



Overview of Program Components

There are three PRN pathways: the Classic, Extended Time and Leader of Record. The curriculum and core of the program is similar for all three pathways; however, the structures are different. Throughout this document, it is noted where and how the pathways differ.

The heart of the PRN is the intensive residency wherein Aspiring Principals (APs) learn side-by-side with an exceptional Mentor Principal (MP). A tight structure, guided by the Rhode Island Leadership Standards and the following learning components, is what makes this authentic and individualized learning powerful.

Sharing, Reflecting via Analysis, and Active Learning

Shadowing

APs shadow their Mentor Principal, other principals, and a student for one week within the first few weeks of the school year.

Written Reflection

APs write reflections that analyze their learning and their leadership moves. They share with MPs, and receive feedback from MPs regularly.

Aspiring and Mentor Principal Meetings

Each team meets daily for at least a half hour to check-in on logistical matters and to promote continual communication. In addition, teams are expected to schedule weekly extended meetings to debrief the events of the week and to plan the coming week. At these meetings, mentors give critical feedback to their AP's and discuss ways in which the AP's can improve their practice. To prepare for these meetings, APs reflect on a leadership dilemma to discuss with their mentor. AP and MP pairs check in on progress of the learning plan monthly.

Readings

APs read required articles and books with their cohort, and seek out additional texts on their own.

Institutes, Cohort, and Network Meetings

Institutes, cohort and network meetings allow program participants to spend concentrated, in-depth time together as a learning community. A combination of AP only (cohort meetings) and combined AP and MP (network and institute) meetings happen each month. The group shares their work and receives critical feedback. A calendar is developed in June to be sure all participants can attend all the meetings. Attendance is required for both AP/MP.

School Visits

Aspiring principals visit numerous schools that represent a diversity of demographics, grade levels and size or type of program. The purposes of these visits are to enable APs to learn to adapt the leadership practices to a variety of school practices, designs, and cultures, learn best practices from leaders across the state, and to network with other school principals. The PRN organizes some of these school visits and APs arrange for others.

Networking and other Formal Learning

APs join two networks, the Learning Leader Network (paid as part of PRN tuition) and the Rhode Island Association of School Principals (additional payment required, membership is at a reduced rate). APs also attend state and district workshops, training, and courses as these are available and as they suit the APs specific needs.

Assessment and Performances

This handbook includes instructions and a rubric for each assessment. Each AP will have a PRN Advisor assigned to them to serve as a guide, coach, and evaluator. The assignments are turned in to the PRN advisor online and the

Advisor provides feedback via the online rubrics, indicating if parts will need to be revised. On many assessments and performances, the mentor, PRN cohort, and even school members also provide feedback.

Learning Plan and the Residency

Each AP develops an individualized learning plan that determines her/his particular program of study. The AP crafts the learning plan in conjunction with the MP and their Advisor, ensuring that it will allow the AP to develop proficiency in all the R.I. Leadership Standards. The learning plan remains a work in progress that the AP revises and turns in regularly. It outlines proposed and completed leadership experiences, research, and readings that the AP is engaged in to ensure an active leadership role is taken across all the standards.

There are also common core experiences each aspiring principal is expected to participate in, lead, read, and/or complete. Aspiring principals document these, as well as all their other work, in the learning plan and provide exemplary evidence of accomplishment in the portfolio.

Action Research Project

Aspiring principals choose a challenging action research project, derived from data, and focused on closing an equity achievement gap in their schools through which they develop essential skills in instructional leadership. Project-based work involves identifying a problem or need based on school-based data, developing strategies for change, engaging a feedback circle of stakeholders to build consensus, planning, implementing, and monitoring the plan of action, making mid-course corrections, and evaluating outcomes. APs review critical literature associated with their project and receive feedback from a variety of mentor and aspiring principals to inform their planning and decision-making.

Vision of Equity Paper

Aspiring principals articulate their vision of educational equity and explain how it developed, how it guides their work and what questions or puzzles still remain. They examine their own vision in light of the school's philosophy and structure and then describe how their action research supports their vision and contributes to school improvement efforts.

Portfolio

Aspiring principals develop an extensive electronic portfolio that illustrates their action research work, other residency work, writing, reflection, research, and readings. The portfolios manifest both the depth and the breadth of residency-based study and provide evidence of proficiency in each of the six leadership standards.

Exhibitions

At mid-year and end-of-year exhibitions, aspiring principals present their learning to a panel of other APs, MPs, and JWU faculty. These presentations, called exhibitions, give participants a chance to reflect on the growth awarded by their in-school experiences, connect that growth to the leadership standards, receive critical feedback, and identify learning areas that demand further work. At each exhibition, panel members fill out feedback forms that help inform subsequent revisions of the learning plan and document the participants' leadership development.

