“Finding your Leadership Voice”
NAESP Webinar

Renee Jones, Assistant Principal
Dr. Jerenze Campbell, Leadership Coach
Dr. Melissa Ellis, Supervisor-School Leadership Programs
Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest school and the second largest in the state of Maryland. There are 209 schools and centers, over 128,000 students and 19,000 employees. The district serves a diverse student population from urban, suburban, and rural communities.

Prince George's County Public Schools, Maryland is one of six sites supported by the Wallace Foundation to participate in the Principal Pipeline Initiative which investigates the challenge of developing and offering specific supports to assistant principals and aspiring principals.
Session Objective:

Participants will:

• Develop an understanding of how to find and/or strengthen their leadership voice as an Assistant Principal and an Aspiring Principal.
“Pipeline of Highly Effective Leaders”
PGCPS awarded, a five-year $12.5 million grant from the Wallace Foundation to build a Principal Pipeline Initiative (PPI). This work focuses on developing the capacity of new and aspiring principals as the single biggest lever of change for student achievement at the school level. With the support of Wallace Foundation and other partners, PGCPS will actualize the investment in building leadership capacity. The PPI consists of five components: 1) defining leadership, 2) providing high quality pre-service training, 3) utilizing selective hiring, 4) providing effective on-the-job evaluation and support, and 5) facilitating alignment, capacity, and quality assurance.
Principal Pipeline Initiative

- **Component 1: Define Leadership**: With support from the Wallace Foundation, and in collaboration with internal and external partners, PGCPS defined eight leadership standards aligned to state and national standards. These standards provide a common language for what effective school leaders in PGCPS believe, know, and are able to do. Click [here](#) to access leadership standards.

- **Component 2: High-Quality Pre-Service Training**: PGCPS offered the following programs for aspiring administrators: Administrator I Certification - in partnership with neighboring universities, PGCPS offered teacher leaders scholarships to complete coursework for Admin I Certification - the prerequisite for an assistant principal position. List of programs we offer aspiring leaders: Bowie State University- Teacher Leadership; McDaniel College- Admin I Certification; John Hopkins- Urban Leadership and University of MD- STEM.

- **Component 3: Selective Hiring**: Candidates take the Gallup Assessment, respond to writing prompt, review a video clip of teaching, and complete a Framework for Teacher Evaluation on the teacher in the video clip. This allows PGCPS to screen for dispositions, knowledge, skills, and abilities that demonstrate readiness. Wallace Funds have also supported the launching of a Leader Tracing System that helps monitor the professional growth for individuals in the district as well as offers a more efficient and equitable way to identify potential candidate for leadership opportunities.

- **Component 4: On the Job Evaluation and Support**: The new tool evaluates school-based leaders based on evidence of professional practice (50% of the score) and student growth (50% of the score). The new tool is aligned with the PGCPS leader standards and is tied to student achievement. In addition, to build the leadership capacity of our school leaders, the district expanded its on the job professional development and supports by hiring a leadership development supervisor and two leadership development coaches.
Component 5: Alignment, Capacity, and Quality Assurance: To gather and generate data on the effective implementation of the previous four components, PGCPS solicited input from a steering committee, adopted a new Learning Management System, and designed a Leadership Tracking System.
Poll Question

What does finding your leadership voice mean to you?

Choose an Answer:
1. Having a vision and communicating it.
2. Discovering what you are passionate about.
3. Self-discovery of who “you are” and what you want to be as a leader.
Finding your Leadership Voice Is:

• Being able to have a vision and the ability to communicate it properly to others.
• Discovering what you are passionate about. (what’s important (values, beliefs, etc.) and what drives you)
• Self-discovery of who “you are” and what you want to be as a leader.
Strategies to enhance your Leadership Voice

• Schedule a meeting with your principal to share your leadership aspirations. (Gain leadership opportunities within your school building and/or school district)
• Identifying the current “learning gap” that exists in your current role and desired position;
• Read professional literature to keep abreast of the current trends and best practices; (i.e. NAESP, Edutopia, ASCD, Edweek, Phi Delta Kappan magazine)
• Networking with colleagues;
• Leading a Professional Learning Community (PLC)
Wallace Foundation

Five Pivotal Practices That Shape Instructional Practice

1. Shaping a vision for academic success for all students.
2. Creating a climate hospitable to education.
3. Cultivating leadership in others.
4. Improving instruction.
5. Managing data, people and processes.
The Office of Talent Development offers several leadership preparation programs to aspiring leaders to help them find their leadership voice.
APIP Year 1 & 2
Assistant Principal Induction Program

APIP is a two year program where first and second year assistant principals/administrators engage in varied experiences that include:

• A monthly training program aligned to the eight PGCPS Leadership Standards
• Assignment to a Wrap-Around Leadership Development Team Self Assessment
  – E-Portfolio
  – Data Journey
  – Professional Growth Plan
  – LDT
ALPSS- The Preferred Principal Preparation Program – 10 Month program with 10 modules

Various Topics Such As:

• Leading and Learning in PGCPS
• Standards Based Instruction
• Recruitment and Selection and the Principals role in Human Resource management
• Using Data and Technology to Improve Instruction
• The Principal as an Advocate and Builder of a Just, Fair and Caring Community.
Resident Principal Preparation Program’s primary purpose is to grow leaders through the following program goals:

- Enhance Participants Performance;
- Assess/Enhance Participant’s Leadership Capability;
- Capitalize on Expertise of Proven Leaders;
- Provide Learning Experiences through Peer-Based Group of Professionals;
- Develop Participant’s Leadership Thru Yearlong Experiences that are Research-based and Contextual.

