent years, additional data points will help determine changes in leadership skills over time for interns.

The ratings for the questions on the 360° were on a scale of 1 to 5 (1 = almost never and 5 = almost always). Overall, the participants and their observers rated interns highly on this assessment. The average score for all participants’ self-ratings was 4.03; the average observers’ score was slightly higher (4.40). See Figure 9 for average scores for self-assessment and observer assessment for DLs and ALs. Time point 2 data is only available for DLs because the second time point for Cohort I ALs will only occur at the end of their two year program in PHSLP.

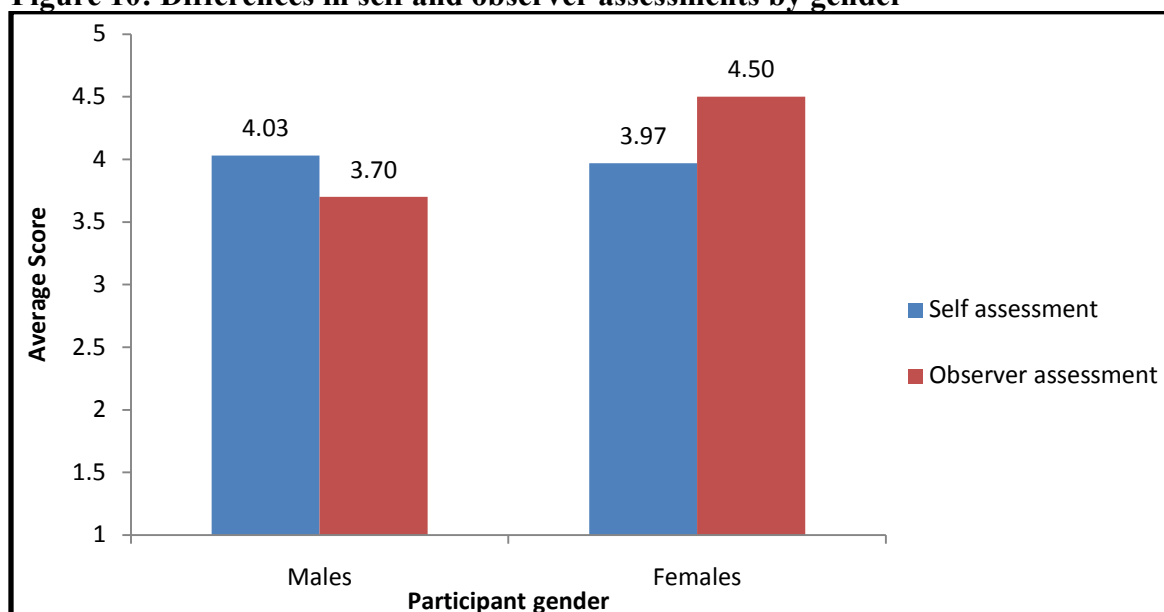
**Figure 9: NASSP data from time point 1 and time point 2**



Source: NASSP 360° data, (n=9 for DLs at Time points 1, n=5 for ALs and n=7 for DLs at time point 2)

The differences by gender within the cohort were striking. Females rated themselves higher than the males on just 27 out of 67 behaviors (40%). Yet the observer data revealed a different story. For females, on every single behavior, the average observer response was greater than the average participant response. The average difference was half a point (0.5). For males, the situation was reversed. The average observer score for males was *lower* than the average participant score on 52 out of 67 questions (78%). The average difference was about -0.3 points. See Figure 10 for differences by gender in self and observer assessment scores.

**Figure 10: Differences in self and observer assessments by gender**



Source: NASSP 360° data

The comparison between ALs and DLs was very similar, given that all males and just one female were ALs. Adding this female to the ALs, however, boosted the average observer score to 4.0 for the female ALs (compared to 3.7 for the males). The average observer score for DLs was the same as for females: 4.5.

Four behaviors tied for the highest self-rated among females, with an average score of 4.4. (“I set high performance expectations related to teaching and learning for myself and for others”; “I write appropriately for each of the different audiences in the school community”; “I share information and expertise from my professional experiences to assist the professional growth of others”; “I actively pursue personal growth through participation in planned developmental activities”). The three lowest rated behaviors among women (average 3.4) were: “I monitor progress and modify plans or actions as needed”; “I seek agreement on specific actions to be taken by a protégé for his/her development and growth”; and “I communicate a clear learning-related rationale for each decision.”

Among men, two behaviors had a self-rated average of 5 (“I set high performance expectations related to teaching and learning for myself and for others”; “I ask follow-up questions to clarify information”). Since all the men were ALs, these behaviors were also the top rated among ALs. The three lowest rated behaviors among men were the following (same for ALs): “I delegate responsibility to others” (3.0 average); “I seek agreement on specific actions to

be taken by a protégé<sup>3</sup> for his/her development and growth” (3.0 average); and “I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve” (2.75 average).

The goals of the NASSP 360° assessment are to guide the intern’s professional development planning through the diagnostic information provided by the assessment centers. These are meant to inform the internship of job-embedded development activities. One of these applications was in the Individualized Leadership Plan (ILP) that each intern was required to create.

#### Assessments: Individualized Leadership Plan (ILP)

One key assessment piece during the past year for Cohort I interns was the Individual Leadership Plan (ILP). Interns, host principals, and mentors completed ILPs individually, resulting in three Phase I ILPs for each intern. Phase I ILPs were submitted in February of 2010. Phase II ILPs were completed collaboratively among the intern and his or her host principal and mentor, and submitted in April 2010. The ILP consisted of 49 sub-skills in the 10 skill dimensions, based on NASSP’s 21<sup>st</sup> Century Principal Skill Dimensions. Raters assessed the intern on each item on a five-point scale (1=Derailer, 2=Noticeable problem area, 3=Developing zone, 4=Competency, 5=Strength; or Not observed). Raters also filled in the data source(s), field-based experience(s), and product(s) associated with, or providing evidence for, each sub-skill.

Phase I ratings were compared for the interns across items and by rater. The ratings are consistently high, between about 3.5 and 4.5, for all items. The highest overall ratings fall under the skill dimensions, “Sensitivity” (Relating to people of varying ethnic, cultural, and religious backgrounds: 4.53; and Perceiving the needs and concerns of others: 4.48) and “Understanding Own Strengths and Weaknesses” (Resilience: 4.66; and Striving for continuous learning: 4.55). The lowest overall item ratings fall under the “Community” skill dimension, perhaps reflecting the difficulty in allowing the intern to experience the full range of responsibilities during a limited internship.

Comparing interns’ ratings to their host principals and mentors reveals a dominant pattern. On nearly every item, the mean self-rating is the highest of the three raters; that is, interns consistently rate themselves higher than do their host principals or mentors. This differs, of course, across individual interns, but the overall trend remains. Large disconnects exist, for example, on Item 10a: Building relationships with school’s neighbors. On this item, the mean intern rating is 3.91, but it is just 2.4 for host principals and 2.0 for mentors. There are four items (1a, 1b, 1e, and 8b) on which the host principal rating is *higher* than the interns’ self-rating; each of these items relates in some way to instructional ability or leadership.

ILPs differed substantially in their quality and comprehensiveness. While some raters – including interns, mentors, and host principals – relied on multiple data sources to provide evidence for their ratings (such as the NASSP 360°, the Immunity to Change Map, and the Distributed Leadership plan), others relied solely on observations and experiences of the intern during their internship. Likewise, some Phase II ILPs included field-based experiences and

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<sup>3</sup> In these particular questions, the term “protégé” refers to a protégé of the intern, not to the intern. Thus, the interns are asked to rate the frequency with which they engage in these behaviors when interacting with protégés of their own.

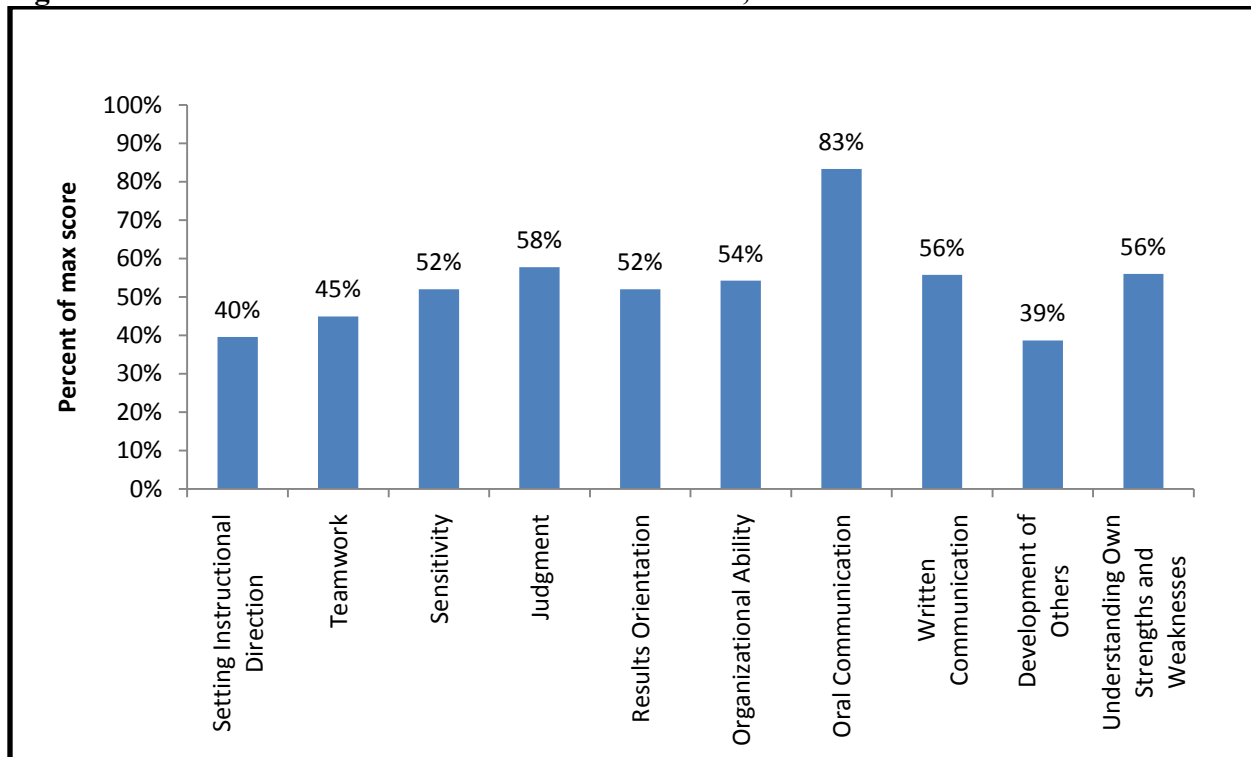
products for nearly every sub-skill, while others included this information for less than half the items. Closer examination of the Phase II ILPs shows that interns completed a variety of projects and experiences throughout their internships; these include conducting staff meetings, coordinating parent events, providing instructional assistance to teachers, and developing site-specific action plans.

Interviews with mentors and host principals indicated that they were not fully aware of the processes and data sources for the ILPs and filled out their ratings based on their own experiences with the interns. Thus the assessments completed by the mentors were based on their own observations rather than integrating the findings from the NASSP assessments.

