

## **Providence Public Schools: Developing & Supporting Its Human Capital**

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### **Human Capital: Developing & Supporting Principals and Assistant Principals**

We know that effective principals shape a vision of academic success for all students. They create a climate hospitable to education and improve instruction. Effective principals cultivate leadership in others. They manage people, data, and processes to foster school improvement. When effective principals lead, teachers lead, and their students learn significantly. (*Wallace Foundation*)

Additionally, research shows that there are specific effective leadership practices and actions that yield transformative results. They include:

- Setting direction by developing a consensus around vision, goals, and direction
  - Helping individual teachers through support, modeling, and supervision
  - Redesigning the organization to foster collaboration and engage families and community
  - Managing the organization by strategically allocating resources and support
  - Developing collective teacher capacity and engagement
  - Establishing a participatory decision-making structure that encourages intellectual stimulation and holds high performance expectations for staff and students
- (*Silins, et al., 2003*)

The Leadership Induction and Retention Network (LEIARN) was created in the fall of 2013 to serve as an umbrella for a network of programs that would be designed later, but which would address the specific needs of principals and assistant principals, and provide them with improved opportunities to learn and grow. The major foci of the network are in the areas of: effective classroom instructional practices, data-driven instruction, human capital/resource management and development, and leadership development. The programs in this network currently include the Academy for Leveraging Leadership (ALL), and the Principal Induction Program (PIP). Both are designed to develop and support effective school leaders to positively and dramatically increase effective classroom practices and thus, achieve improved student success.

- **The Academy for Leveraging Leadership (ALL):** This multi-faceted, comprehensive leadership development effort is designed to empower school-site leaders with the skills and tools to implement quality, Common-Core State Standards (CCSS)-aligned learning experiences, which were launched in the fall of 2014. Based on the concepts covered in Bambrick-Santoyo's Leverage Leadership, this academy focuses on strategies school leaders can use to conduct quality observations/feedback cycles, and create opportunities for teachers to analyze student data and adjust instruction. While

the direct focus of this development effort is on leadership, the ultimate purpose is for leaders to be able to successfully impact teacher practice and maximize its effect on student achievement.

- **Principal Induction Program (PIP):** Launched in the summer of 2014, this program was created to support and develop all new and beginning administrators with less than one year of service. As with ALL, the ultimate goal of PIP is to successfully impact teacher practice and maximize its effect on student achievement through strong and relevant foundational support and coaching for new/beginning school leaders.

- **PIP Summer and Fall/Spring Institute:** The goal of the Institutes is to prepare new/beginning administrators for a successful first year, and to provide them with the knowledge, skills, and disposition to move their schools forward for years to come. By the end of the year, new/beginning administrators will have a clearer understanding of how to create and sustain a transformative climate and culture, dramatically improve student achievement and teacher practice, inspire leadership and shared ownership in others, and transform and manage the school community effectively.

- **PIP Coaching:** Each new/beginning administrator is assigned a Coach for the entire school year. The Coach provides an opportunity for their new/beginning administrators to discuss and reflect on practice in a mutually supportive, safe environment. The Coach is also charged with providing real-time and on-the-job support for participants. PIP coaching activities must allow participants to gain deeper insight, skills, and knowledge to be better-suited for their work as school leaders. Services include, but are not limited to: observations/feedback cycles, role-play, shadowing (i.e., a peer during classroom observation or during team/faculty meetings), modeling, guidance and support with “nuts and bolts issues”, etc.

Thus far, exit tickets and survey results are quite promising. Participants in all programs demonstrate an understanding of the need of such programs, and a deep desire to participate. Teachers and building leaders overwhelmingly report that the programs address the major issues they are facing in their schools, and that they are tremendously helpful in improving their knowledge and skills. There is still much work to be done. The fact that this work is a significant part of the Superintendent’s strategic plan is extraordinarily helpful for obvious reasons. As we continue to conduct research and gather data, we hope that we will soon be able to discover a statistically significant correlation between our human capital efforts, improved teacher and school leader practices, and improved student achievement.