Residents shadow and work closely with the supervising principal during the first academic quarter on all school management and instructional leadership activities including: opening procedures, staffing, scheduling, professional development planning, designing observation and evaluation schedule instructional staff, creating duty rosters and meeting schedules, review of staff SLOs, conducting data meetings with staff, conducting learning walks with feedback, and improving school culture/communication.
Resident Principal

• During the second quarter the roles will reverse and the supervising principal will shadow the resident during the same activities, using the leadership standards as a basis for providing feedback and mentoring.

• During the 3rd and 4th quarters the resident principal will be charged with the most of the daily operational and instructional functions of the lab school while the supervising principal is involved in external professional development and experiential learning activities.
Poll Question

What is the primary way your district helps you find your leadership voice?

• They pay for leadership classes at the university/college.
• They offer district professional development (PD) activities/program.
• They provide leadership resources.
• I do my own PD with a leader mentor.
• **Montgomery County Public Schools** - Leadership Development Program (LDP)
  – **Assistant Principal (AP) Pool**-The program begins with a recruitment effort at the teacher level via a series of Future Administrators Workshops. These workshops qualify candidates to enter the **assistant principal eligibility pool**.
  – **Assistant School Administrator (ASA)**- 11-month position that carries similar responsibilities to those of an assistant principal. The LDP includes five levels of training and support. At the conclusion of the AP2 year, the AP candidate is formally appointed as an assistant principal and may apply to continue in the program as a principal intern.

• **District of Columbia Public Schools**- Mary Jane Patterson Fellowship for Aspiring Principals.
Mary Harris "Mother" Jones ES

• Pre-K-5
• Adelphi, Maryland
• 871 Students
  ➢ 90% Hispanic
  ➢ 7% African-American
  ➢ 1% Asian
  ➢ .6% White
  ➢ .2% American Indian
  ➢ 1% Two or more races
  ➢ 6% SPED
  ➢ 64% ESOL
  ➢ 4.25% TAG
  ➢ 48.56% Male
  ➢ 51.44% Female

Dr. N. Newman-Brown, Principal
Mrs. S. Gaston, Assistant Principal
Mrs. R. D. Jones, Assistant Principal

Today We Envision,
Tomorrow We Accomplish
by Working Harder and Getting Smarter
My Leadership Voice...

“PEOPLE WILL FORGET WHAT YOU SAID, PEOPLE WILL FORGET WHAT YOU DID, BUT PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL.”
— MAYA ANGELOU
Feedback Fridays

*Teachers feel supported
*Teacher Voice
*Build Relationships
*Build Teacher Capacity
*Celebrate successes

*Student Work
*Summative Assessments
*Formative Assessments
*Exit Tickets
*Student Learning Objectives Pre- & Post Assessment Data
*Attendance Data
*Behavioral Data

*Informal Observation Feedback
*Differentiated Professional Development
*Goal Setting & Reflecting
*Pacing of Curriculum Documents
Build your tool belt...
Use the question box to write in your response:

What’s the one thing that helped you find your leadership voice?
Helpful Resources: Finding Your Leadership Voice

**Strength finders [www.strengthfinder.gallup.com](http://www.strengthfinder.gallup.com)** is an online measure of personal talent that identifies areas where an individual’s greatest potential for building strengths exists. (i.e. top 5 strengths used in email)

- Jerenze’s TOP 5 STRENGTHS: **Responsibility, Futuristic, Relator, Belief, Competition**
- Melissa’s Top 5 Strengths: **Relator, Individualization, Strategic, Belief, Responsibility**
- Renee’s Top 5 Strengths: **Responsibility, Consistency, Achiever, Discipline, Focus**

**Leadership Practices Inventory (LPI)**-a 360-degree assessment tool by Jim Kouzes and Barry Posner. Based on The Five Practices of Exemplary Leadership® model, the 360-degree assessments and facilitator materials illuminates both the effectiveness of your leaders and the level of commitment, engagement, and satisfaction of those that follow.
Helpful Resources: Finding Your Leadership Voice

**World Personality Test** [www.wordpersonality.com](http://www.wordpersonality.com) – This test is based on 16 types of personality, based on Carl Jung's work on Psychological Types. This test will help you to identify your personality type and strongest personal preferences. This can help you in search of the best suiting job or in general interactions with other people.

*“Leadership & Self Deception”, by Arbinger Institute.* The book uses the fiction format to discuss two concepts: “In the box” and “out of the box”. “In the box” refers to when people see others as the source of problem. They see themselves as the center of the world and view others as objects. “Out of the box” refers to when people see others as people. They can see that others too have cares, fears, hopes and needs. It motivates people around them. When people are out of the box.

**MindTools.com** – an online training program that teaches more than 1,000 management, leadership and personal effectiveness skills, all focused on helping you excel at work.
Thank you for your participation!

Contact Information:
• Dr. Melissa Ellis: melissa.ellis@pgcps.org
• Dr. Jerenze Campbell: jcampbel@pgcps.org
• Ms. Renee Jones: renee.jones@pgcps.org