

Principals' Center Board of Control Report

CAS Board

October 13, 2011

The CAS Principals' Center Board of Control has begun a review of the Principals' Center structure and purpose. Since the Center's inception and subsequent growth, the Center has been composed of the various divisions of the CAS professional development organization: elementary, middle, and high school divisions; Executive Coaching; and the UCAPP partnership with the University. The Center encompasses many and diverse activities such as school recognition events, schools of the year, educators of the year, exemplary programs recognition as well as undertaking advocacy and influence positions statewide and nationally. Programs are organized around five strands:

Administrator Aspirant: This strand includes the University of Connecticut Administrator Preparation Program (UCAPP.)

Career Principals: This strand encompasses all CAS work at all levels and across standing boards and committees: Teacher Evaluation, Breakthrough Coach, Executive Coaching, Professional Studies (combined now with three levels and focused on administrator evaluation models;) awards and recognitions, the Summer Institute, the work of the three levels (elementary, middle, and high school,) the Teacher Evaluation Series, Executive Coaching, the Breakthrough Coach, and the Shandong, China Principals' Shadowing program.

Mentor-Mentee: This strand organizes the first year administrator support with five sessions on relevant topics for new and veteran school leaders who serve as mentors.

Critical Issues: This strand has done reviews of the role of the principal and surveys of administrators. Currently, the committee is partnering with the SDE on adopting the National Standards for Administrators by revising for the descriptors based on Connecticut leadership experiences and needs.

Technology: This strand was active for many years with support for administrators in need of technology updates. Recently the strand has been relatively dormant of late as principals have utilized and personalized their own technology strategies and devices. The focus has shifted to working with sponsors to create support for school based technology use by teachers. The strand needs to be evaluated for continued relevance.

The Board will review the strands and consider new directions for the Principals' Center in keeping with new initiatives such as school climate, teacher and administrator evaluation models, legislation, and changes in state leadership. It will keep the CAS Board advised periodically of recommendations for modifications.

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