Welcome to the third edition of the Principal Leadership Institute Annual Update! We are pleased to provide exciting updates on our programs and the accomplishments of our alumni.

2015 was a year of many transitions and changes. One of the most important developments is that Dr. Tina Trujillo, Associate Professor in the Graduate School of Education, has accepted the position of Faculty Director of the Principal Leadership Institute! Dr. Trujillo has taught seven cohorts of PLI students during her time at Berkeley. With that foundation, she steps into the role of Faculty Director, replacing the founding Director, W. Norton Grubb, who passed away suddenly in January of 2015. Dr. Trujillo uses tools from political science and critical policy studies to study the political dimensions of urban district reform, the instructional and democratic consequences of policies and reforms for students of color and English Learners, and trends in urban educational leadership. Her recent research examines the instructional and political implications of private intermediary organizations as technical assistance providers for public school districts. She also writes about the implications of federal accountability policies for the provision of democratic, equitable schooling.

Thank you for your interest and support in our programs. We look forward to our continued work together.

Tina Trujillo
Faculty Director

Rebecca Cheung
Program Director

PLI Mission Statement

“The mission of the Principal Leadership Institute is to prepare, induct, and support a diverse community of equity focused school leaders who will improve education for vulnerable and historically underserved students in California’s public schools in support of social justice.”
Second Edition of Leadership Connection Rubric

It’s been a multi-year journey... and we made it! We are pleased to announce the publication of the second edition of the Leadership Connection Rubric! A seminal document for our programs, the Leadership Connection Rubric is a researched-based guide for our work in supporting the development of social justice school leaders. While there are no major changes regarding the content, the second edition does address some organizational and structural details, minor phrasing and word changes, as well as the streamlining of references. We also celebrate the most recent alumni (Cohorts 11-15) on the new cover and added a dedication to Norton Grubb, the founding Faculty Director who passed away in January, 2015. An electronic pdf version of the second edition is free and available on our website.

In addition, we have launched an online version of the rubric. Designed to be a self-assessment reflection tool, the online version parses the Leadership Connection rubric in sections, providing space to write, reflect, and identify potential next steps. In addition, it features a reports section that will compile and save all of your reflections and action plans so that users can print them out in a document format or continue to track progress over time online. The online version of the rubric is free, however requests for accounts are moderated. You can access the online version of the rubric here.

Online Version of Second Edition Rubric Launched
Continued Development of the Arts Education Strand of PLI

PLI’s focus on equity and social justice in public schooling includes interrogating and addressing the narrowing of the curriculum to focus almost exclusively on mathematics and language arts over the last decade, due to both economic and legal trends. One of the principle casualties of this narrowing has been the significant reduction in arts education; equitable access to arts education is further exacerbated by limited resources and facilities.

Researchers have proven the value of an arts integrated curriculum. It engages students in school and motivates them to learn. Arts education helps make learning matter to students by giving them a medium to connect new knowledge to personal experiences and express what they have learned to others. Students who are typically disengaged in school are more likely to participate in arts and arts integrated classes than in classes where the arts are absent, and students who receive arts integrated instruction have higher attendance than those who do not. Integrating the arts into the core curriculum also improves student achievement specifically in the areas of reading and language arts, mathematics, thinking skills, social skills, and motivation to learn. The results are even more pronounced for children of low income backgrounds and English Language Learners.

The arts also build community and facilitate cross-cultural understanding.

How can preparation programs both teach through the arts and develop leadership that incorporates the arts? The PLI has been building an arts education strand into the program. We have formed partnerships with Cal Performances; AileyCamp, the outreach arm of the Alvin Ailey American Dance Theater; and local artists to explore appropriate ways to integrate the arts into the PLI curriculum. Working relationships are being developed with other local education agencies such as Alameda County Office of Education’s Integrated Learning Specialist Program and Berkeley Unified School District, grant funders, arts education organizations, and other school districts, both to support and study arts education in our community and to prepare our leaders.

PLI’s vision is to equip our leaders to use the arts as a vehicle for leading for equity and social justice in public education. Enacting our vision will require increasing our students’ exposure to the arts and arts based strategies, expanding conceptions of equitable schooling to include the arts, modeling the use of the arts and arts based strategies in leadership, and developing a research base for the work.
Leadership Support Program (LSP) Provides Seamless Support for New Administrators and PLI Graduates

In the past few years, the state of California has adopted new standards and regulations for all professional clear Administrative Services Credential programs such as LSP. For example, starting in Fall of 2015, all new administrators must enroll in a professional clear program within 120 days of employment. In addition, all existing programs had to reapply under the new standards. LSP gained approval from the Commission on Teacher Credentialing while still operating its original program. This allowed us to provide uninterrupted support for our PLI graduates and alumni as they step into leadership positions. In 2015-16, LSP is expanding our reach and impact. We currently serve over 100 students, including 35 in southern California, through our hybrid online partnership with UCLA PLI.

