

## Principal Residency Network Application Process For Cohort 2012-2013

<p><b>Open Application Period: January 1 - March 1, 2012</b> <b>Application Due Date: March 1, 2012</b> <b>Notification Period: March 25-April 1, 2012</b></p>
--

**The Principal Residency Network (PRN) is an apprenticeship-based principal preparation and certification program for transformational school leaders.**

**The mission of the Principal Residency Network is to:**

- Nurture new generations of transformational school leaders who are prepared for the complexities of founding and leading small schools or redesigning larger schools to achieve equity and excellence for all students and adults in their own school communities and beyond; and
- Prepare future educational leaders within a program that is competency-based, rooted in real world practices and problems, and that embeds research and learning in practical application.

The Principal Residency Network is a collaborative partnership between the Center for Collaborative Education and Northeastern University.

The core experience of The Principal Residency Network (PRN) program is a school-based residency with a distinguished and visionary mentor principal. In the PRN model, an aspiring principal is housed in a school with approximately 450 students or less, or small learning communities of that size. The school is guided by a coherent set of principles and is engaged in reform work. PRN supports schools in developing leadership from within; therefore, most of our applicants have long-term relationships with the principals who will become their Mentor Principals. The depth and richness of the program comes from the quality of the mentoring relationship between the Mentor Principal and the Aspiring Principal. For that reason, **the application is a joint application submitted by the Aspiring Principal and the Mentor Principal as a team.**

The program requires a minimum commitment of 15 months, usually spanning two summers and one full school year. However, in keeping with the competency-based nature of the program, candidates who need further time, study, and experience may be encouraged or required to extend their residency period. **Aspiring Principals must have as close to 50% release time as possible to pursue the program.**

### **Program Timeline\***

<b>Summer</b>	Four-day Opening Institute (TBA for Summer 2011)
<b>Fall/Winter</b>	APs: meetings approximately once a month MPs: mentor work sessions: September and November
<b>December Presentations</b>	APs: Leadership Presentations (first or second Friday in December) APs may not present without their MPs present
<b>Winter/Spring</b>	APs: meetings approximately once a month; additional workshops on school law and students who are English Language Learners; Special Education Administration course (NU online course, January-March) MPs: mentor work sessions: January, February
<b>Spring Presentations</b>	APs: Leadership Presentations (late March/early April) APs may not present without their MPs present
<b>August</b>	Closing Institute (3 <sup>rd</sup> week in August): Portfolio Defense APs may not present without their MPs present <b>Portfolios Due</b>

\*Other programmatic elements may be introduced as is deemed essential.

Licensure forms submitted to NU for certification<sup>1</sup>

---

<sup>1</sup> Candidates may continue in the PRN program for more than one year. Applications for certification may be submitted at any point after graduation from the program at the discretion of the applicant.

## **Application Timeline and Process**

<b>January 1 – March 1</b>	Application Acceptance Period
<b>Mid-January</b>	Information Meeting at Northeastern University
<b>March 1</b>	<b>Application Due Date</b>
<b>March 25 – April 1</b>	Notification Period

We encourage potential candidates to talk with their principals in the fall and plan experiences during the year, which place them in leadership roles in the school community, especially if they do not already have roles that will stretch them as leaders. Principals should help these faculty members to begin assessing their leadership skills and knowledge of the principalship. Where are their strengths? What areas of the principalship have they had little or no exposure to? Where do they need to grow? How is a principal's perspective different from a teacher's, an assistant administrator's, or a department head's?

### **January**

There is an information session held in January on the main Boston campus of Northeastern University. Potential applicants and principals are encouraged to come together. There is a short presentation by the PRN directors and the Professional Development Program Director from Northeastern followed by a question and answer period. Schools may also request a presentation to interested faculty members at their schools at any time during the year, as time permits.

### **February**

By mid-February, the potential candidate and his/her principal make a decision about whether or not to move forward with the PRN application together. Ultimately, it is up to the Mentor Principal who he/she will take on as an Aspiring Principal, especially in cases where there are more than one or two interested faculty members. Candidates and their potential Mentor Principals must be interviewed in person or by phone by one of the PRN directors.

### **March 1**

Application and all required materials completed and submitted to CCE.

## **Admissions to the Program**

We have a strong historical commitment to admitting a diverse group of Aspiring and Mentoring Principals from a range of public small schools and small learning communities in urban settings. We also work with rural and suburban schools that embrace equity and excellence as a goal.

Admissions is based on a review of a completed application and all other required information from both Aspiring Principal applicants and potential Mentor Principals

conducted by a screening committee comprised of CCE and Northeastern staff members, and PRN graduates. Final decisions are made by the program directors.

Please note that PRN directors may set additional conditions for acceptance based on prior experiences or needs of an applicant. We do our best to invite participants based on their qualifications and commitment, as well as their emerging roles in their host schools.