Assessments: Face-to-Face

The NASSP Selecting and Developing the 21<sup>st</sup> Century Principal Assessment Center – the face-to-face – was a one-day interactive assessment completed by DLs, in person, in May 2010. Interns completed a variety of tasks designed to simulate the experience of being a high school principal, including responding to “in-basket” items such as e-mails and memos, and participating in simulated meetings with parents and teachers. NASSP-trained assessors recorded evidence and rated each intern individually on each task, according to the previously described skill dimensions. Following the assessment, interns received a detailed summary of their ratings, broken down by skill set, skill dimension, and sub-skills, with specific feedback that included excerpts of written and oral statements. Figure 11 below shows the mean cohort scores across skill dimensions for the face-to-face.

**Figure 11: Mean cohort scores across skill dimensions, face-to-face assessment**



Source: Face-to-face assessment scores, n=9 (DLs only)

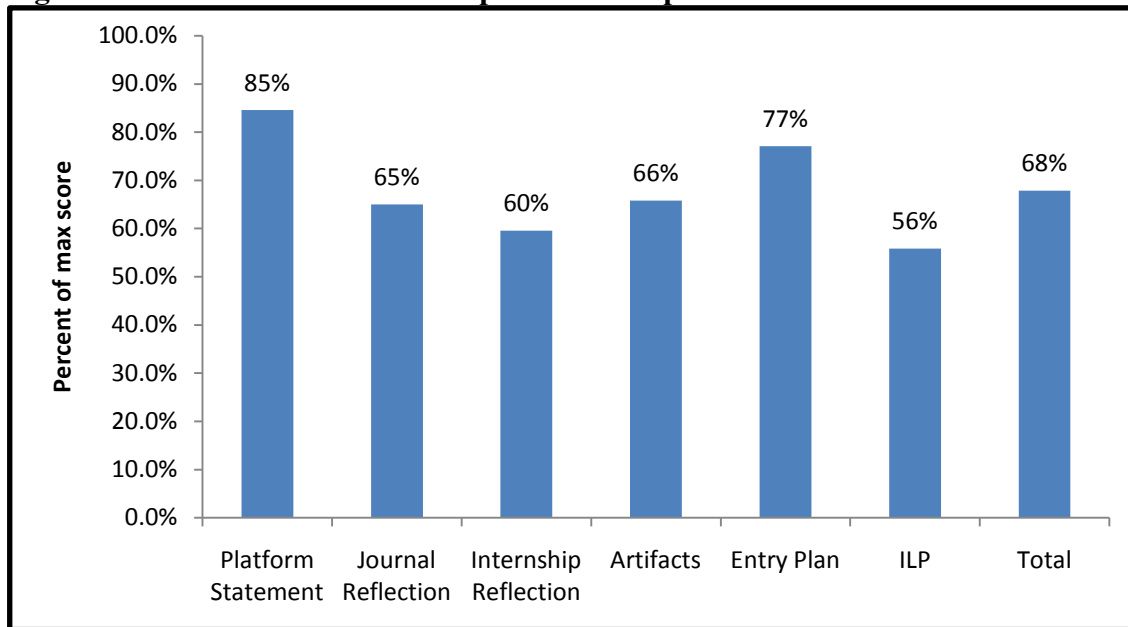
It is unclear exactly the causes of the large gap between the DLs scores in “Oral Communication” and all other skill areas. However, it may stem in part from the interns’

experiences and training through their internships. A qualitative examination of final (Phase II) ILPs suggests that interns participated in many face-to-face meetings with their host school staffs, teachers, students, and parents. Written communication activities, while present, were less frequently cited. Further, while interns may have spent many hours shadowing their host principals in numerous situations, it seems likely that the hosts’ skills in oral communication are those most visibly apparent to an observer (rather than, say, indirect observation of a principal’s skills in setting instructional direction). It is possible that interns absorbed lessons in face-to-face communication from their host principals, but that the transfer of other skills takes more time. The lowest skill area on the face-to-face assessment was “Development of Others” – it is this category that future principals are likely to have the least experience in, and this appears to be reflected in the data.

Assessments: End-of-Year Evaluations

In addition to the three NASSP assessments, interns received feedback on two major culminating projects: a final portfolio, and a portfolio presentation. Their final portfolio included a platform statement, journal reflection, internship reflection, leadership artifacts (e.g., a videotaped conversation between an intern and a struggling teacher, a substitute teacher welcome packet created by an intern for her host school), entry plan, and their final ILP. Two reviewers (PHSLP program staff, mentors and faculty) graded the portfolio, rating each item on a scale of 1 to 10, and the two scores were averaged. Figure 12 below shows the mean cohort scores for each portfolio component.

**Figure 12: Mean cohort scores on portfolio components**

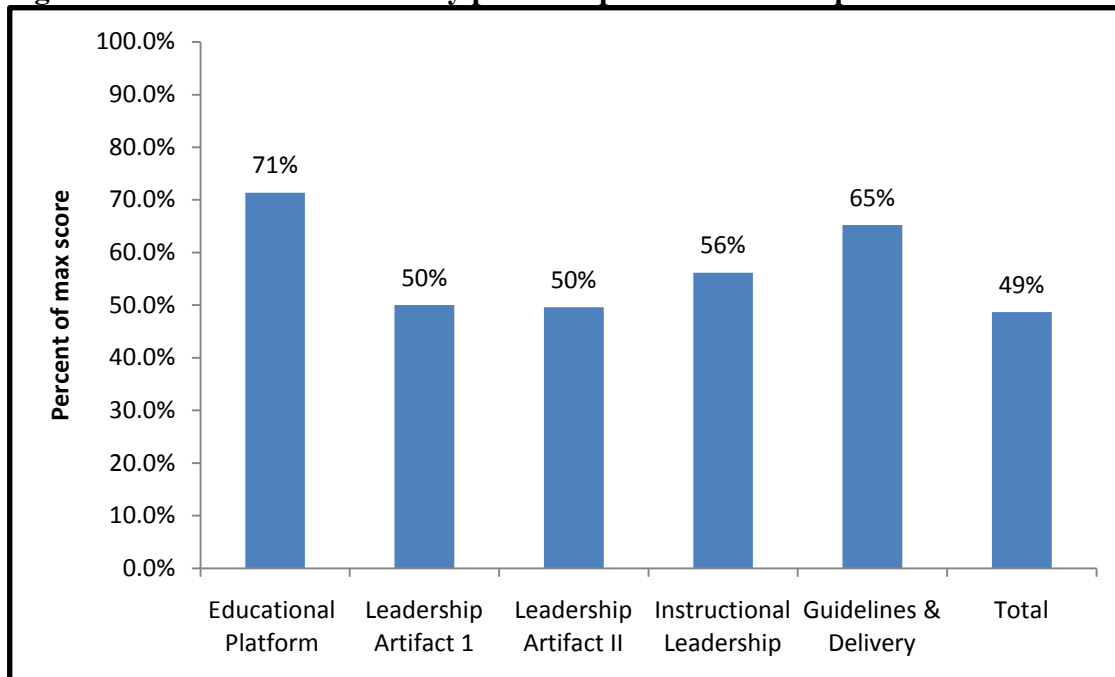


Source: Portfolio scores, n=12 (limited data on one intern)

During the last two weeks of the spring semester, interns presented their portfolio to an audience of their classmates, host principals, mentors, program faculty, and program staff. Interns presented for 20 minutes each, and were rated by seven reviewers (PHSLP program staff, mentors and faculty) on a scale of 1 to 10 (1–3= needs development, 4–7=meets standards, 8–10=exceeds standards) on the following components: Educational Platform, Leadership Artifact

I, Leadership Artifact II, Instructional Leadership, and Guidelines & Delivery. Figure 13 below shows the mean cohort scores by component.

**Figure 13: Mean cohort scores by portfolio presentation components**



Source: Final presentation scores (n=13)

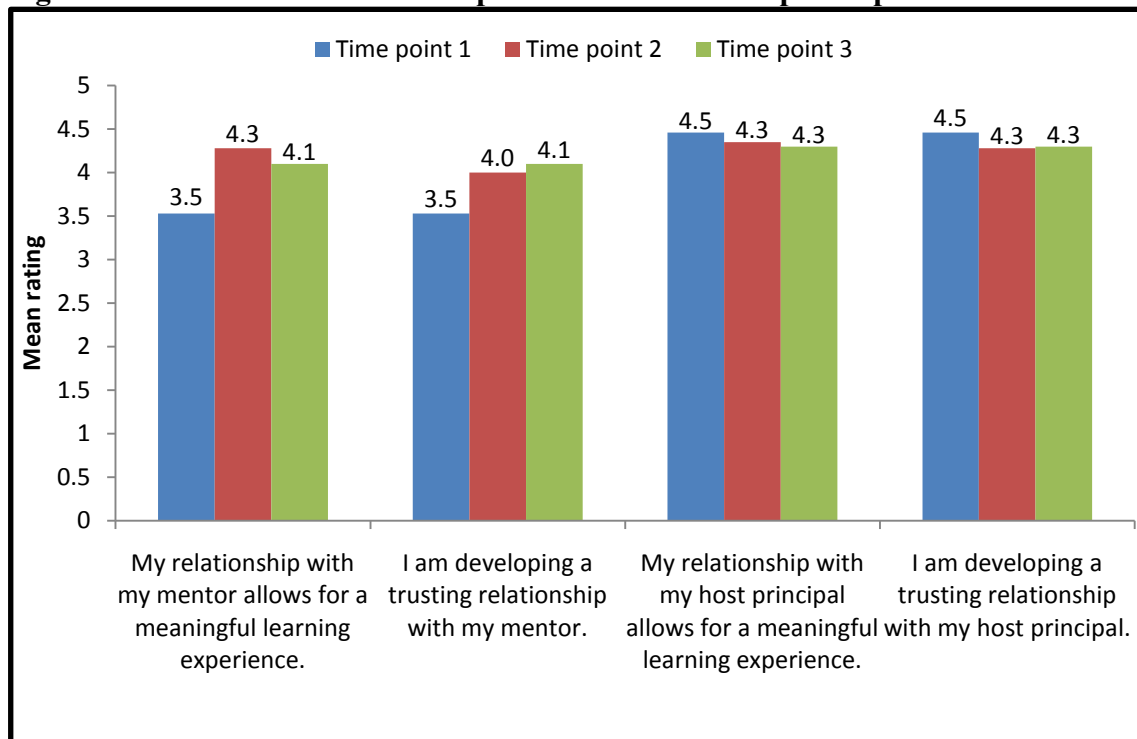
### **Mentorship**

Principal interns in Cohort I of the PHSLP program received mentorship from a retired principal (mentor) and a host principal (a current high school principal). Each intern was part of a triad that included a host principal, mentor, and cohort mates (2 DLs, 1 AL). The triads were required to meet periodically and the mentors and interns were required to be in contact weekly. The experience of the interns was mostly very positive, although their experiences were all qualitatively different based on the school setting and mentors' teaching style.

Mentoring is a key component of the PHSLP program and mentors underwent a 2-day training in July 2009 provided by NASSP on how best to work with interns. The training included both theory and role-playing exercises on how to work with new mentees. Mentors were given the opportunity to discuss how their roles might differ with different mentees and how to provide constructive feedback, as well as their own conception of effective mentorship. (Cohort II mentor training was conducted concurrent with the summer curriculum sessions for Cohort II in July 2010.) During the mentor training, mentors and mentees were matched up and offered opportunities to interact with each other in preparation for the upcoming year.

Feedback was collected from Cohort I interns after the fall, winter, and spring internship segments (see Figure 14).