Mid-Year Assessment Process

Aspiring and mentor principals write detailed narratives assessing the AP's work following a standards-based assessment. These documents outline the project work done in the school and give critical feedback to the AP.

Final Paper

The final paper is an opportunity for the aspiring principal to reflect on the growth of their leadership, learning throughout the residency, and plans for future learning. Drafts are distributed to three mentors for review and feedback.

Final Assessment

Mentor principals complete a final assessment of the aspiring principal and determine the AP's level of proficiency on each standard. A designation of less than proficient requires additional time beyond the one- or two-year residency; however, every effort is made to identify and subsequently address these needs at the mid-year assessment.

PRN Pathways

<p>Classic</p>	<p>Aspiring principal works with a mentor principal in the same building for a <u>12-month residency</u>. If the aspiring principal does not have full-time release from their current job duties, all the following criteria must be met:</p> <ul style="list-style-type: none"> - current job responsibilities of the aspiring principal must involve a large degree of instructional leadership (e.g. as instructional coach, reading specialist, etc.) - arrangement must allow for aspiring principal to spend time outside typical responsibilities and involve her/him in experiencing every aspect of the principalship (e.g. rearranging responsibilities, work before/after school). - Aspiring principals cannot be in direct service to students for more than 25% of the time in the residency.
	
<p>Leader of Record (LOR)</p>	<p>The Leader of Record (LOR) pathway allows classroom teachers or other qualified educators to participate in a <u>part-time residency for their first year, and upon being hired by a district, complete the PRN program in their second year by serving as a school leader</u>. An aspiring principal in the LOR pathway experience a residency in her/his first year that is similar to the ET pathway (work with mentor before school, during preparation periods, after school and during the summer). An aspiring principal needs approximately 35 days of release time from the classroom (only 15 days out of the building) in the first year to attend meetings, fulfill the PRN program requirements, and meet proficiency in RI Leadership Standards. Upon approval at the end of their first year, an aspiring principal can apply for administrative positions. If hired, she/he completes the PRN program during their year as a leader of record by continuing to complete program requirements, which includes working with a mentor for at least 10 hours/week and attending PRN meetings. If not hired into an administrative position, the aspiring principal can finish the PRN through the ET pathway.</p>
	
<p>Extended Time (ET)</p>	<p>The Extended Time (ET) pathway allows classroom teachers to participate in the PRN while teaching over a <u>two-year part-time residency</u>. Aspiring principals in the ET pathway work with a mentor principal before school, during preparation time, and after school for approximately 2-4 hours/day over two years. An aspiring principal also works for at least four weeks each summer with her/his mentor principal to prepare the school for fall opening. The aspiring principal needs approximately 30 days of release time from the classroom each year (half of this time will be out of the building) to attend all meetings, fulfill all residency requirements, and meet proficiency in the RI leadership standards.</p>
	
<p>The symbols and colors above will be used throughout the handbook to help distinguish the rubrics or instructions that apply to the specific pathways. If no symbol is used, it means the material pertains to all the pathways.</p>	

Ways that ET and LOR Pathways are Different:

Though further articulated throughout the handbook, below is a synopsis of the major differences.

PRN Assignment Pacing

- In the first year of the program, ET candidates will not have to do an end of the year exhibition, paper, portfolio review, or 3rd site visit from the director; whereas, LOR candidates do need to complete these items.

Standard Proficiency Pacing

- ET candidates need to be 'proficient' in ½ the standards (evidenced in learning plan) at the end of year 1, whereas, LOR need to be proficient in all core standards (in blue on learning plan).
- ET candidates do not need to re-demonstrate their proficiency on standards in their second year, they move on to new areas to demonstrate proficiency, whereas, LOR need to demonstrate proficiency across all the standards in their new context.

Action Research

- ET and LOR require an action research project each year; however, the year 2 project can build on the project from year 1, if appropriate.

Reflections/Mentor Meetings

- ET and LOR reflections continue throughout the two years in the program, as well as weekly meetings with mentors.

Spring School Shadowing Visits

- The required amount can be conducted throughout the two years.

PRN Meetings/Institutes

- During Year One, ET and LOR candidates will attend all PRN sessions and school visits with the Classic candidates where the vast majority of the 'content' will be delivered.
- During Year Two of the program ET and LOR candidates will meet together (normally not with Classic candidates) approximately every month for 4-6 hours. Mentors will meet with the cohort once in fall and spring, and for mid-year and end-of-year exhibitions. The second year focus will be customized for LOR and ET candidates to engage in feedback and collaborative inquiry on the residency and LOR experiences, including the action research projects.