LSP has a cadre of eight Facilitators leading monthly small-group Seminars including new Facilitators Julianna Sikes (Mount Diablo Unified) and Dee Dee Lonon (UCLA). We also welcome seven new coaches—UC Berkeley: Barbara Armstrong, Chuck Flores, Catherine Lyons, Gary McHenry, and Keith Nomura; and UCLA: Marcos Aguilar and Frank Noyes—bringing our leadership coaching staff to a total of 21. Our Coaches provide our students site-based, context-specific, and differentiated support in Northern and Southern California.

We are excited to begin this next chapter of the LSP story, and we continue to refine and improve the ways we support our early career leaders. At the same time, we remain steadfast in our commitment: to develop equity-focused and self-reflective social justice leaders.

Aimee Malcolm (Cohort 15), Assistant Principal, Tennyson High School, and Darren McNally (Cohort 15), Science Teacher and Teacher Leader, Albany High School
PLI Expanding Its Local and Global Reach

We are excited to share that the Operational Excellence Revenue Generation Investment Fund Executive Committee awarded a $200,000 interest free loan to PLI so that we could expand Leadership Connection – the outreach arm of the organization that has sponsored professional learning opportunities such as PLI PDK Ed Chats, Leadership Connection Online, and International Learning Exchanges. This loan afforded PLI the opportunity to hire a full-time Leadership Connection Coordinator, Mia Settles-Tidwell, and a part-time Program Assistant, Audra Puchalski.

This fall, the Programs for Visiting School Leaders has successfully designed and executed four learning exchanges with the BI Norwegian Business School, who trains school leaders in Norway, and 60 school teachers from China. Leadership Connection Online is supporting over 30 teacher leaders and administrators (many who are alumni) through synchronous online learning exchanges over eight months. We believe strongly that educators can solve their own educational dilemmas, and utilizing this online format has proven to be beneficial and efficacious for them.

In Spring of 2016, we are planning to launch a series of seminars on equity-centered master scheduling and equity-centered LCAP practices. In addition, we were recently awarded a two-year grant from the California Elementary Math and Science Professional Learning Initiative (CEMPLI) of the California Department of Education to partner with the Multicultural Urban Secondary English (MUSE) program, the University of California Museum of Paleontology (UCMP), and the Oakland Unified School District (OUSD) Science Department and English Language Learner and Multilingual Achievement (ELLMA) Office. Five elementary dual language schools will receive two years of coordinated, comprehensive, and coherent professional learning to support the implementation of the NGSS with specific focus and prioritization on creating equitable access for students from low-income families, girls, students of color, and English Language Learners.

We are excited about the expansion of program offerings and the opportunities to serve more school districts and international partners. Through the annual PLI Alumni Survey, we hope to gather more input and direction for supporting school leaders in the Bay Area and beyond.
Carin Geathers, PLI Cohort 5, has been an administrator at Burckhalter since 2009. Prior to being a principal, she was a school improvement coach supporting several elementary schools in the Oakland Unified School District. Carin initially did not desire to be a practicing administrator, but after joining the PLI program with her friend and colleague, Earl Walls, she was inspired by the program’s focus on equity and social justice instructional leadership and wanted to put it into practice.

Carin definitely exemplifies and practices the principles taught in PLI. She has taken Burckhalter from good to great. When she first took over leadership of the school, the Academic Performance Index (API) on the California Standardized Test was 670. By 2011-12, Carin and her staff had improved its API to 805 and the CDE awarded the Title I Academic Achievement Award to Burckhalter. Her school made the greatest gains in academic performance for African American students in the entire district.

Leadership Spotlight: Carin Geathers, Burckhalter Elementary, Oakland Unified School District

Principal Geathers lead through the mantra “slow and steady wins the race.” She values the new and tenured teachers and believes they each have something unique to offer the school’s growth and development. Student voice is also very important to principal Geathers. Before the term Restorative Justice was coined, Principal Geathers practiced the art of giving students a clean slate daily, sometimes even 10 times a day. She emphasizes that students know and understand the difference between accountability and someone being mean and uncaring.

Ms. Geathers knows qualitatively that her leadership is impactful because parents and staff often tell her that if they had a principal like her, they would have had more access and opportunities in their school experience. She ensures that every student knows his/her lexile reading levels and is held accountable for their own learning. Approximately three years ago, Ms. Geathers started Wednesday Rap Sessions, which are chats with students to understand the social emotional needs of the child. All of her teachers use formative and summative data to drive instructional modifications, while parents and community stakeholders are held responsible to support the right community conditions of learning for students.