**Figure 14: Feedback on mentorship from three internship time points**



Source: Participant feedback surveys (n=14 for time points 1 and 2; n=10 for time point 3). Scale of 1=low satisfaction to 5=high satisfaction

As can be seen from Figure 14, interns' average rating of the relationship with their host principal was slightly lower in the third internship compared with the first internship. However, even the lowest ratings on these questions were higher than 4. The interns also showed an increasingly positive relationship with their mentors, increasing from 3.5 to 4.1 by the final cycle. In the annual online survey, on a scale of 1 (strong disagree) to 5 (strongly agree), interns indicated learning more from their host principals ( $m=4.3$ ,  $SD=0.67$ ) compared with their mentors ( $m=3.9$ ,  $SD=1.1$ ).

Additional surveys from Lehigh University administered to interns, mentors, and host principals revealed that the perceived quality of the triad relationship (intern, mentor, host principal) varied greatly across teams. Interns generally gave their mentors high ratings on their qualifications and preparedness; all mean scores on these dimensions were greater than 3 (on a scale of 1 to 5). Ratings on the same dimensions were even higher for the host principals; these ratings, for the most part, concurred (the teams that gave the highest ratings to their mentor also gave the highest ratings to their host principal). The amount of reported time that interns spent with their mentors and host principals varied greatly by team. One team reported meeting as few as 6 hours a semester with their host principal, while another reported 160 hours. With mentors, this number ranged from 4 to 15 hours. Some of these variations can be attributed to differences in communication styles, difficulties coordinating schedules, and differing levels of time commitments from the triads to the mentoring relationship. For the host principal ratings, there does not appear to be any relationship between hours spent meeting and intern ratings; for mentors, the team that reported meeting most frequently also gave their mentor the highest ratings.



Tables 9 and 10 below show the ratings that interns gave to their host principals and mentors on the five key functions of each.

**Table 9: Ratings on host principals and host principal functions by interns**

<b>Team/ Triad group</b>	<b>Guidance on Instructional leadership</b>	<b>Fostering personal growth</b>	<b>Fostering professional growth</b>	<b>Sharing &amp; modeling knowledge &amp; skills</b>	<b>Mentoring strategies</b>
<b>Team 1</b>	4	4.78	4.5	4.78	4.48
<b>Team 2</b>	2.6	3.56	3.25	4.11	3.2
<b>Team 3</b>	3.5	4.17	3.88	4	3.86
<b>Team 4</b>	3.9	4.5	2.88	4.28	3.2
<b>Team 5</b>	No survey returned				

Source: Lehigh Mentorship survey data (n=6)

**Table 10: Ratings on mentors and mentor functions by interns**

	<b>Guidance on Instructional leadership</b>	<b>Fostering personal growth</b>	<b>Fostering professional growth</b>	<b>Sharing &amp; modeling knowledge &amp; skills</b>	<b>Mentoring strategies</b>
<b>Team 1</b>	5.00	5.00	5.00	5.00	5.00
<b>Team 2</b>	3.20	3.67	3.25	3.50	3.35
<b>Team 3</b>	3.40	3.78	3.88	4.25	3.76
<b>Team 4</b>	3.70	5.00	3.88	5.00	4.33
<b>Team 5</b>	3.20	4.00	3.00	4.00	3.35

Source: Lehigh Mentorship survey data (n=7)

Teams also varied greatly in the way they spent their time. One team, for example, reported spending up to 90% of their time together with the host principal on instructional matters, while another reported just 33%. Two out of the five teams reported meeting for the requisite number of times during the semester, while the others stated that they simply did not have the time to do so. Interns expressed regret (though understanding) that their host principals did not have sufficient time to spend with them, because they felt the time spent in their host schools was extremely valuable.

Interviews with mentors, host principals, and interns shed further light on the reasons underlying some of the patterns seen in the surveys. Selection criteria and roles differed for mentors and host principals. Mentors served in more psychosocial support roles while host principals served as more direct sources of learning about the job. Though both mentors and host

principals needed to have recent experience, the host principal was more critical in the training year (in terms of match, fit, providing learning opportunities, constructive feedback, etc.). Referring to mentors, interns usually referred to their role as a form of professional social support:

*My mentor and I meet monthly to discuss the program and future plans. He is cordial and helpful and open about the pluses and minuses of the position.*

*My mentor has been very supportive and has provided me with many good ideas and suggestions for my leadership plan. I am involved in more parent participation and he has given me several ideas that I am working on.*

However, when referring to the host principal, interns indicate lessons learned both through observation and some hands-on experience:

*He shows me a lot of things that I would not be exposed to, like things you know, what special education involves. Just concrete things in a school that you don't get in your coursework*

*My Host Principal has given me a variety of leadership tasks but limits the sharing of certain information. His feedback has been positive and constructive.*

The relationship with the mentor and host principal was found to take time to establish trust, mutuality, and setting up a scaffolded learning environment. Communication styles also varied based on the relationship between the mentor, host, and intern (some met as a triad team, some met individually, and others corresponded over e-mail). As a result of differences in the mentoring relationship, not everyone had the same mentoring experience. Referring to their process of working with mentors, the interns said:

*In general, the program needs to make sure that mentors are supportive listeners because interns face a lot of challenges...If they would listen more and talk less about their own successes.*

*At first I was a little unsure enough but now I think we have a decent relationship.*

Similarly, referring to developing relationships with their host principal, mentees said:

*I think we have a good working relationship. I do have to ask, "What do you want me to do?" because he gets so involved in everything that's going on, it's easy to forget that I'm there. But I do think we have a good working relationship.*

In interviews, the mentors and host principals were mostly positive about the growth seen in their respective mentees. Referring to their roles, mentors said:

*They need more hands-on experience. They need maybe to be there, even early on. What I said to the protégés in the very beginning, I said do not expect to go to your school and have your host principal standing there waiting to hand you these assignments. And you can't follow the principal around. That's never going to happen. You need to find out*

*where there's need, pick up something where there's need, wherever he needs an extra set of hands to help on a particular project and try to look at that as though it's a project and that, at the end, you're going to have some sort of product to show for it. And I said always use like your change model design, when you're looking at things like that. And that's how you effect change. That's how you bring something to the school.*

*The host principal set the tone in the building in a very positive way, so everyone is wide open to have them and welcome them and let them ...really get a sense of what's going on.*

A key gap that remains to be addressed is that mentors and host principals do not seem to be very aware of or informed on the program strands, program goals, philosophy, and curriculum. Few mentors knew much about the coursework and curriculum sessions. They also were not deeply aware of the NASSP assessment findings on their mentees and did not have much input in the creation of the ILP. As a result, the internship-related mentoring is ineffectively linked with other aspects of the program. In interviews it was evident that, as a result of this lack of integration, the interns perceived conflicting messages about the relationship between practical experience and conceptual ideas like vision and instructional leadership.

### **Placement**

The first cohort of nine DLs graduated from PHSLP in May 2010. All nine were interviewed for positions in the district. Of these, six found placements by August 2010. Five DLs were placed as assistant principals and one DL was placed as an acting principal at an elementary school. An additional intern was placed as a central office administrator. All Cohort I DLs who found placement as a building administrator constitute the first group of emerging leaders (ELs). ELs will receive professional development and continued mentorship for two years as part of the PHSLP program. Interestingly, one newly accepted Cohort II DL obtained placement prior to beginning the fall curriculum with the rest of his Cohort. He was therefore included with the placed Cohort II DLs in the first group of ELs from the PHSLP program. Since six (of nine) Cohort I DLs and one Cohort II DL were placed as assistant principals or principals, the performance measure of 60% of DLs finding placement was achieved.<sup>4</sup>

Of the seven building administrator ELs, five have been placed in high school leadership positions and one has been placed in an elementary school leadership position. All ELs were placed in high-needs schools where the majority of the students are from economically disadvantaged backgrounds.

Table 11 lists the schools where interns have been placed.

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<sup>4</sup> The placement rate is 67% for the six Cohort I DLs only (not including the 1 Cohort II DL who was also placed).

**Table 11: PHSLP ELs building administrator placement schools**

PHSLP ELs	Position	School Name	School demographics
African-American female	Assistant Principal	Olney West High School	<i>Grades: 9–12; Size: 847</i> <i>Race/Ethnicity: 60.9% African American; 31.8 % Latino; 5.9% Asian; 0.9% White; 1% Other</i> <i>Economically Disadvantaged: 84.8%</i> <i>AYP Status: School Improvement II</i>
African-American female	Assistant Principal	Rhodes High School	<i>Grades: 7–12; School Size: 482</i> <i>Race/Ethnicity: 98.6% African American; 0.8% Latino; 0.6% White</i> <i>Economically Disadvantaged: 89%</i> <i>AYP Status: Corrective Action II 6th Year</i>
Caucasian female	Assistant Principal	Furness High School	<i>Grades: 9–12; Size: 643</i> <i>Race/Ethnicity: 46.8% African American; 9.4% Latino; 30.9% Asian; 11.9% White; 1% Other</i> <i>Economically Disadvantaged: 76.2%</i> <i>AYP Status: Corrective Action II 5th Year</i>
Caucasian female	Assistant Principal	Childs Elementary	<i>Grades: K–8; School size: 633</i> <i>Race/Ethnicity: 63.8% African American; 26.4% Asian; 6.9% Latino; 3% Other</i> <i>Economically Disadvantaged: 89.8%</i> <i>AYP Status: Warning</i>
African-American male	Assistant Principal	Simon Gratz High School	<i>Grades: 9–12; School Size: 1255</i> <i>Race/Ethnicity: 97.1% African American; 2.5% Latino; 0.4% White; 0.1% Other</i> <i>Economically Disadvantaged: 88.6%</i> <i>AYP Status: Corrective Action II 5th Year</i>
Caucasian female	Acting Principal	Cook-Wissahickon Elementary School	<i>Grades: K–8; School Size: 445</i> <i>Race/Ethnicity: 45.1% African American; 45.1% White; 1.2% Asian; 4.1% Latino; 4.6% Other</i> <i>Economically Disadvantaged: 57.6%</i> <i>AYP Status: Made AYP</i>
African-American male	Assistant Principal	Fitzsimmons High School	<i>Grades: 7–12; School Size: 417</i> <i>Race/Ethnicity: 98.2% African American; 1.3% Latino; 0.2% White; 0.2% Other</i> <i>Economically Disadvantaged: 89%</i> <i>AYP Status: Corrective Action II 7th Year</i>

Although six of nine DLs from Cohort I were placed in leadership positions in the district, there were misconceptions about placement earlier in the year that led to some disillusionment amongst interns about the program. For example, in interviews, interns indicated that they assumed that they would all be placed in leadership positions upon graduation from the program. However, midyear it was clarified to the interns that positions were not assured and that all interns would have to go through the screening and selection process followed by the district. In the annual survey conducted in May 2010, only 30% of interns felt confident of being able to secure a principal position and only 50% felt confident that they could perform well as a principal.

The misconception about assured placements also seems to have affected the level of participation of the Cohort II DLs. Although nine DLs were selected, program staff indicate that five chose to drop out of the program with concerns that the time and financial resources invested were not going to assure them positions. The actual placements for Cohort I DLs and continued communication could help dispel some of these misconceptions faced by the program for future cohorts.

### **Program partnerships**

One of the distinguishing features of the PHSLP program is the partnership model. PHSLP has by design been a multi-partner model that includes two universities, one national professional development organization, and a large school district. The partnerships have mostly been cooperative, productive, and successful. However, in the first year of implementation, setting up structures and routines was expectedly a learning process that required extensive communication and coordination.