The process is a competitive process, and not all applicants will be admitted in any given year. Each PRN cohort includes 10-15 members. This size allows for intimacy among participants and provides the co-directors with time to focus more deeply on a reasonable number of Aspiring Principals and their work.

### **Northeastern University Admissions**

Once an applicant is accepted into PRN, he/she must also be accepted into Northeastern University, which is generally a routine set of procedures. **Northeastern University requires that each PRN Aspiring Principal file a Northeastern University application form.** Applicants may submit letters of recommendation, etc. previously provided for the PRN application form as a part of their Northeastern University application. (Due date for Northeastern University application submission: July 1)

## **Selection Criteria**

### **Criteria for Aspiring Principals**

Aspiring principals are school faculty seeking principal certification. They are selected for the following criteria and qualities:

- Strong knowledge base in teaching and learning and completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school or other educational setting accepted by the DESE;
- Skilled at building relationships and working collaboratively
- Strong leadership skills in leadership positions in the school; a commitment to school reform and a vision for excellence and high achievement for all students;
- Commitment to equity;
- Self-directed and self-reflective; takes initiative in school-based work and leadership roles;
- Commitment of time to the residency; must have as close to 50% release time for the residency as possible;
- Personal recommendation from the Mentor Principal with whom he/she will work

### **Criteria for Mentor Principal\***

- Commitment to creating personalized learning communities and a vibrant professional collaborative culture in which the school community is engaged in reflective practice to improve learning, teaching, and assessment;
- Commitment to equity and cultural competence;

- Skills to be a mentor, including good listening and communication skills, a practice of self-reflection and a willingness to be open about her/his own strengths and weaknesses and a commitment to her/his own learning, the ability to have tough conversations, a willingness to share leadership with her/his AP, good interpersonal skills, a vision for strong leadership
- Commitment of time by the principal for a strong mentoring relationship and release time for the aspiring principal; a principal may not have more than two aspiring principals in any given program year.
- At least three years of principal experience.

\*We also look to the PRN Distinguished Principal Qualities for guidance in selecting appropriate Mentor Principals. (See the PRN web site: [www.ccebos.org](http://www.ccebos.org))

### **Criteria for a School Site**

Since the school is the center of learning for the Aspiring Principal, we are looking for schools and principals that have the following qualities to join the PRN network:

- Guided by a coherent set of values and beliefs articulated in its mission and vision
- Involvement with significant restructuring efforts such as full inclusion of students, school-wide performance assessment, multi-level groupings, etc., directed at whole school change;
- Engagement in systemic reform designed to address the academic and personal needs of all students, resulting in improved academic performance;
- Evidence of strong partnerships with families and community
- Environment conducive to the Aspiring Principal's learning and evolving leadership

### **Expectations for an Aspiring Principal during the residency year**

- Attend all Aspiring Principal meetings and workshops, including the Summer Opening Institute (four days) and the August Closing Institute (two days);
- Attain the collaboratively developed learning goals and complete one or more data based inquiry project(s) articulated through the Individual Learning Plan process<sup>2</sup>;
- Engage in reflective dialogue and journal writing;
- Complete all assignments and readings for Aspiring Principal meetings;

---

<sup>2</sup>During the Opening Institute, the Mentor Principal and the Aspiring Principal identify the Aspiring Principal's learning goals based on the Aspiring Principal's strengths and needs and which are aligned with the PRN Distinguished Principal Qualities and the Massachusetts Department of Elementary and Secondary Education principal standards. One or more projects for the residency are chosen which are critical to the school's mission and help the Aspiring Principal grow as a leader.

- Participate in online discussions and submit assignments online
- Do individual reading and research related to school leadership and his or her identified school-based project(s);
- Participate in three leadership presentations of project work in the residency (December, Spring, Closing Institute);
- Complete a mid-year and final self-evaluation;
- Complete a final portfolio which will be submitted to Northeastern University as part of the Massachusetts principal certification process.

### **Expectations for a Mentor Principal during the residency year**

- Attend the Summer Opening Institute (one day) and the August Closing Institute (two days);
- Attend four Mentor Principal work sessions during the year;
- Attend the December and Spring Exhibition days (1 day each); an Aspiring Principal may not present without his or her Mentor Principal in attendance;
- Ensure regular meetings with his or her Aspiring Principal (at least once a week);
- Ensure as close to 50% release time for the Aspiring Principal as possible;
- Assist the Aspiring Principal through the Individual Learning Plan process (see footnote, p. 4) in developing his/her learning goals and choosing “high wire” school-based projects that will push the Aspiring Principal’s learning;
- Assist the Aspiring Principal in assessing his/her growth as a leader by providing critical feedback and modeling self-reflection; complete a mid-year and final assessment of the Aspiring Principal;
- Support and guide the Aspiring Principal’s work toward competency in the areas of the PRN Distinguished Principal Qualities and the Massachusetts Department of Elementary and Secondary Education principal standards;
- Assist the Aspiring Principal in gaining experiences related to school leadership beyond the school in the district, the neighborhood, and wider community.