WELCOME TO THE FOURTH EDITION OF THE PRINCIPAL LEADERSHIP INSTITUTE ANNUAL UPDATE

We are pleased to provide exciting updates on our programs and the accomplishments of our alumni.

We know you join us in the belief and vision that public education is an essential and critical part of improving our society and country, especially for children in poverty. In 2017 and beyond, we must continue to work courageously together for justice through public education. Thank you for your interest and support in our programs. Helen Keller reminds us that “Alone, we can do so little: together we can do so much.” We look forward to our continued work together to fulfill the promise of public education.

PRESIDENT’S EDUCATOR FELLOWSHIPS STABILIZE PLI FUNDING

As a result of the advocacy of the students, alumni, faculty, and partners who acted on behalf of the Berkeley Principal Leadership Institute during the impending funding shortage last year, the UC President announced the creation of the President’s Educator Fellowships in March, 2016. These ongoing funds will help students with significant financial need to participate in UC’s top-flight educator preparation programs – the Governor’s Teacher Scholars program and the Principal Leadership Institute program. “These fellowships will help promising UC-prepared educators focus on becoming the exceptional teachers and principals that California youth deserve,” said UC President Janet Napolitano. “It’s a wise investment in educators who will spark young imaginations and get students on a path toward college.” TOGETHER, we successfully convinced those in power to continue their commitment to our program. THANK YOU and TOGETHER WE CAN!

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.”
MANY POLICY CHANGES CONTINUE FOR THE ADMINISTRATIVE SERVICES CREDENTIAL

In the past five years, the California Teacher Credential Commission (CTC) has instituted a series of changes in an effort to improve the quality of preparation for school leaders in California. Two of the major initiatives include the California Administrative Performance Assessment (CalAPA) and the Professional Clear Administrative Services Credential.

CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)

The CTC has approved a new policy that mandates successful completion of a performance assessment prior to receiving the Preliminary Administrative Services Credential starting in 2018. Rebecca Cheung, PLI Program Director, is participating in the 15-member CalAPA Design Team, a committee convened by the CTC to assist with the development and implementation of the CalAPA over the next two years. Similar to the EdTPA for teacher candidates, the CalAPA will be embedded within program activities and will focus on skills related to effective supervision of instruction and school improvement. For over 15 years, PLI has systematically integrated performance assessment into its program design. We are pleased to have the opportunity to share our experiences with the greater field. An electronic pdf version of our working paper, entitled “The Case of Assessment Center: How the purpose, logic and experience of an embedded performance assessment of school leaders is built around an epistemology of practice,” is available HERE. For more information about the CalAPA or performance assessment, you can go to the CalAPA website HERE or contact Program Director Rebecca Cheung at rcheung@berkeley.edu.

PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

As of July 2015, all new administrators are required to participate in a two-year induction program as the single pathway to obtain the Professional Clear Administrative Services Credential (ASC). New administrators are required to enroll in a program within 120 days of employment. Leadership Support Program, PLI’s induction program, has inducted over 125 leaders in 12 years. Originally designed as a continuation of the preparation program, Leadership Support Program now inducts PLI alumni who work in the San Francisco Bay Area, selected new leaders who graduate from other preparation programs and work in the San Francisco Bay Area, as well as alumni of our sister program, the Principal Leadership Institute at University of California, Los Angeles. There are currently over 100 participants enrolled in Leadership Support Program. For more information about the Leadership Support Program, please read a white paper we published in 2015, or go to our website.

Consistent with major policy shifts, the CTC approved a temporary waiver of the 120 day enrollment requirement through December 2016 to allow for the establishment of sufficient program sponsors. New administrators who are hired on or after January 2017 will be subject to the 120 day enrollment requirement. For more information about the changes related to the Professional Clear Credential, contact Viet Nguyen, Coordinator of the Leadership Support Program, at vietnguyen@berkeley.edu.
PLI HELPS PARTNER DISTRICTS DIVERSIFY THEIR LEADERSHIP WORKFORCE

Research confirms that diversifying the educator workforce has a strong influence on student achievement, particularly for vulnerable and historically underserved student populations. In California, where 73% of the total enrollment in public schools is students of color, only 29% of the workforce is teachers of color.*

Approximately half of the graduates of the Principal Leadership Institute at UC Berkeley are leaders of color.

The Principal Leadership Institute recruits students who upon graduation are committed to working in underserved schools throughout the Bay Area. Since 2000, PLI has worked closely with four urban Bay Area districts in this endeavor. These districts – Berkeley Unified School District, Oakland Unified School District, San Francisco Unified School District, and West Contra Costa Unified School District – represent where a large number of PLI students work while they are in the program and when they graduate. During the 2015-16 school year, all four districts had PLI graduates in leadership roles. For example, 100% of BUSD middle schools had PLI presence, 63% of the administrative team at Berkeley High School were PLI graduates, 54% of OUSD schools had PLI graduates in their administrative teams, 24% of SFUSD principals were PLI graduates, and 76% of PLI presence in WCCUSD was in school administration.

Here we illustrate the quantifiable impact of our program on the diversity of the principal workforce in our four partner districts.


