

THE CONNECTICUT ASSOCIATION OF SCHOOLS

The Sixtieth Annual Meeting

May 10, 2012

2011-2012 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. Dennis Carrithers and Everett Lyons, associate executive directors of CAS, are co-directors 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.

STRANDS

■ Administrator Aspirant Committee

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

A sixth "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. Mike Buckley has led this program.

In addition, a leadership academy based on the New Haven "future leaders" model was initiated for the Meriden School District. Twenty aspiring administrators completed a five session sequence and an additional 20 are slated to complete the program during the 2012-2013 school year. Mike Buckley and Ev Lyons have led this program.

For the past five 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 80 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 seventh year experience with UCAPP, the Center successfully *managed* seven cohorts with a total of 75 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 third year, the committee re-organized the Mentor-Mentee program to a one year activity. Four sessions were held on legal issues, school culture, SRBI, and technology for teaching and learning. 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 with the theme of "Getting the Focus Right." Mike Schmoker will be the keynote speaker the first day and Commissioner Stefan Pryor will do the keynote the second day. Additionally, five Connecticut schools with "the right focus" and positive student behavioral results will offer breakout sessions on the second day.

Last year's Institute garnered over 100 participants and featured Tim Waters of McRel as the keynote speaker on the Institute's theme of "Changing the Odds." Bob Hale, principal of Westbrook High School was the evening speaker using magic as the metaphor for educational change.

■ **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 in reacting and revising for Connecticut the Performance Expectations and Indicators for Educational Leaders.

REORGANIZATION OF THE PRINCIPALS' CENTER

In light of the changing challenges school leaders are facing, the Principal Center Board has recommended a reorganization of the Center with proposed changes in the by-laws. The purpose of the Center will be:

"The Principals' Center is committed to supporting school leaders' efforts to enhance teaching, learning and leading in the schools of Connecticut by:

- a. Implementing quality programs to attract and develop future school leaders;

- b. Providing quality, research-based leadership development programs for beginning and experienced school leaders;
- c. Advancing the understanding of and advocacy for issues relevant to school leaders;
- d. Recognizing, celebrating and sharing exemplary achievements and best practices."

Each purpose will be reflected in the following four strands:

- a. Future School Leaders: Implement quality programs to develop future leaders;
- b. Career Principals: Provide quality research-based leadership development for beginning and experienced school leaders;
- c. Critical Issues: Advance the understanding and advocacy of issues relevant to school leaders;
- d. Recognition: Recognize, celebrate and share exemplary achievements and best practices.

In addition, the Board has recommended expanding membership from eight members to seventeen voting members including the chair and vice chair by including the chairs or vice chairs of the Elementary, Middle Level, and High School Boards of Control, two other members of each Board, respectively, and two representatives of each level elected at large.

The CAS Board of Control approved of the by-law changes that will be voted on at the 2012 CAS annual meeting.

OTHER ACTIVITIES OF NOTE

The Center again sponsored a session of *The Breakthrough Coach* (TBC), demonstrating with thirty 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 370 teams participating. A twelfth session is scheduled for next December 3 and 4, 2012.

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 educational writer Kim Marshall. Over 80 school leaders attended 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 several delegations of Chinese educators.

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, UCONN's 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 Co-Directors Dennis Carrithers and Everett Lyons.