Principal Geathers advises aspiring school leaders to survey their school first before making quick change. She suggests being a data collector and relationship builder, modeling dedication to the profession by working smart and effectively utilizing your time in classrooms and in the building. When asked what is next for her, Principal Geathers shares that she is dedicated to developing curriculum that will impact and shape the 21st century classroom and beyond.

What excites Principal Geathers about her work

“The little wins everyday, when the light bulb goes off in kids’ heads, or when new and veteran teachers get it in the classrooms and implement. I love working with parents taking things off of their plates. Also sharing strategies and working alongside colleagues and staff.”
Supporting PLI Scholarships and the Behring Celebration of Leadership

A heartfelt thank you goes out to alumni and friends of the Principal Leadership Institute who showed their support by helping raise about $45,000 for the PLI Endowed Scholarship Fund. Their generosity was part of the Celebration of Leadership event held on May 30 and hosted by long-time PLI supporters Mr. and Mrs. Kenneth Behring at the Blackhawk Auto Museum. The Behrings were not only the gracious hosts but they also matched the individual donations of $22,714 dollar-for-dollar, bringing the total raised to $45,428.

The PLI Endowed Scholarship Fund allows aspiring school leaders to work toward bringing educational equity and positive change to urban schools.

“I could not possibly put a price on the knowledge and experience that PLI has given me,” said Stephon C., a fellowship recipient. “Education is not just a career choice, it’s my life. The work that PLI is preparing me to do has the potential to change the world.”

Opportunities are still available to support the PLI Endowed Scholarship Fund. Make a secure gift online at https://give.berkeley.edu/pli, or contact Teresa McGuire, Director of Development and External Relations, at (510) 643-9784 or tmcguire@berkeley.edu.

‘Tis the Season! Give the Gift of PLI Pride and Support the PLI Scholarship Fund

Whether it’s for yourself or your favorite alum, your purchase of PLI swag supports the PLI scholarship fund and lets the lucky recipient and you show your alumni pride! The PLI Store features mugs for $10 each, as well as tote bags and lanyards priced at $5 each.

Pick up your gifts at the PLI Office or place your order to have them shipped to your home for an additional shipping fee of $5.

Complete an order form here or call the PLI Office at 510-643-7458, for more information. Happy shopping!
Staff Updates

Rebecca Cheung

Time flies when you are having fun! Rebecca Cheung is entering her fifth year as Program Director of the Principal Leadership Institute. Under her tenure, the PLI has gone through extensive transitions in staffing, curricular updates, as well as expansion efforts. In any given month, Rebecca is teaching class, visiting a school, writing a grant, forging a new partnership, traveling to Sacramento to participate in a state policy committee, or working on a research project. Her favorite parts of the job continues to be teaching and spending time with students and alumni as well as collaborative projects with campus and community partners. Outside of work, Rebecca enjoys spending time with family, including her six year old son, cooking, and traveling, and working on her Mandarin Chinese.

Viet Nguyen

Viet Nguyen is in his fourth year as Coordinator of Leadership Support Program. He has enjoyed helping to guide LSP through the many changes in the last few years. In addition to coordinating LSP, Viet also teaches in the PLI, and he supports the development of leadership coaches in the program. On the personal front, he is still riding the high of watching his favorite team, the Golden State Warriors, claim the NBA championship! When he is not over enjoying his hobbies of vintage shopping and watching TV, he is trying to find time to cook and to get back out on the tennis courts.

Mia Settles-Tidwell

We are excited to have Mia Settles-Tidwell join our PLI team as the Coordinator of Leadership Connection. Mia brings over 23 years of PK-12 classroom, school leadership and central office leadership experience in both the West Contra Costa and Oakland Unified School Districts. Mia’s breadth and depth of experiences provide Leadership Connection with a leader who understands instructional leadership, financial systems and operations, change management, project management, and leadership development. In her spare time, Mia loves writing, poetry, fine dining, and traveling with her husband.