Full Time Leadership Responsibility

- ET candidates in the first year of the program spend 2 full consecutive weeks out of their classroom in full time leadership responsibility in the spring (approx. between March-May).
- ET candidates in the second year of the program spend 3 full weeks out of their classroom in full time leadership responsibility. Two of these weeks must be consecutive; however, AP can plan for 5 of these days as needed.
- LOR candidates in the first year of the program arrange to spend 3 full weeks out of their classroom in full time leadership responsibility in the spring (approx. between March-May).
- LOR candidates in second year, if hired as an administrator, will be in full leadership responsibility for the majority of their time. If not, then APs will be in the second year of the ET program (see above).

ETS

- LOR takes ETS School Leadership Series Assessment by end of Yr. 1 and ET by end of Yr. 2.

Organizational Tools

Timelines for PRN Pathways

	Classic 	Leader-of Record 	Extended Time 
June	Orientation	Orientation	Orientation
July	Summer Residency PRN meetings	Summer Residency PRN meetings	Summer Residency PRN meetings
August	Action Research proposal due	Action Research 1 proposal due	Action Research 1 proposal due
September	Residency/Shadowing 1st Learning Plan due	Residency/Shadowing 1st Learning Plan due	Residency/Shadowing 1st Learning Plan due
October	Residency/PRN meetings 1st Clinical Site Visit	Residency/PRN meetings 1st Clinical Site Visit	Residency/PRN meetings 1st Clinical Site Visit
November	Residency/PRN Institute Vision Paper due	Residency/PRN Institute Vision Paper due	Residency/PRN Institute Vision Paper due
December	Residency/PRN meetings	Residency/PRN meetings	Residency/PRN meetings
January	Residency/PRN meetings Mid-year Ex, paper, assess 2nd Learning Plan	Residency/PRN meetings 1st Mid-year Ex, paper, assess 2nd Learning Plan	Residency/PRN meetings 1 st Mid-year Ex, paper, assess 2nd Learning Plan
February	Residency/PRN meetings 2nd Clinical Visit	Residency/PRN meetings 2nd Clinical Visit	Residency/PRN meetings 2nd Clinical Visit
March	Residency/PRN Institute	Residency/PRN Institute 3-week Leadership Responsibility	Residency/PRN Institute 2-week Leadership Responsibility
April	Residency/PRN meetings Action Research due	Residency/PRN meetings Action Research 1 due 3rd Learning Plan due	Residency/PRN meetings Action Research 1 due
May	Residency/PRN meetings 3rd Clinical Visit Portfolio and Draft Final LP due	Residency/PRN meetings 3rd Clinical Visit Portfolio and 3rd draft LP due	Residency/PRN meetings 3rd Clinical Visit Portfolio and 3rd draft LP due
June	Final Ex, paper, assess, transcript, and ETS passed Graduation (Orientation for new cohort)	2nd Ex, paper, assess, and ETS passed Approval for LOR status (Orientation for new cohort)	Residency/PRN meetings (Orientation for new cohort)

	Classic 	Leader-of Record 	Extended Time 
July		Summer Work at New School Mentor support, PRN meetings 2nd Action Research proposal due	Summer Residency 2 PRN meetings 2nd Action Research proposal due
August			
October		Work at New School, Mentor Support, PRN Meetings 4th Clinical Site Visit	Residency/PRN meetings Clinical Visit
November		Work at New School, Mentor Support, PRN Institute	Residency/PRN Institute
December		Work at New School. Mentor Support, PRN meetings	Residency/PRN meetings
January		Work at New School, Mentor Support, PRN meetings 3rd Exhibition, paper, assessment due 5th Learning Plan due	Residency/PRN meetings 2nd Exhibition, paper, assessment 5th Learning Plan due
February		Work at New School, Mentor Support, PRN Meetings 5th Clinical Site Visit	Residency/PRN meetings Clinical Visit
March		Work at New School. Mentor Support, PRN Institute	Residency/PRN Institute 3-week Leadership Responsibility
April		Work at New School, Mentor Support, PRN meetings	Residency/PRN meetings 2nd Action Research due.
May		Work at New School. Mentor Support, Portfolio and Draft Final LP due 6th Clinical Visit	Residency, PRN meetings, Clinical Visit Portfolio and Draft Final LP due
June		Final Ex, paper, assess, transcript Graduation	Final Ex, paper, assess, transcript, and ETS passed Graduation

Decision Tree