Implementation began with planning meetings of representative members from each organization. Monthly meetings were scheduled and timelines for the year were created. However, the national professional development organization was not included on a regular basis, and this caused a communication gap. The schedule and deadlines for deliverables varied for each partner. PHSLP recruited a project manager who is employed jointly by the school district and the university. This shared employment strategy strengthened communication and coordination across the partnering organizations, as well as strengthened the logistics of program implementation. An additional asset to the program was that the project manager was a long-term district employee initially involved in the writing of the grant. Her familiarity with the workings of the district further helped negotiate the logistics of program implementation.

Despite the structures in place, interview data indicate that several partnering members identified maintaining effective ongoing communication as a challenge. A smooth line of communication among partners was essential to ensure alignment of values and practices, maximizing program effectiveness in the face of limited institutional resources, and nurturing the continued development of the partnership in the midst of competing organizational priorities. Challenges included both timely communication as well as additional efforts to engage partners who did not reside in the same geographical locations. This was highlighted by several program partners:

*I think some of the challenges have been in communication. We haven't all had the same level of updates on program development and it helps to have some consistent time for that.*

*Since we're in different locations and have different lives going on outside of this, that we need to really work hard to communicate clearly and completely with one another around what's happening.*

An additional dimension of the communication challenge related to the work responsibilities that staff from each of the partnering organizations carried, beyond the scope of the PHSLP program. In interviews it appears that the initial investments of time required to launch a program such as PHSLP was underestimated. With the notable exception of the project manager, who serves as a critical lynchpin or “bridge” (Goldring & Sims, 2005) across the

programs, all other individuals working on the PHSLP program have significant responsibilities outside the program. These include full-time faculty, a director of professional development for NASSP, the head of instruction and leadership development in the district, and researchers conducting evaluations in addition to that of PHSLP. These responsibilities competed with the ability to communicate regularly and consistently across the partners.

There were some unexpected changes in program leadership at the school district, requiring ongoing reflection on and recommitment to the shared vision. One member of a partnering organization highlighted an example of a logistical challenge related to this aspect of staffing:

*A challenge, and I think this is a natural byproduct of these kinds of projects...it is that of establishing smooth, operational procedures. When we first started we didn't have all project staff that had been identified. So I think it makes things a little uneasy. But I see that lessening as we proceed.*

Turnover in key district staff occurred in Year 2. One change was the appointment of a new Project Director in Year 2 who has been actively engaged with all aspects of the project. Another change was the appointment of a new Chief Academic Officer at the district who had to be brought up to speed on the project and who delivered the directive to change the internship model of allowing interns to leave their home schools while classes are in session. A shared history of implementing the project has helped widen access to resources and improved the expertise of all partners involved.

The partners have recognized these challenges and continue to identify means of improving communications, including information sharing at planning meetings, quarterly evaluation meetings, and monthly dissemination of electronic copies of agendas, timelines, and program activities. Efforts are underway to identify areas for refinement in the partnerships, including consistent communications to define and refine responsibilities, work products, and alignment of goals. Although structures and routines are now well-established, they need to be dynamic to respond to the changes and events that occur as the program evolves. For example, with the recruitment and selection of two cohorts of interns, a new variable has been added to the partnership—namely, structures and routines that address the needs of the principal interns. This has involved revisiting the current systems in place, including the addition of new routines and communication updates in addition to those that involve communication between the partnering organizations.

Another critical dimension is the commitment of partnering organizations to the shared vision for the work and to the partnership itself. Key to implementation is the inclusion of educators and mentors who value the project and the partnership. Some partners commented on their decision to join the program and said:

*As a team, I think that we really authentically like each other. We learn from each other. There are always egos involved, but I think it is positive ego. And we really are doing this because we want to make the schools better, and so we want to work well together. And that's been so rewarding and exciting.*

Ongoing open formative feedback among partners has also been an important contributor to ensure depth and relevance in the domains of expertise. One respondent highlighted this aspect of the partnership:

*I think the receptivity is in the partnership to input, and ideas from one another have been very positive.*

In addition to the functioning of the partnership through coordination by the project manager, there is a key issue that needs to be addressed for the next year. This relates to an integrated approach to preparation of the principal interns. Specifically, each partner has defined roles and responsibilities, but these have at times gotten fragmented and disjointed. The elements of the program need to be conceptually integrated for the program staff and, subsequently, for the program interns. So, for example, all staff, mentors, and interns need to understand how the program philosophy as conceptualized through the core strands and skill dimensions are interlinked with the internship experience, the assessment centers, coursework, and the individualized learning plan. At present each partner is only focused on fulfilling their designated roles. This will become salient again next year with the required changes in the internship model that will necessitate a different format to the partnership experience.

The lessons learned through this unique model of partnership were presented as a research paper at the American Education Research Association Conference in Denver, CO in May 2010. The partnership paper authors included PHSLP personnel from SDP, Lehigh, Temple, and NASSP (Kaimal, Barber, Schulman, & Flanary, 2010). The paper described the origin of this multi-partner model in the PHSLP as well as an analysis of the development of the group.

## **DISCUSSION AND RECOMMENDATIONS**

The PHSLP program has completed the second year of its five-year grant period. During this time, the first cohort of nine developing leaders (DLs) graduated from the program; four aspiring leaders or ALs continued into the second year of their program; a new cohort with four DLs and three ALs was recruited into the program; and seven DLs from Cohort I were placed in administrative positions in the district, six being school-based administrators. The program has successfully implemented several components of the proposed design. Many lessons learned in the past year, however, need to be integrated into implementation activities for Cohort I ALs, Cohort II ALs and DLs, and future cohorts of principal interns to be recruited and selected.

### **Recruitment**

Recruitment of applicants has continued to be a challenge for the program in Year 2, with fewer than expected applications received. Program staff and mentors recognize the challenges, particularly those of the comprehensive high school principal position, difficulties of partial release for internships, and lack of incentives to refer teacher leaders suited to the program. In future years, program staff might consider the following strategies:

- Creating a targeted recruitment plan to identify teacher leaders in the district.
- Highlight that PHSLP is currently the only leadership preparation initiative in the district which in turn offers a career pathway to potential school leadership positions.
- Offering incentives to principals, regional superintendents, and administrators to refer potential applicants, including teacher leaders, to the PHSLP program.
- Since 65% of Cohort II applicants heard about the program from administrators, Cohort I participants, and colleagues, involving current program participants, PHSLP alumni, mentors, and host principals in identifying potential applicants could be fruitful.
- Highlighting the new internship model that provides opportunities to work in two school settings with minimal teaching disruption during the school year.
- Since many of the DL applicants have their certifications and graduate degrees from colleges in the Greater Philadelphia region, the program might also consider disseminating information about the program to these area colleges.

Some additional suggestions for increasing and improving the applicant pool are available from the New Teacher Project (2006). These include:

- Recruiting a small number of external candidates who have been former teachers or administrators, or have prior experience in the district.
- Diversifying marketing and advertising strategies: Invest in highly visible Internet and classified ads with effective messages and images, as well as targeted mailings to school administrators in other districts, personalized contact with prospective candidates, and district representation at principal association conferences and meetings.
- Developing criteria to determine when an assistant principal is considered ready to be an excellent principal – abandon the assumption that an assistant principal is ready merely because they have served long enough and/or met minimum requirements (this might help eliminate some of the huge differences in the way that principals select who they nominate, as long as these criteria are shared with principals).

The program staff have attempted to diversify marketing and advertising efforts, and they may want to expand these efforts for future recruitment periods.



## **Selection**

The selection processes continue to be rigorous and comprehensive. The applications sought concrete experiences of leadership experiences in the essays and recommendation letters. Overall, the application metrics for the Cohort II interns appear more promising than the ones that were recorded for Cohort I. A Wallace Foundation report (Mitgang, 2008) suggests that, in order to be exemplary, leadership training programs must be more selective than traditional programs. Though the school district has struggled to reach the target numbers of applicants, they have adhered to strict evaluation rubrics in the screening process. The Wallace report also argues that candidates should be screened and identified by the district prior to their training, to eliminate the overrepresentation of “self-selected” candidates (Mitgang, 2008). The nature of PHSLP promotes this method of selection.

Since the number of applicants is below the target level of at least 60 applicants set at the outset of the program, selectivity has, however, not been very high. The targeted selectivity is 25% (15 interns selected from 60 applicants). However, this year, 46% (12 of 26) of applicants were accepted into the program (compared to 41% last year). Unexpectedly, four of the nine selected DLs decided to discontinue participation in the program due to financial constraints, concerns about placement opportunities, and the required time commitments. One DL from Cohort II also found placement as an assistant principal prior to completing the program. Thus the final numbers for DLs were much lower than the target and the overall cohort included only seven principal interns (ALs and DLs combined). Despite the less-than-optimal selectivity and lowered number of cohort members, it appears that the program might be targeting the appropriate candidates, given the similar acceptance rates in Years 1 and 2. The numbers of DLs selected were, however, far more than the ALs, which further results in larger numbers of potential graduates that require placement than the program design intends.

Program staff need to actively consider the impact of perceptions of the program and how this affects both recruitment and selection. Clear communication of program expectations and outcomes is required throughout the year. Program staff might also consider a rolling application approach that identifies and screens potential AL and DL applicants year long rather than waiting until the end of the year.

## **Curriculum**

The PHSLP curriculum has been co-constructed with faculty and practitioners across institutions in the Philadelphia area. PHSLP has integrated several features indicated as elements of successful leadership, including defining a focus on instructional leadership and community engagement, aligning preparation to state (PIL: Pennsylvania Inspired Leadership) and federal standards (Interstate School Leaders Licensure Consortium). Exemplary programs identified by the SELI (Stanford Educational Leadership Institute) often focused on instructional improvement and transformational leadership, and they incorporated fieldwork-based instructional and assessment methods, such as case method, problem-based learning, and journaling (La Pointe et al., 2006). Darling-Hammond et al. (2007) found that, compared to graduates of traditional programs, graduates of exemplary programs were more likely to (a) value their internships as an experience for becoming a principal; (b) feel well prepared to create a coherent educational program across the school; and (c) feel able to build a schoolwide vision or engage parents and manage school operations.

PHSLP used several of these approaches indicated in the literature in its instructional model; each of these items aligns with both the PIL standards and the curriculum strands on which the PHSLP curriculum is based.

A major component of exemplary programs is year-long internships. These internships serve to help interns learn about the practical aspects of being a principal. Since PHSLP does not offer a full-time internship, the program needs to consider how to provide a curriculum for its interns that can best simulate the practical experience of being a principal. Specific suggestions include the following:

- Data-driven decision making and diversity in the classroom were topics that were not addressed adequately in the past year. These need particular attention in the high-needs schools that interns will attend.
- Feedback was more positive in the second semester for the presenters who spoke to the practical skills required of a principal. Consider integrating program philosophy and personal vision more consistently with these sessions.
- Include more hands-on assignments and activities, especially those that assist in developing strong multi-tasking and rapid problem-solving skills.
- Create or simulate experiences that interns might reasonably expect to encounter as principals. Simulations can also involve the activities that a principal needs to manage daily.
- Create opportunities to practice and learn how to (a) exercise instructional leadership in schools and classrooms, (b) plan and implement budgets and (c) manage operations.
- Consistently reinforce program goals and standards to the program experiences and components.
- Encourage dialogue and debate among interns about the importance of sustaining theoretical constructs like vision, goals, and mission concurrent with the logistics of being a principal in a school.