** Note:** The numbers represent PLI alumni data and district data from the 2015-2016 academic year.
PLI EXPANDING ITS CONTRIBUTIONS IN BERKELEY UNIFIED, OAKLAND UNIFIED, AND ALAMEDA COUNTY OFFICE OF EDUCATION

Through joint grant writing efforts, PLI is working more closely with district and site leaders in the Berkeley Unified School District (BUSD) and Oakland Unified School District (OUSD) as well as a group of leaders affiliated with the Alameda County Office of Education’s Integrated Learning Specialist Program (ILSP). Our work with local partner districts informs our programs and expands connections and networks for improving education in the Bay Area and beyond.

BERKELEY ARTS PROVIDERS NETWORK

Funded by a UC Berkeley Chancellor’s Partnership Grant, PLI is now in the second year of working with the Berkeley Unified School District (BUSD) and the Berkeley Civic Arts Commission, to study and improve arts education in BUSD. Project goals focus on strengthening the quality of arts education programming and improving access to the arts for all students. During the first year, PLI led the data collection project that inventoried all arts offerings at BUSD elementary and middle schools that occurred before or after school including funding source, duration, provider, and enrollment. In the second year, this data will inform the development of a Berkeley Arts Provider Network to create a clearer set of expectations, vision, and increased access to high quality arts education for all students in Berkeley Unified School District. For more information about this project, contact Head Instructor Tom Green at tomgreen@berkeley.edu.

ALAMEDA COUNTY OFFICE OF EDUCATION ILSP PRINCIPAL SUPPORT NETWORK

PLI is working with the Alameda County Office of Education’s Integrated Learning Specialist Program to create and research a Principal Support Network. Funded by a one year grant from the Heller Foundation, the purpose of the Principal Support Network is to create a supportive cohort of principals who are implementing ILSP, a nationally recognized arts-centered curriculum, in schools in Berkeley, Oakland, San Francisco, Alameda, Hayward, and Stockton. PLI is focused on the research component of the project. Specifically, documenting the leadership qualities that the principals identify as essential to leading arts-centered school reform through school visits, interviews, as well as observations of the Network meetings. For more information about this project, contact Head Instructor Tom Green at tomgreen@berkeley.edu.

Mural, entitled “Learning is Our Game,” created by artist Jamie Morgan and Peralta Elementary students

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PLI CONNECTING INTERNATIONALLY ABOUT SCHOOL LEADERSHIP

In the last year, PLI has enjoyed visits from researchers, policy makers, and school leaders from Chile, China, Germany, Kenya, Norway, and Sudan. In May, Former Dean Judith Warren Little and PLI Program Director Rebecca Cheung were invited by Chile’s Centro de Desarrollo de Liderazgo Educativo (CDLE) to speak and consult with CDLE’s initiatives related to the Ministry of Education’s efforts to improve principal preparation and professional development. Through active citizen input, the country of Chile is making substantive improvements in principal training and PLI is pleased to be a partner in their efforts.

When possible, we involve PLI alumni in opportunities to exchange ideas with school leaders from around the world. This Fall, three groups of school leaders from Norway participated in exchanges with PLI alumni. In September, 20 school leaders from the University of Agder engaged in an afternoon of dialogue with ten alumni on the Berkeley campus. Thanks to a grant secured by PLI Faculty Director Tina Trujillo, five school leaders who are students at the University of Oslo came to the Bay Area to visit five PLI alumni, and in April 2017, those PLI alumni will visit their schools in Norway. And, in October, 40 practicing Norwegian principals, earning their graduate degrees from BI Norwegian Business School, participated in a three-day leadership exchange on the Berkeley campus that included visiting alumni in local Bay Area schools. We look forward to organizing more international exchanges in the future. For more information regarding international programs, contact Coordinator of Programs for Visiting School Leaders Cheryl Domenichelli at c.domenichelli@berkeley.edu.
PLI AFFIRMATIONS

In Cohort 14, we formalized a set of PLI Affirmations. They have become an important ritual and practice in the PLI curriculum and beyond. Repeated before every major assessment, PLI students have repeatedly given us feedback that the affirmation process has been an important part of building their resilience and hope.

COHORT 17 PLI AFFIRMATIONS

A gentle re-dedication to our purpose and work. If it works, reuse often.

I am a bright, capable, and passionate social justice leader.

I belong at UC Berkeley, in PLI.

I choose to invest in my leadership.

I choose to be fully present.

In those moments when I want to give up and quit, I remember this process is a doorway to my dreams.

I am doing work that has the potential to change education forever.

I have many people who love, support, and believe in me.

I will use my mistakes to improve.

I will listen to learn.*

I will keep a positive attitude all day, every day.*

I will not use the word “can’t” to define my possibilities.*

My growth may require me to take a step backward and then I will take two steps forward.

I am stronger than I seem. Braver than I believe. Smarter than I think I am.

I can see life during and after PLI.

I stand on the shoulders of 548 PLI alumni.

*These affirmations are borrowed from the AileyCamp Affirmations.
THE BEHRINGS VISIT COHORT 16 AND 17

In June, Mr. and Mrs. