

THE CONNECTICUT ASSOCIATION OF SCHOOLS

The Fifty-Ninth Annual Meeting

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2010-2011 ANNUAL REPORT

PRINCIPALS' CENTER BOARD OF CONTROL

Submitted by Donna Hayward, Chair

The Connecticut Association of Schools established the Principals' Center to address the professional development and related needs of practicing principals and to support the professional development of aspiring principals. The Connecticut State Department of Education has been an important partner with CAS in promoting the Principals' Center by providing both technical and financial assistance. The SDE was unable to continue this year the ITL grant that had provided funds for the Principals' Center. Dennis Carrithers, associate executive director of CAS, is the director of the Center. The Center is served by an advisory committee of experienced principals, superintendents, representatives of graduate and undergraduate educational leadership and education programs, and educational consultants.

In order to provide professional support for principals and advance the professional development of aspiring principals, the work of the Center has been organized into six strands of action:

- Strand #1 – Developing and Implementing Quality Administrator Aspirant Programs
- Strand #2 – Developing and Implementing Quality Administrator Certification Programs
- Strand #3 – Developing and Implementing Quality Induction/Mentor Programs for Beginning Principals
- Strand #4 – Providing Quality Professional Development for Career Principals
- Strand #5 – Advancing the Understanding of Issues Critical to Principals
- Strand #6 – Promoting the Effective Use of Technology by Principals

Each strand has its own committee of school administrators and consultants who plan and implement activities relevant to its focus. The existing committees have served hundreds of principals and aspiring principals throughout Connecticut this year in the provision of an impressive variety and depth of programs. In the interest of time, I will share with you here the primary activities of each committee.

■ **Administrator Aspirant Committee**

One consequence of the reduction in state funding was the inability to offer a two-day residential program in for aspiring administrators that had been held for eight straight years.

A fifth “future leaders” program was conducted successfully for the New Haven Public Schools. Teachers who have their 092 certification and who complete the workshop series are granted interviews for administrative positions in the district as vacancies occur. The topics addressed in these workshops included building capacity for leadership, instructional leadership in daily practice, creating and sustaining a positive climate for learning, best practices for supervising and evaluating staff, and creating and sustaining professional learning communities. Michael Buckley has led this program.

For the past six years, the Principals' Center has opened up several of its workshops to aspiring administrators participating in Southern Connecticut State University's Educational Leadership Program. Over 120 SCSU interns attended at least one Principals' Center workshop this year. Also, University of Connecticut Administrative Preparation Program (UCAPP) students (and their mentors) were again allowed to attend workshops on a no-fee basis.

■ **Administrator Certification Program (UCAPP) – Mike Buckley, Director**

The Connecticut Association of Schools (CAS) and the Department of Educational Leadership at the University of Connecticut's Neag School of Education (NSOE) have continued a partnership which aims to address an increasing shortage of qualified administrators to fill positions of leadership within Connecticut's schools. The

Principals' Center has specific responsibilities for conducting the clinical component of the University of Connecticut Administrator Preparation Program (UCAPP,) a nationally recognized series of courses and internships that prepares candidates for the 092 intermediate administrator certification and leadership positions primarily at the school building and central office levels. As an active partner in this program, the Principals' Center brings its resources including aspiring administrator's program, administrator induction program, statewide network of seasoned mentors, and well-established relationships with schools throughout the state. CAS and NSOE, with their combined resources, believe that they have the capacity to address the critical issue of administrator shortages and, in the process, build the premier school leader preparation program in the nation.

With regard to the sixth year experience with UCAPP, the Center successfully *managed* eight cohorts with a total of 90 students. To *manage* means to link students to experienced mentors, help students develop leadership plans tied to program objectives, meet regularly with students and their mentors, help develop authentic experiences linked to courses, translate these experiences into products and artifacts for inclusion in an electronic portfolio, become familiar with course content, and participate in the department-wide curriculum revision process to accommodate both the CAS conditions for partnership and the demands of NCATE accreditation.

■ **Mentor-Mentee Committee – Rosie O'Brien Vojtek, Chair.**

For the second year, the committee re-organized the Mentor-Mentee program to a one year activity. Four sessions were held on legal issues, transitions to school leadership, SRBI, and technology for teaching and learning. One session scheduled in January on school culture had to be cancelled due to weather. Forty two new administrators and their mentors participated. The key to the success of the Mentor-Mentee Program remains the supportive, non-evaluative relationship established and sustained between the beginning administrator and the veteran mentor.

The collaboration among the CAS Principals' Center, Cooperative Educational Services (CES,) and the Connecticut State Department of Education (CSDE) – again with support from the Wallace Foundation – to develop model statewide induction program components continued. Three induction academies for new administrators were held--two on *Classroom Data...Feedback, Follow-Up and Follow-Through.* and a third academy – *Getting the Climate Right so All Students Can Achieve..*

■ **Career Principals' Committee – Dr. Tim Breslin, chair**

The Principal Center will again offer the popular Summer Leadership Institute. Through a combination of some state funding, partnering with CASCD, SERC, and additional principal center sponsorships, the Summer Leadership Institute will be held on June 28th and 29th at the Heritage in Southbury. Tim Waters of McRel will be the keynote speaker the first day on "Changing the Odds" with the second day offering a series of school district workshops on how Connecticut schools are implementing aspects of Waters' six core goals.

Last year's Institute garnered over 100 participants and featured the theme "Transforming Schools: Building Capacity." Phil Schlechty was the keynoter. The New Haven School District was featured as well for their initiatives on school change. Tim Breslin led an evening session that provided his experience as a school leader in transforming schools.

■ **Critical Issues Committee – Jeffrey Cryan, chair**

The Committee continued its work with the State Department of Education on the adoption of Interstate School Leaders Licensure Consortium (ISLCC) Standards for School Leaders, sponsored by the Council of Chief State School Officers. On examining the National Standards of the Interstate School Leadership Consortium (ISLLC,) the Committee identified the issue of principal performance evaluation as a broad topic in anticipation of the state adopting the ISLCC Standards. The Committee worked in conjunction with other state groups also examining the Standards to plan to provide input from principals on the Standards' Performance Expectations and Indicators for Educational Leaders.

■ **The Principal and Technology Committee – Charles Dumais, chair**

The Committee reorganized and re-focused efforts to assist principals with implementation of technology by working with Matt Fischer, CAS Director of Technology to expand the CAS website. Initially, the committee

has asked school principals to submit school publications and materials that can be available on the CAS website and indexed for ease of access by topic. Previously, documents have been available but had to be examined page by page. Using the technology now available, the documents will be easier to search and have relevant sections grouped by school, DRG, or other categories. The initial stage will be piloted and then expanded as needed.

■ **Other Activities of Note:**

The Center organized the 2010 CAS Fall Conference that provided the opportunity for school leaders to share strategies and network on the success of Connecticut programs currently meeting the needs of an ever-changing K-12 student population. Entitled “Engaging the New Generation of Learners,” the Conference showcased programs from across Connecticut including Capstone Programs, Advisor-Advisee and Student Success Plans, Closing the Achievement Gap, IB Programs Elementary to High School, Meeting the Needs of Diverse Student Populations and Innovative Technology in the Classroom K-12

The Center again sponsored a session of *The Breakthrough Coach* (TBC,) demonstrating with thirty five more teams of administrators and secretaries that it is possible to “work less, play more, and still get the job done in a normal work week.” To date the Center has sponsored ten sessions with over 340 teams participating. An eleventh session is scheduled for next December 1 and 2, 2011.

The Center again offered its popular five-session series on Teacher Evaluation. The program featured Tom Mooney, Superintendent of Schools Diane Ullman from Simsbury, and Kathleen Butler, Interim Dean of the School of Education at St. Joseph’s College. Over 50 participants attended each of the sessions.

The Center continued its involvement with the Connecticut - Shandong Province (China) Sister School Project, nominating schools and principals for participation and hosting a number of Chinese delegations. State Department of Education funding was secured to sponsor a seventh Principal and Teacher Shadowing Program in April. Additionally, the Center hosted two delegations of Chinese educators.

The 6th Annual Connecticut Public School Data Showcase was held April 27 and 28, on the topic of "Improving School Climate to Support Academic Achievement." CAS, CSDE, and EASTCONN again collaborated on this celebration of the state’s school improvement efforts via the effective use of data to inform instruction.

I am proud to share with you the accomplishments of the Center for this year. Particular thanks are in order for all the chairs and members of the committees for their dedication and voluntary efforts. Special thanks go also to the 226 administrators who volunteered as mentors either in the new administrator induction program (mentor-mentee) or the UCAPP program, or in some cases both. They do it because they feel an obligation to support the next generation of school leaders, a professional service initiative that ranks among the top leadership development activities in the state. Special recognition for their contributions is also extended to: CSDE staff members, Jo Ann Freiberg, Robert Pitocco, Larry Jacobsen, Lol Fearon; Professor Casey Cobb, Educational Leadership Department Chairs of UCONN’s Neag School of Education; Shuana Tucker, Director of the UCAPP for the Neag School of Education; Attorney Thomas Mooney of the Neag School of Education and Shipman and Goodwin; CAS administrative assistants Erin Guarino and Noreen Liberopoulos, and CAS Executive Director Karissa Niehoff, CAS Associate Executive Director Michael Buckley, CAS Assistant Executive Directors Susan Kennedy Director and Principals’ Center Director Dennis Carrithers.