The cohort feature of PHSLP is typical of many educational leadership programs (Barnett et al., 2000). A cohort structure can yield many benefits to the participants, including: group learning skills (Leithwood, Jantzi, & Coffin, 1996), reflective abilities (Hill, 1995), persistence and motivation (Peirce, 1995), and overall academic performance (Hill, 1995). There are also, of course, challenges within this structure. Cohort members are more likely to directly challenge faculty and perceive unfairness on behalf of their group (Barnett et al., 2000). Problems have also been noted in which a few students dominate group discussions, and the curriculum lacks sufficient theory (Peirce, 1995). Barnett et al. (2000) suggest that programs should also pay particular attention to the impact of the cohort structure on students' workplace behavior, since there are benefits to the structure that may show up on the job.

Some of these aforementioned successes and challenges of the cohort model were seen in the PHSLP program cohort as well. Interviews and surveys indicate that the cohort model was found by many interns to be useful. The summer curriculum included opportunities for the group to get to know each other. However, in interviews with interns there were references to some tensions that arose due to perceptions of miscommunication regarding placements as well as references to cliques within Cohort I. Program staff might consider additional events during the year to strengthen the cohort community. A midyear retreat might be a useful means to both capture intern feedback and engage in critical reflection about programs goals and intern preparation.

## **Internships**

Among the critical experiences in high school principal preparation is the field-based internship. This requirement is rooted in the notion, well supported by empirical research, that adults learn best when they apply their theoretical knowledge to real-world or field-based experiences. Nearly every successful program requires candidates to take part in some type of internship. The adopted ISLLC standards specifically address the principal candidate's internship: "The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1–6 [previously described] through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit" (National Policy Board for Educational Administration, 2002, p. 16). The expanded standard recommends an internship of at least six months, full-time (9–12 hours per week), and that the experiences take place in multiple settings and include work in the larger community. The standards also recommend that candidates receive graduate credit for their internship. At least one exemplary district models a structured, intensive, full-year paid internship for a small number of its leadership candidates (Darling-Hammond et al., 2007).

The PHSLP as originally proposed and implemented in Year 2 offered an innovative model of internships that was not full time but was spread over the year in two-week segments in the summer, fall, winter, and spring. The time spent in internships was approximately 400 hours over the year (50 days per year). Exceptional programs tend to have longer internships (often more than 600 hours in a year) and placements in multiple settings (Jackson & Kelley, 2002). The DLs in the PHSLP received less than the 600 hours recommended in the literature (ALs will receive over 800 hours of internship over the course of their two year program). The assumption that many DLs might already have completed an internship in their earlier certification program was not found to be accurate. Survey and interview data indicate that few DLs had internships in schools, and future cohorts will benefit from additional opportunities in their home school and host school. Additional suggestions from interns include: more time to ensure proper immersion at the host school, and follow-through with plans; if possible, allow interns to function as Assistant Principals to lessen home-school disruptions; establish portfolio requirements before the internship sessions; and allow more practical learning experiences at the host school.

The changes in the internship format required by the district leadership mandated that teachers could not leave their classrooms during the school year. Thus the changes include (a) some internship time spent in the home school with their home principal during the school year; and (b) opportunities to work with the host principal during the extended school year, like preparations to start the school year, leading the summer school program, and learning to close the school at the end of the academic year. These changes will help the interns experience leadership practices in two different school settings with minimal disruption to their regular responsibilities at their home schools.

The new internship model began in August 2010, implemented with Cohort I ALs and all Cohort II interns. The effectiveness of the new model will continue to be monitored by the evaluators in future reports.

## **Assessments**

The layered approach to assessment within PHSLP is providing the interns, as well as the program, with a wealth of data on which to evaluate individual and group progress. The NASSP

data, in particular, provides a rich snapshot of interns' skills and development throughout the program. It is of note that Cohort I female interns consistently rated themselves lower than their observers while male interns rated themselves higher than their observers. Female interns were also more responsive and respectful of evaluators' requests for feedback and completed the feedback surveys in a timely fashion.

The assessment data itself was not very well integrated into the curriculum for the interns. Program faculty should consider how best to incorporate such data into the curriculum design. The ILP was clearly an integral piece of the internship experience, and provided a sense of structure to the otherwise open-ended internship. And although the ILP was a continuous process, observational and interview data suggest that there was little explicit connection between the ILP and the weekly curriculum sessions. Further, the categorical connections among the NASSP assessments allow for deep exploration of individual and group areas of need or strength; the program should draw on these connections. By identifying which areas are strengths and weaknesses among interns, program faculty and staff can work to develop program components to address areas of need.

It is critical, too, that interns are encouraged to participate in these assessments fully by completing them when asked. Missing data is not simply problematic for the program; it represents missed opportunities for the interns themselves.

Finally, there is a sharp distinction between those assessments completed by, or in collaboration with the interns and their peers, and those completed by external reviewers (such as program faculty or staff). The self-assessed or peer-assessed ratings, such as those in the 360° or the ILP, are much higher than the ratings for the face-to-face assessment, the portfolios, and the portfolio presentations. It may benefit the interns to receive more formative external feedback on their performance earlier in their experience, rather than at the completion of the semester (as was the case with Cohort I DLs and the face-to-face feedback received at the end of their program). For example, the face-to-face assessment (conducted at the end of the program by trained assessors) indicated that the skills of the Cohort I DLs were poorer than previous assessments indicated. Accurate skills assessment would be more useful to interns earlier in the program rather than at the end. Program staff might more closely monitor the completion of the prior assessments for accuracy and over inflation of scores so that interns receive a more accurate picture of their skills.

## **Mentorship**

The role of mentoring in principal preparation has emerged as a critical component in many existing programs. Mentors typically are experienced principals on whom new principals or principal candidates can rely for information, support, expertise, and constructive criticism. Daresh (2001) found that successful mentorships revolved around a mutual and collaborative effort between the mentor and mentee to work together on an individually tailored professional development plan. Effective mentors should assist the principal candidate in problem solving, improving self-confidence, and developing leadership skills (Davis et al., 2005). They can do this by modeling such practices, coaching, scaffolding support as needed, questioning, and providing constructive feedback (Lave, 1991). The mentorship component was implemented successfully this year and the interns were appreciative of the support and learning that they received through their mentors.

A common problem with many mentoring programs is that, while the candidates are well-trained, the mentors are not; mentors should receive high-quality training that is grounded in leadership standards (Mitgang, 2008). This was also addressed by the PHSLP program, which provided all mentors with a two-day training from the NASSP. Based on interviews and survey feedback, some recommendations for the future include:

- The mentoring experiences with host principals and mentors appear to be qualitatively different. Host principals offered more practical on site learning experiences while mentors provided more psychosocial support. However most interns will have a longer relationship with their mentors (since they will continue with the mentor for up to two years after placement). Program staff might consider differentiating training for the host principals and mentors in light of their differing roles.
- Each mentee has a different experience. A biannual session or meeting can create an opportunity to share mutual lessons learned and can enhance the learning of the whole cohort.
- Mentors received training on how to work with mentees. Mentees also need to be given guidelines on how to optimize the mentoring relationship. For example, the varied amounts of time spent together as well as feedback from interviews indicate they need to be prompt and responsive in communications, show up to scheduled meetings, schedule interactions and take initiative on their own learning, and share NASSP 360° assessment findings to create more learning opportunities for themselves.
- Mentors haven't been fully acquainted with the program philosophy and goals. Program staff need to reinforce program goals, strands, and vision such that there is no conflict between the lessons learned with mentors and those learned with program faculty. The program staff might consider how best to align the vision of the program with the practical experiences that interns undergo such that the program strands are reinforced by all partners.

### **Placement and retention of new principals**

Despite challenges and concerns surrounding placement opportunities earlier in the year, six of nine DLs from PHSLP Cohort I were placed as assistant principals and principals in elementary and high schools in the district, and one was placed as a central office administrator. Placement as assistant principals in high schools might be especially beneficial because experience as an assistant principal was found to have positive correlations with school performance (test scores, absence, and suspensions), particularly for inexperienced principals (Clark, Martorell, & Rockoff, 2009).

Misconceptions around placements appear to have affected the participation of Cohort II DLs, with approximately half opting to leave the program before fall 2010. Continued clarification and clear communication both about placement processes as well as the positive outcomes for graduates can help resolve future misconceptions and misperceptions about the program.

After placement, the next issue to consider is retention, since high principal turnover is costly to schools and districts, both in financial and practical terms. Retaining principals, particularly those in urban high schools, can be nearly as difficult as recruiting them in the first place. The challenges to retention identified by Hoffman (2004) may sound familiar: increased accountability, negative media attention, chronic stress, lack of job security, and relatively low compensation.

A number of strategies to improve principal retention have emerged as promising. Peterson and Kelley (2001) note that cohort groups can provide a source of support and encouragement for principals. They also recommend that districts offer prior opportunities for teachers to assume leadership roles. Similar to the mentoring that new principals receive, retention may be improved by instituting “master principals” – individuals in the district with significant experience who are able to guide principals through the difficulties of the job (Peterson & Kelley, 2001).

Opportunities for networking among principals may also prove helpful (Lovely, 2004), as it is important for principals to form alliances with other administrators and within the community (Aiken, 2002; Lovely, 2004). Aiken (2002) interviewed several principals who successfully navigated their own induction processes and identified five key needs: finding one’s “voice” and “vision,” networking and forming alliances, developing a leadership identity, balancing custodianship and innovation, and connecting with the larger community.

These aspects of identity development are an ongoing part of the curriculum of PHSLP. In addition, the program provides two years of mentorship support to newly placed principals and assistant principals. In addition, the proposed business and community mentors’ component of PHSLP, once initiated, can help build relationships with the community. An established forum to support network and relationship building needs to be part of the program curriculum in addition to supporting mentees on how to sustain such relationships.

Like many of the components addressed throughout this report, improving principal retention appears to go hand in hand with improving other facets of preparation. Well-planned and structured coursework, internships, and mentorships should encourage and allow PHSLP graduates to develop the skills described above.

### **Program partnerships**

One of the distinguishing features of the PHSLP program is the partnership model. Partnerships that are developed around a closely aligned framework for leadership preparation and practice can attend to the specific needs of school districts (Browne-Ferrigno, 2003; Orr & Barber, 2006; Whitaker, King, & Vogel, 2004). When effectively developed and supported, they can strengthen the quality of the program content, as well as the transition through the stages from recruitment to preparation to practice (Darling-Hammond, Lapointe, Meyerson, & Orr, 2007). They accomplish this through a variety of ways, such as by recruiting, preparing, and inducting a cadre of school leaders who hold a shared vision of leadership practice that is aligned directly to that of the partnering school district. In addition, they provide authentic experiences that directly link coursework to job-embedded learning (Browne-Ferrigno & Muth, 2004). While collaborative partnerships can promote the development of effective school leaders, quality partnerships can be difficult to develop and sustain. Goldring and Sims (2005), in their case study of an urban district partnership with a university program, noted the importance of innovative structures, the support from institutional leadership, and the alignment of values and priorities across the partnering institutions.

The relationship between the partners has been a positive learning experience. All partners continue to work together effectively with an openness to feedback and an ongoing stance towards improvement. A key challenge that needs to be addressed, however, is the integration of program components to improve the quality of the preparation. Program staff

recognize this issue and have several ideas for how this can be addressed in the next year.