Tom Green

After teaching one fall class for Cohorts 14 and 15, Tom Green has begun a new part-time position as Head Instructor of the Principal Leadership Institute. He retired from his position as Chief School Transformation Officer for the Alum Rock School District in January, 2015, making it possible to take on additional responsibilities for the PLI program. He is now teaching every semester, supporting the other instructors, and developing curriculum in collaboration with other PLI staff. In the rest of his retirement life, Tom enjoys playing with his band, tending the garden, and visiting his three children who live across the United States.
Karin Seid

Karin Seid joined the PLI as Program Assistant in September, 2014, and was recently promoted to Operations Manager in Fall 2015. She enjoys supporting students and alumni as well as managing the program’s operational expansion, and brings over 10 years of UC experience to the Graduate School of Education. A long-time advocate for children, youth and education, Karin held leadership positions at the Golden State Warriors, Warriors Foundation, Boys & Girls Clubs of Oakland, and Greater Bay Area Make-A-Wish Foundation, prior to joining the PLI. She continues to volunteer for Make-A-Wish and BGCO, and pursues the arts, sports, travel, and studying languages in her leisure time.

Audra Puchalski

Audra Puchalski is thrilled to join the PLI team as the new Program Assistant. Her experience in academia, writing, teaching, graphic design, copyediting, dog walking, and barista-ing have all converged to bring her here to PLI, where she is eager to contribute her administrative skills to the transformation of school leadership. When she’s not learning to be the best Program Assistant she can be, she enjoys dancing ballet, writing poetry, and hiking with her chihuahua.

Lynda Tredway

Yes, it’s been a hard year of loss and health issues. Losing Norton conjures up a profound sense of too soon, and a deep understanding of Holly Near’s song: It could have been me, but instead it was you, and I’ll keep doing the work I was doing as if I were two. As a tribute to Norton and his dynamic inequality work with school resources, I developed a one-page typology of school resources that is resonating with many groups. After several requests, I am just about to launch a website so that the research synopses and resources will be easy to access. In addition, my sister and my daughter had breast cancer, and our family reminder: take care of yourselves and get your check-ups. I became an expert at the Fighting Cancer cookbook and other remedies, and I urge all of you to remember that your health is your foundation. Finally, as I write this, I am on my way to Ghana (top of bucket list) to the University of Education at Winneba to facilitate workshops for teaching professors and secondary teachers on bringing National History Day to Ghana. Going back to my history teaching roots.
After a great summer session, Cohort 15’s fall semester is nearly over. As many of you may remember, the fall in PLI is an intense semester, full of both professional obligations and PLI coursework. The 24 students of Cohort 15 are taking on the challenge with aplomb!

Today I will walk out, today everything unnecessary will leave me, I will be as I was before. I will have a cool breeze over my body. I will have a light body, I will be happy forever. Nothing will hinder me. I walk with beauty before me. I walk with beauty behind me. I walk with beauty below me. I walk with beauty above me. I walk with beauty around me. My words will be beautiful. In beauty all day long may I walk.

Through the returning seasons, may I walk. On the trail marked with pollen may I walk. With dew about my feet, may I walk. With beauty before you, Norton, Earl, and Nick, may you now walk. With beauty behind you, Norton, Earl and Nick, may you now walk. With beauty below you, Norton, Earl and Nick may always walk. With beauty above you, Norton, Earl, and Nick may you always walk. With beauty all around you may walk in peace.

Welcome Cohort 16 to the PLI Family!

Cohort 16 at a glance...

31 students
56% people of color
56% female
75% are fluent in two or more languages
62% work in a partner district

Rest in Power W. Norton Grubb (founding PLI Faculty Director), Earl Walls (Cohort 5 and Leadership Coach) and Nick Whitaker (Cohort 13)

adapted from a Navajo Prayer
Professional Reading
Straight from the PLI Curriculum

Looking for the latest in educational research? Wondering what PLI students are reading? Here’s a list of some of the newest additions to the PLI curriculum.

*Using equity audits to create equitable and excellent schools*

by Linda Skrla, Kathryn (Bell) McKenzie, and James Scheurich

*The new meaning of educational change, Fourth Edition*

by Michael Fullan

*The New Jim Crow: Mass incarceration in the age of colorblindness*

by Michelle Alexander

*How can I fix it? Finding solutions and managing dilemmas*

by Larry Cuban

*Quiet: The power of introverts in a world that can’t stop talking*

by Susan Cain

Stay connected with PLI. Follow us on Facebook ([facebook.com/pliucb](http://facebook.com/pliucb)), join us on LinkedIn ([linkedin.com/groups/Principal-Leadership-Institute-3851903](http://linkedin.com/groups/Principal-Leadership-Institute-3851903)), and find us on Twitter ([twitter.com/pliucb](http://twitter.com/pliucb)) for local events, great discussions, and interesting resources.

Save the Date!

PLI Mock Interviews will be held on Saturday, March 5, 2016, 9:00am-1:00pm, at the UC Berkeley Career Center.

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Cover Image: Linda Flynn (Cohort 15), Principal, Bella Vista Elementary School, and Quise Rodriguez (Cohort 15), Assistant Principal, Franklin Elementary School