

# PRN Pathways

## Classic

Aspiring principal works with a mentor principal in the same building for a 12-month residency. If the aspiring principal does not have full-time release from their current job duties, all the following criteria must be met:

- 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.

## Extended Time

The Extended Time (ET) pathway allows classroom teachers to participate in the PRN while teaching over a two-year part-time residency. 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.

## Leader of Record

The Leader of Record (LOR) pathway allows classroom teachers or other qualified educators to participate in a 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. 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.

## 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 3<sup>rd</sup> 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.

### School 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. If not in a full-time admin. role, then APs will be in the second year of the ET program (see above).

# Timeline for PRN Pathways

	<b>Classic</b>	<b>Leader-of-Record</b>	<b>Extended Time</b>
<b>June, 2012</b>	Orientation	Orientation	Orientation
<b>July</b>	Summer Residency PRN meetings	Summer Residency PRN meetings	Summer Residency 1 PRN meetings
<b>August</b>			
<b>September</b>	Residency/Shadowing 1st Learning Plan due	Residency/Shadowing 1st Learning Plan due	Residency/Shadowing 1st Learning Plan due
<b>October</b>	Residency/PRN meetings 1st Clinical Site Visit Action Research proposal due	Residency/PRN meetings 1st Clinical Site Visit Action Research 1 proposal due	Residency/PRN meetings 1st Clinical Site Visit Action Research 1 proposal due
<b>November</b>	Residency/PRN Institute Vision Paper due Action Research background due	Residency/PRN Institute Vision Paper due Action Research 1 background due	Residency/PRN Institute Vision Paper due Action Research 1 background due
<b>December</b>	Residency/PRN meetings	Residency/PRN meetings	Residency/PRN meetings
<b>Jan, 2011</b>	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 <sup>st</sup> Mid-year Ex, paper, assess 2nd Learning Plan
<b>February</b>	Residency/PRN meetings 2nd Clinical Visit	Residency/PRN meetings 2nd Clinical Visit	Residency/PRN meetings 2nd Clinical Visit
<b>March</b>	Residency/PRN Institute	Residency/PRN Institute 3-week Leadership Responsibility	Residency/PRN Institute 2-week Leadership Responsibility
<b>April</b>	Residency/PRN meetings Action Research due	Residency/PRN meetings Action Research 1 due 3rd Learning Plan due	Residency/PRN meetings Action Research 1 due
<b>May</b>	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 Portfolio and 3rd draft LP due
<b>June</b>	Final Ex, paper, assess, transcript Graduation (Orientation for new cohort)	2nd Ex, paper, assess Approval for LOR status (Orientation for new cohort)	Residency/PRN meetings (Orientation for new cohort)

<b>July, 2013</b>	Summer Residency PRN meetings	Summer Work at New School Mentor support, PRN meetings	Summer Residency 2 PRN meetings
<b>August</b>			
<b>September</b>	Residency/Shadowing 1st Learning Plan due	Work at New School, Mentor Support, PRN Meetings 4th Learning Plan due	Residency/PRN meetings 4th Learning Plan due
<b>October</b>	Residency/PRN meetings 1st Clinical Site Visit Action Research proposal due	Work at New School, Mentor Support, PRN Meetings 4th Clinical Site Visit 2nd Action Research proposal due	Residency/PRN meetings 3rd Clinical Visit 2nd Action Research proposal due
<b>November</b>	Residency/PRN Institute Vision Paper due Action Research background due	Work at New School, Mentor Support, PRN Institute 2nd Action Research background due	Residency/PRN Institute 2nd Action Research background due
<b>December</b>	Residency/PRN meetings	Work at New School. Mentor Support, PRN meetings	Residency/PRN meetings
<b>January</b>	Residency/PRN meetings Mid Course Ex, paper, assess 2nd Learning Plan	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
<b>February</b>	Residency/PRN meetings 2nd Clinical Visit	Work at New School, Mentor Support, PRN Meetings 5th Clinical Site Visit	Residency/PRN meetings Clinical Visit, as needed
<b>March</b>	Residency/PRN Institute	Work at New School. Mentor Support, PRN Institute	Residency/PRN Institute 3-week Leadership Responsibility
<b>April</b>	Residency/PRN meetings Action Research due 3rd Learning Plan due	Work at New School, Mentor Support, PRN meetings	Residency/PRN meetings 2nd Action Research due.
<b>May</b>	Residency/PRN meetings 3rd Clinical Visit Portfolio and Draft Final LP due	Work at New School. Mentor Support, Portfolio and Draft Final LP due 6th Clinical Visit	Residency, PRN meetings, 4/5th Clinical Visit Portfolio and Draft Final LP due
<b>June</b>	Final Ex, paper, assess, tran- script Graduation	Final Ex, paper, assess, transcript Graduation	Final Ex, paper, assess, transcript Graduation



# Decision Tree