Suggestions to improve the integration of program components include the following:

- Plan periodic retreats to align program information among all partners.
- Use monthly meetings and electronic media to educate partners on program components.
- Educate host principals and mentors on the goals and values of the program so that they can reinforce it with the interns during their triad meetings.
- Monitor adequacy of communication among partners periodically to ensure that they received updates on all programmatic developments.
- Designate a key instructor or faculty member whose responsibility it is to help interns interlink all aspects of their training.
- Consider the role of interns and graduates of PHSLP as a new partner in the program. They can serve as ambassadors for recruitment as well as key informants in developing the reputation of the program in the district.

The effectiveness of the program going forward will depend on the quality of the graduates of PHSLP. Thus, additional focus on deliberate efforts to integrate program components will be valuable.

### **Conclusions**

PHSLP was initiated with the goal of preparing leaders for urban high schools, a task both challenging and essential to turning around high-needs schools. The program uses a multi-institutional partnership model that provides career pathways to the principalship for teachers and teacher leaders from local high schools.

The PHSLP program has completed implementation of two years of the five-year grant. In the second year, the program goals of diversity in principal intern applicants and selected candidates were accomplished. The program has successfully graduated nine DLs from Cohort I and placed six of them in school leadership positions and one as a central office administrator in the district. Four ALs from Cohort I continue in the program and a new group of four DLs and three ALs has been enrolled as part of Cohort II. The program has struggled to meet the targets for recruitment and selection in the first two years. In addition, based on feedback from mentors, host principals interns and the district leadership, the internship model has been revised to include time at the home schools and host schools. Some challenges in communication, gaps in curriculum content, and disruptions due to staff turnover were observed. The PHSLP program, however, continues to work through these challenges through committed partnerships, and ongoing feedback continues to be incorporated into program implementation.

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## APPENDICES

**PHILADELPHIA SCHOOL LEADERSHIP PROJECT  
Cohort II Application Form**

BEGINNING JULY 2010

**Application and  
References due  
February 1,**

**Instructions:** Complete and sign the application form. Hand deliver or send the application with your reference letters, official transcripts and written narrative by February 1, 2010 via PONY or US mail to:

Marcia Schulman, Project Manager  
Philadelphia School Leadership Project  
The School District of Philadelphia, Suite 210  
440 N. Broad Street, Philadelphia, PA 19130

**I. General Information**

Name:		Position:	
Gender:		Race/Ethnicity:	
Please indicate the program for which you are applying: Aspiring Leaders    Developing Leaders			
Social Security Number:		Work Location:	
Home Phone - include area code: (    )	Work Phone - include area code: (    )	Cell Phone – include area code:	
Primary E-mail address:		Secondary E-mail address:	
Home Address:			
Total number of years with SDP:		Years of full-time, certificated teaching experience:	
Please tell us how you heard about PHSLP (e.g. flyer, referral by administrator, referral by colleague)			

**PHILADELPHIA SCHOOL LEADERSHIP PROJECT**  
**Cohort II Application Form**

BEGINNING JULY 2010

<b>Application and References due February 1,</b>
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**II. References**

List your current supervisor, the individual who completes your performance evaluation, and a previous supervisor (if your current supervisor has been supervising you for less than six months), and a parent or community member.

IMPORTANT NOTE: A copy of the attached reference cover letter and reference form is to be given to each referent. *The applicant is responsible for collecting and returning the confidentially sealed and signed envelopes with the application by the due date.*

	Name	Position and Name of Work Location
Current Supervisor		
Previous Supervisor		
Parent/Community Member		

**III. Education**

List the institution, dates of attendance, type of degree, and degree-conferred date. Include official transcripts from each degree awarding institution.

Institution	Dates of Attendance	Degree Awarded	Degree-conferred Date

**PHILADELPHIA SCHOOL LEADERSHIP PROJECT**  
**Cohort II Application Form**

**Application and  
References due  
February 1,**

BEGINNING JULY 2010

**IV. Professional Development:** List professional development activities, leadership courses, and workshops that you have recently participated in (within the last 5 years).

Workshop or course	Date(s)	Location/Hosting Organization

**V. Written Narrative.** Please attach your response to the following:

- A. Why would you like to participate in the PHSLP.*
- B. How does your background and experience qualify you for the program.*
- C. The successes you've had as an educator thus far.*
- D. The skills and knowledge you think are needed to become an effective school leader.*

**Narrative format guidelines:**

Font: Font size must be clear and legible, no less than 10 pt.

Pages: Double-spaced, 8½ x 11 inch paper.

Maximum number of pages: Four, one-sided, with your name clearly showing on each page.

*Failure to follow these guidelines will result in your application being disqualified.*

\_\_\_\_\_  
**Applicant Signature**

\_\_\_\_\_  
**Date**

# PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT

REFERENCE LETTER & FORM

COHORT II

BEGINNING JULY 2010

Complete  
application due  
Feb. 1, 2010

The School District of Philadelphia is pleased to announce the second cohort of a school leadership preparation program for high school principals. Offered in collaboration with Lehigh University and the National Association of Secondary School Principals (NASSP), the purpose of the program is to identify and train a cohort of highly skilled teachers who are interested in becoming school leaders. The Philadelphia School Leadership Project (PSLP) will recruit exemplary teachers who have demonstrated a commitment to work in a neighborhood ability to succeed in such schools, and provide them with collaboratively designed and individually-tailored graduate-level coursework and internship experiences to prepare them for principal or assistant principal positions. Participants who successfully complete the program and who have met the District's selection requirements will be placed as a principal or assistant principal in a struggling SDP high school. During their first two years in a school leadership position, participants will continue to receive mentoring/coaching and other supports from the program to help ensure their retention and success in their new role.

We are currently recruiting for participants in one of two nested programs:

- ***Aspiring Leaders:*** this program provides administrative certification and leadership preparation, setting the foundation for effective site leadership through immersion in a school and mentoring by an experienced principal
- ***Developing Leaders:*** this program provides intensive leadership development to individuals who already hold a principal certification by using intensive site experiences to apply and deepen their prior learning to the real-world challenges of leading instructional improvement. Individuals who complete this program and advance to a site leadership position will then advance to a third program for ***Emerging Leaders***, which will provide intensive leadership development, job-embedded induction support, and mentoring for their first year as a principal or assistant principal.

We are seeking your input about this applicant's potential to lead a Philadelphia high need high school.

We will be selecting educators who have strong instructional practice and knowledge, and who have the talent, ability, and commitment necessary to successfully lead our high schools. It is extremely important that you be as candid and detailed as possible in your evaluation of the applicant's potential to become a high school leader in Philadelphia schools. **References will be strictly confidential.**

***IMPORTANT:*** Please complete the reference form (see reverse) and return in a confidentially sealed and signed envelope to the applicant requesting your reference. Applicants will return your reference to this office along with their application.





# PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT

REFERENCE LETTER & FORM

COHORT II

BEGINNING JULY 2010

Complete  
application due  
Feb. 1, 2010

## CONFIDENTIAL

Applicant's Name: \_\_\_\_\_ Referent's Name: \_\_\_\_\_

Referent's Work Location: \_\_\_\_\_

**COMPLETE AND RETURN TO THE REQUESTING APPLICANT IN A CONFIDENTIALLY SEALED AND SIGNED ENVELOPE.**

*Your cooperation is requested to ensure this reference is returned in a timely manner. A candidate's status is dependent upon your timely response.*

Please provide a brief narrative about this candidate. Include your knowledge of this person as a leader and a teacher of children and/or adults. Please be sure to discuss his/her skills of pedagogy, coaching and interpersonal skills. This is not necessarily a recommendation form - it is a "narration" to get an honest assessment of this candidate.



## PHSLP Cohort II -- Phase II Interview

Candidate's Name \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_

Date \_\_\_\_\_

Total possible score	Score	Question 1: a) What does “instructional leadership” mean? b) How would you use your definition to develop teachers to improve instruction in a failing school?
5		<p>a) -- responsible for fostering environment that supports effective teacher practice;            -- engages actively in building teacher capacity; and            -- responsible for promoting collaboration among teachers</p>
5		<p>b) -- Engagement of teachers in leading learning both within and beyond their classrooms, including instructional and non-instructional roles)            -- Provides opportunities for teachers to working collectively and collaboratively on improving instructional practice and learning outcomes            -- Provides opportunities for teachers to take the lead in school improvement efforts:                - leading learning in professional development sessions/                - book studies/etc.</p>
10		<b>Comments:</b>
		<b>Question 2: a) As principal, how would you identify the critical community stakeholders to support and enhance student learning? b) Given the challenges of community engagement in high schools, how would you engage those stakeholders?</b>
5		<p>a) Conduct an audit of the school community to identify the critical stakeholders (may include <b>parents, students</b>, staff, neighbors, surrounding businesses, area business leaders, local social service/education related/religious organizations, etc.)</p>
5		<p>b) Meaningful/systemic response that goes beyond traditional means, e.g., newsletters.</p> <ul style="list-style-type: none"> <li>o Develop vehicle for regular and formal ongoing communication, e.g. Advisory board</li> <li>o Targeted outreach</li> <li>o Ensuring that engagement of community is school and student data focused</li> </ul>
10		<b>Comments:</b>
		<b>Question 3: Describe a time you were not successful at something. a) Tell us what you learned from that situation. b) how you applied what you learned at some other time when you were faced with a challenge.</b>
5		<p>a) Demonstrates self-reflection and openness in considering weaknesses and/or failures, and in identifying learning</p>
5		<p>b) Displays learning orientation, drawing insight from reflection on past experience and application to another experience</p>
10		<b>Comments:</b>

		<b>Communication Skills:</b> Eye contact; body language; use of standard English; presence; articulation
<b>5</b>		<b>Comments:</b>
<hr/>		
<b>35</b>		
		<b>Do you have any obligations that may interfere with PHSLP summer, extended day/evening meetings, classes, or activities?</b>
		<b>Should the internship schedule change to include the summer program in 2011, is there anything that could prevent your being in the program?</b>



## WRITING SAMPLE

1. Use the prompt below to create a writing sample in letter format. Please use today's date on the letter.
2. You will have approximately 45 minutes to complete your writing. You are welcome to use the resources available within Microsoft Word on your computer.
3. Save the letter to the desktop before printing.
4. Print the letter and sign it.
5. When you have finished, give your paper to one of the proctors.

Prompt

### **The Principal's letter**

You are the new principal of Lehigh High School, a comprehensive high school in the School District of Philadelphia. Write a letter to the parents and community introducing yourself. Include in the letter your background and experiences in education and your vision and goals for the school as the new principal.

**PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT**  
**COHORT II PHASE II –WRITING SAMPLE RUBRIC**

Candidate :				Reviewer:		
<b>Score</b>		5	4	3	2	1
	<b>Word Choice</b>	Word choice and phrases demonstrate strong purpose and understanding of the audience	Word choice and phrases are appropriate for the audience and purpose	Word Choice and phrases are at times inappropriate for the audience	Word Choice and phrases do not relate to the audience and purpose	Word choice and phrases are extremely weak
	<b>Vision</b>	The vision is clearly stated, future oriented, and centered on student and adult learning	The vision is coherent and student oriented	There is some evidence of a vision but it is not consistently focused on learning of students or adults	There is little evidence of a clear vision, nor is there attention to learning	The writing is not reflective of a personal vision for schools
	<b>Organization</b>	The response is highly organized and all major points are logically sequenced. The beginning introduces the main ideas, the body of the response explains them and the conclusion brings the important points of the response together.	The response is organized with a clear beginning, middle and end.	The response is somewhat organized, but one idea may be out of place and confusing to the reader. Closure is too sudden and the response ends abruptly.	The response has multiple organization issues and the reader may be confused multiple times. There is little evidence of closure.	The writing is confusing, illogical and has significant organizational problems. There is no closure.
<b>Score</b>		10	8	6	4	2
	<b>Grammar</b>	The response has no grammar and spelling errors <sup>1</sup> ,	The response has 1 or 2 grammar and spelling errors and the errors do not interrupt communication	The response has at least 3 grammar and spelling errors that begin to make communication difficult	The response has 3-5 grammar and spelling errors that make communication very difficult	More than 5 grammar and spelling errors obscure the ideas

**Total Score:    /25**

<sup>1</sup> Appropriate attention to writing conventions (grammar and spelling), correct sentence structure/syntax, pronoun agreement, no run-on sentences or sentence fragments, correct punctuation and capitalization, and correct use of verb tense and subject-verb agreement.

## Directions for Developing the Individualized Leadership Plan (ILP)

### **Purpose**

The ILP will serve as an active guide to protégés' field-based work. Protégés are expected to achieve the Competency or Strength level (levels listed below) in order to satisfactorily complete the PSHLP program. This ILP document, described below, should support ongoing discussions among the protégé, mentor, and host principal. It will likely evolve across the scope of the internship, as some competencies are developed and other areas of growth identified.

### **Stage I**

The mentor, host principal and protégé will each, individually, review the competencies on the attached ILP template. Each will assess the protégé's competency level for each of the Skill Dimensions' Sub-Skills. There are six competency levels:

- **Strength** – area of strength that significantly contributes to performance
- **Competency** – area of strength that enhances performance
- **Development Zone** – area of strength, but some segments of the skill could be strengthened
- **Noticeable Problem Area** – area of limitation that hinders performance
- **Derailer** – little skill was demonstrated
- **Not Observed** – the skill was not observed

The mentors and host principals will draw on their experiences with the protégé to date to support their assessment of the protégé. The protégés will draw on their perceptions of their competency levels. The data sources should include, but are not limited to the NASSP 360 Assessment, the Immunity to Change Map, Emotional Intelligence Inventory, Learning Type Measure, as well as the internship and coursework experiences. In addition to completing the first column of the ILP Template, which denotes competency level, mentors, host principals and protégés will also complete the second column (data sources) which indicates the source(s) of their assessment. After completing these columns (Competency Level and Data Source(s)), **please submit the partially completed ILP electronically to Marcia Schulman (mschulman@philasd.org) no later than November 25, 2009.** (Note: There will be three ILPs submitted per protégé. One each from protégé, Host Principal, and Mentor).

### **Stage II**

On **December 9, 2009**, we will meet with the protégés, mentors, and host principals to review the process for identifying the field-based experiences and products, which will support each protégé's skill development. More information about that process will be provided closer to that time. The attached document contains two parts:

#### **1. ILP template:**

- **Competency level:** the protégé's level as assessed collectively by the protégé, mentor, and host principal
- **Data source(s):** the assessment instruments, artifacts, and other data sources that demonstrate the competency level
- **Field-based experience:** the meaningful, in-depth school-based work (at home or host schools) that supports the protégé's skill development
- **Product:** the school-based product that will measurably demonstrate the protégé's competence

#### **2. Products:** These school-based products, together with the experiences identified in the ILP, will demonstrate proficient skill development. They will be compiled and presented together as a culminating portfolio.

PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT  
Individual Leadership Plan (ILP) Template

Protégé: \_\_\_\_\_

Mentor: \_\_\_\_\_

Host Principal: \_\_\_\_\_

SKILL DIMENSIONS	SUB-SKILLS	COMPETENCY LEVEL	DATA SOURCE(S)	FIELD-BASED EXPERIENCE	PRODUCT
<b>1. Setting Instructional Direction</b>	a. Analyzing instruction				
	b. Implementing strategies for improving teaching and learning				
	c. Putting programs and improvement efforts into action				
	d. Developing a vision of learning and establishing clear goals				
	e. Providing direction in achieving stated student achievement and school improvement goals				
	f. Encouraging others to contribute to goal achievement				
	g. Securing commitment to a course of action from individuals and groups				
	h. Ensure appropriate resources and supports are provided for students with special learning needs				
<b>2. Teamwork</b>	a. Seeking and encouraging involvement of team members				
	b. Modeling and encouraging the behaviors that move the group to task completion				
	c. Supporting group accomplishment				

SKILL DIMENSIONS	SUB-SKILLS	COMPETENCY LEVEL	DATA SOURCE(S)	FIELD-BASED EXPERIENCE	PRODUCT
<b>3. Sensitivity</b>	a. Perceiving the needs and concerns of others				
	b. Dealing tactfully with others in emotionally stressful situations or in conflict				
	c. Knowing what information to communicate and to whom				
	d. Relating to people of varying ethnic, cultural and religious backgrounds				
	e. Understanding special needs of urban high school students				
	f. Initiating courageous conversations				
<b>4. Judgment</b>	a. Ability to make high quality decisions based on data				
	b. Skill in identifying educational needs and setting priorities				
	c. Assigning appropriate priority to issues and in exercising caution				
	d. Ability to seek analyze and interpret relevant data				
<b>5. Results Orientation</b>	a. Assuming responsibility				
	b. Recognizing when a decision is required				
	c. Taking prompt action based on student achievement (and other) data as issues emerge				



	d. Resolving short term issues while balancing them against long term objectives				
<b>SKILL DIMENSIONS</b>	<b>SUB-SKILLS</b>	<b>COMPETENCY LEVEL</b>	<b>DATA SOURCE(S)</b>	<b>FIELD-BASED EXPERIENCE</b>	<b>PRODUCT</b>
<b>6. Organization Ability</b>	a. Planning and scheduling one's own and the work of others so that resources are used appropriately				
	b. Scheduling flow of activities				
	c. Establishing procedures to monitor projects				
	d. Practicing time and task management				
	e. Knowing what to delegate and to whom				
	f. Managing organizational resources to support instructional improvement				
<b>7. Oral &amp; Written Communication</b>	a. Clearly communicating orally and in written form				
	b. Making oral presentations that are clear and easy to understand				
	c. Writing clearly and correctly				
	d. Writing and speaking appropriately for different audiences				
	e. Authentic and powerful communication of vision				

<b>8. Developing Others</b>	a. Teaching, coaching and helping others				
	b. Providing specific feedback based on observations and data				
	c. Initiating and facilitating individualized professional development opportunities				
<b>9. Understanding own Strengths and Weaknesses</b>	a. Identifying personal strengths and weaknesses				
	b. Taking responsibility for improvement by actively pursuing developmental activities				
	c. Striving for continuous learning				
	d. Resilience				
	e. Modeling professional practice				
<b>SKILL DIMENSIONS</b>	<b>SUB-SKILLS</b>	<b>COMPETENCY LEVEL</b>	<b>DATA SOURCE(S)</b>	<b>FIELD-BASED EXPERIENCE</b>	<b>PRODUCT</b>
<b>10. Community</b>	a. Building relationships with school's neighbors				
	b. Identifying and leveraging external community resources				
	c. Engaging parent community for school improvement				
	d. Understanding school/community context				
	e. Creating a safe school community environment for learning				

## ILP DATA SUMMARY

ILP Phase I Rating by Rater Role		Self	Host principal	Mentor	Overall
<b>Setting Instructional Direction</b>					
1 a	Analyzing instruction	4.00	4.07	4.00	4.03
1 b	Implementing strategies for improving teaching and learning	3.93	4.46	4.00	4.14
1 c	Putting programs and improvement efforts into action	4.08	4.00	4.20	4.08
1 d	Developing a vision of learning and establishing clear goals	4.07	3.92	4.00	4.00
1 e	Providing direction in achieving stated student achievement and school improvement goals	4.00	4.14	4.33	4.14
1 f	Encouraging others to contribute to goal achievement	4.36	4.25	4.38	4.32
1 g	Securing commitment to a course of action from individuals and groups	4.50	4.08	3.64	4.11
1 h	Ensure appropriate resources and supports are provided for students with special learning needs	3.92	3.44	3.62	3.69
<b>Teamwork</b>					
2 a	Seeking and encouraging involvement of team members	4.43	4.31	3.83	4.21
2 b	Modeling and encouraging the behaviors that move the group to task completion	4.50	4.23	3.33	4.05
2 c	Supporting group accomplishment	4.39	4.36	4.30	4.36
<b>Sensitivity</b>					
3 a	Perceiving the needs and concerns of others	4.69	4.50	4.23	4.48
3 b	Dealing tactfully with others in emotionally stressful situations or in conflict	4.29	4.00	4.00	4.11
3 c	Knowing what information to communicate and to whom	4.57	4.00	4.10	4.24
3 d	Relating to people of varying ethnic, cultural and religious backgrounds	4.69	4.50	4.38	4.53
3 e	Understanding special needs of urban high school students	4.71	4.15	4.21	4.37
3 f	Initiating courageous conversations	4.14	3.82	4.25	4.06

<b>Judgment</b>						
4	a	Ability to make high quality decisions based on data	4.15	4.00	3.78	4.00
4	b	Skill in identifying educational needs and setting priorities	4.29	4.08	3.45	3.97
4	c	Assigning appropriate priority to issues and in exercising caution	4.29	4.31	4.00	4.24
4	d	Ability to seek analyze and interpret relevant data	4.07	4.21	3.88	4.08
<b>Results Orientation</b>						
5	a	Assuming responsibility	4.86	4.36	4.30	4.53
5	b	Recognizing when a decision is required	4.64	4.43	3.92	4.34
5	c	Taking prompt action based on student achievement (and other) data as issues emerge	4.07	4.00	3.50	3.94
5	d	Resolving short term issues while balancing them against long term objectives	4.07	3.79	3.25	3.73
<b>Organization Ability</b>						
6	a	Planning and scheduling one's own and the work of others so that resources are used appropriately	4.14	4.14	3.50	3.97
6	b	Scheduling flow of activities	4.21	3.73	3.44	3.85
6	c	Establishing procedures to monitor projects	4.29	4.00	3.45	3.95
6	d	Practicing time and task management	4.00	3.69	3.29	3.66
6	e	Knowing what to delegate and to whom	4.21	3.55	3.56	3.82
6	f	Managing organizational resources to support instructional improvement	4.15	3.85	3.60	3.94
<b>Oral and Written Communication</b>						
7	a	Clearly communicating orally and in written form	4.50	4.43	3.85	4.27
7	b	Making oral presentations that are clear and easy to understand	4.57	4.33	4.00	4.33
7	c	Writing clearly and correctly	4.43	4.29	4.50	4.39
7	d	Writing and speaking appropriately for different audiences	4.36	4.14	3.67	4.11
7	e	Authentic and powerful communication of vision	3.93	3.85	3.73	3.84

<b>Developing Others</b>						
8	a	Teaching, coaching and helping others	4.29	4.23	4.00	4.19
8	b	Providing specific feedback based on observations and data	3.93	4.33	4.38	4.18
8	c	Initiating and facilitating individualized professional development opportunities	3.86	3.85	3.67	3.82
<b>Understanding Own Strengths and Weaknesses</b>						
9	a	Identifying personal strengths and weaknesses	4.64	3.83	3.54	4.03
9	b	Taking responsibility for improvement by actively pursuing developmental activities	4.50	4.08	3.50	4.05
9	c	Striving for continuous learning	4.71	4.64	4.25	4.55
9	d	Resilience	4.79	4.71	4.40	4.66
9	e	Modeling professional practice	4.77	4.58	3.67	4.41
<b>Community</b>						
10	a	Building relationships with school's neighbors	3.91	2.40	2.00	3.15
10	b	Identifying and leveraging external community resources	3.83	3.25	2.50	3.42
10	c	Engaging parent community for school improvement	3.92	3.00	3.75	3.64
10	d	Understanding school/community context	3.85	3.73	3.46	3.68
10	e	Creating a safe school community environment for learning	4.23	3.80	3.46	3.83

## **PHSLP Required Product Descriptions**

### ***1. Professional Vision Statement***

Develop a professional vision statement of core values at the start of the program; work throughout program on refining this for final submission of vision to culminating portfolio.

### ***2. Organizational audit***

Conduct an organizational audit, using multiple frameworks to identify and assess challenges, opportunities, and dynamics within the internship site. This audit can serve as a companion piece to the development of a school improvement plan.

### ***3. School Improvement Plan***

Working with their internship site's leadership team, parents, and students, develop a school improvement plan. Students will involve a SDP administrator to review the process for reviewing these plans to better understand how they are used to support the consistent improvement of results.

### ***4. PLC Development Plan***

Students will first assess the organization's readiness for building a professional learning community, using one of several available inventories (ICLE/CSSR; Lambert, 1998; Russ-Eft & Preskill, 2005). Drawing on these data and working with their host principal and mentor, they will then develop a plan for building a professional learning community within their internship site.

### ***5. Instructional Analysis and Feedback***

Students will practice informally observing their school colleagues' instructional practice, participating in a number of supervisions throughout the year(s). During these sessions, students will follow the formal district protocol for observing and providing feedback, with constructive feedback provided by their mentor and/or host principal. In addition, students will conduct a series of supervision observations alongside their host principal, observing the practice of teachers across a range of teachers (new, mid-career, experienced) and strength. In addition to the observations, the students will prepare feedback for the teachers, discuss their comments and recommendations, and practice giving feedback (where appropriate). Students will also conduct instructional walkthroughs with a district administrator, which will be organized at each host school. Finally, the students will videotape at least one session, reviewing it and conducting a written self-analysis that will be critiqued by their host principal and mentor.

### ***6. Professional Development Plan***

Working alongside their host principal, students will design a year-long professional development plan for their school that is aligned with both SDP's district plan for comprehensive high schools as well as the school-specific needs. They will also design and lead at least one professional development session, videotaping and critically reviewing the session with their mentor and host principal to identify and develop areas for growth.

NASSP 21<sup>st</sup> CENTURY SKILLS

SKILL SETS	Skill Dimensions	Sub-Skills
<b>Educational Leadership</b>	<b>1. Setting Instructional Direction</b>	a. Analyzing instruction
		b. Implementing strategies for improving teaching and learning
		c. Putting programs and improvement efforts into action
		d. Developing a vision of learning and establishing clear goals
		e. Providing direction in achieving stated student achievement and school improvement goals
		f. Encouraging others to contribute to goal achievement
		g. Securing commitment to a course of action from individuals and groups
		h. Ensure appropriate resources and supports are provided for students with special learning needs
	<b>2. Teamwork</b>	a. Seeking and encouraging involvement of team members
		b. Modeling and encouraging the behaviors that move the group to task completion
		c. Supporting group accomplishment
	<b>3. Sensitivity</b>	a. Perceiving the needs and concerns of others
		b. Dealing tactfully with others in emotionally stressful situations or in conflict
		c. Knowing what information to communicate and to whom
		d. Relating to people of varying ethnic, cultural and religious backgrounds
		e. Understanding special needs of urban high school students
		f. Initiating courageous conversations
	<b>Resolving Complex Problems</b>	<b>4. Judgment</b>
b. Skill in identifying educational needs and setting priorities		
c. Assigning appropriate priority to issues and in exercising caution		
d. Ability to seek analyze and interpret relevant data		
<b>5. Results Orientation</b>		a. Assuming responsibility
		b. Recognizing when a decision is required
		c. Taking prompt action based on student achievement (and other) data as issues emerge
		d. Resolving short term issues while balancing them against long term objectives
<b>6. Organization Ability</b>		a. Planning and scheduling one's own and the work of others so that resources are used appropriately
		b. Scheduling flow of activities
		c. Establishing procedures to monitor projects
		d. Practicing time and task management

SKILL SETS	Skill Dimensions	Sub-Skills
		e. Knowing what to delegate and to whom
		f. Managing organizational resources to support instructional improvement
<b>Communication Skills</b>	<b>7. Oral &amp; Written Communication</b>	a. Clearly communicating orally and in written form
		b. Making oral presentations that are clear and easy to understand
		c. Writing clearly and correctly
		d. Writing and speaking appropriately for different audiences
		e. Authentic and powerful communication of vision
	<b>8. Developing Others</b>	a. Teaching, coaching and helping others
		b. Providing specific feedback based on observations and data
c. Initiating and facilitating individualized professional development opportunities		
<b>Developing Self and Others</b>	<b>9. Understanding own Strengths and Weaknesses</b>	a. Identifying personal strengths and weaknesses
		b. Taking responsibility for improvement by actively pursuing developmental activities
		c. Striving for continuous learning
		d. Resilience
		e. Modeling professional practice
	<b>10. Community</b>	a. Building relationships with school's neighbors
		b. Identifying and leveraging external community resources
		c. Engaging parent community for school improvement
		d. Understanding school/community context
		e. Creating a safe school community environment for learning



## PHILADELPHIA HIGH SCHOOL LEADERSHIP PROJECT

## Planning Timeline (July 2010—July 2011)

DATE	ACTION/EVENT	RESPONSIBLE PARTY	LOCATION & TIME	PARTICIPANTS
July 6-9 2010	Mentor, Host Principal, Home Principal Training	Marcia, Pete Reed	SDP	Mentors, Home & Host Principals, Pete Reed
July 6 2010	CourseSite training for Cohort II, Mentors, Host & Home Principals	Lehigh's Ilena Key & George	SDP computer lab C	Cohort II Interns, Core team, Mentors, Home & Host Principals
July 6-21 2010	Cohort II Summer Session	Marcia - logistics Maggie – instruction July 6-9 & July 12-13 Jon – instruction July 14-16 & July 19-21	SDP 9:00-3:00	Cohort II interns, Maggie, Jon, Pete Reed
July 15 2010	Core Team Planning Meeting	Core Team	Lehigh University 11:00-3:00	Core Team
July 21 2010	Cohort II Final Summer Session – includes introduction of Cohort I ALs to the group	Marcia – logistics Maggie, Jon, Deidre, George & Liza – instruction and information sharing	SDP 1:00-3:00	Cohort I & II interns, mentors, Home & Host Principals, Core Team, Deidre
July 21 2010	Quad (intern+mentor+host principal+home principal) Assignments announced	Marcia	SDP 1:00	
July 22 2010	PHSLP Quarterly Meeting	Marcia	SDP Room 1169 10:30-12:00	Core team, Temple partners
July 22 2010	PHSLP Planning Meeting	Core Team	SDP 9:00-10:30 & 1:00-3:00	
July 22 2010	Interns begin ILP Phase I: Part A – intern drafts ILP columns 1-3 based on data to date	Interns		
early Aug	ILP Phase I: Part B – mtg with intern, mentor & host to review/revise/provide feedback on intern's Phase I Part A draft	Mentors – to schedule & facilitate the meeting Interns – ILP revisions	TBD	interns, mentors and Host Principals
Aug 30	Lehigh University –Fall Semester begins Fall Semester	Liza – to register students Marcia – secure space Jon & Deidre – facilitate instruction for fall semester	SDP	Interns, instructors, guest speakers
Aug 31	Planning Meeting	Core Team	SDP Room 1169 12:00-4:00	Core Team

DATE	ACTION/EVENT	RESPONSIBLE PARTY	LOCATION & TIME	PARTICIPANTS
Aug 31	Mentor Training Make Up Session	Pete Reed	SDP Room 1169 9:30-112:00	
15 days TBD in August 2010	Cohort II First Internship at Host Principal site	Interns	Host principal schools in SDP	
end Aug 2010	Interns complete ILP Phase I: Part C – revise ILP based on feedback from Part B and then submit ILP to Jon for feedback	Interns – revisions Jon – feedback and guidance		
Sept 1	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Sept 15	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
early Sept 2010	Interns begin ILP Phase II: Part A – mtg with intern, mentor & Home principal to share Phase I draft, elicit input from Home principal to plan opportunities for completing ILP goals	Mentors – to schedule the mtg		
mid Sept 2010	Intern completes ILP Phase II: Part B – revise ILP based on Home principal mtg outcomes – create a “working plan” for the academic year	Interns		
Sept 16	DL Class Session	Deidre	SDP Room 1177 4:00-8:00	DL Interns, Deidre
Sept 22	Planning Meeting	Core Team	SDP 10:00-3:00	
Sept 22	Instructional Rounds	Jon & Deidre – facilitators	SDP Room 1080 4:00-8:00	AL & DL Interns, ELs, Mentors, Home principals, host principals, Jon & Deidre
Sept 29	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Sept 30	Intern completes ILP Phase I: Part C – refine & submit draft to Marcia, Jon, Mentor, Host Principal, Home Principal	Interns		
Oct 6	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Oct 13	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Oct 20	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Oct 21	DL Class Session	Deidre	SDP Room 1080 4:00-8:00	DL Interns, Deidre
Oct 27	Instructional Rounds	Jon & Deidre – facilitators	S DP Room 1080 4:00-8:00	AL & DL Interns, ELs, Mentors, Home principals, host principals, Jon & Deidre
Oct 30 2010	Intern completes ILP Phase II: Part C – refine & submit final draft to Marcia,	Interns		

DATE	ACTION/EVENT	RESPONSIBLE PARTY	LOCATION & TIME	PARTICIPANTS
	Jon, Mentor, Host Principal, Home Principal			
Nov 3	PHSLP Advisory Committee Mtg	Marcia	SDP 11:00-1:00-	Core team, Advisory Committee members
Nov 3	Core Team Planning Mtg	Core Team	SDP 1:00-3:00	Core Team
Nov 3	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Nov 10	AL Class Session	Jon	SDP Room 1173 4:00-8:00	AL Interns, Jon
Nov 10	Planning Meeting	Core Team	SDP 10:00-3:00	
Nov 17	Instructional Rounds	Jon & Deidre – facilitators	SDP Room 1080 4:00-8:00	AL & DL Interns, ELs, Mentors, Home principals, host principals, Jon & Deidre
Nov 18	DL Class Session	Deidre	SDP Room 1080 4:00-8:00	DL Interns, Deidre
late Nov	NASSP 360 Assessment for Cohort I AL Interns	Pete – send out notice Cohort I ALs – complete assessment		Cohort I AL Interns
Dec 1	AL Class Session	Jon	SDP 1173 4:00-8:00	AL Interns, Jon
Dec 8	AL Class Session	Jon	SDP 1173 4:00-8:00	AL Interns, Jon
Dec 16	DL Class Session	Deidre	SDP Room 1080 4:00-8:00	DL Interns, Deidre
Jan 17 2011	Lehigh University Spring Semester begins			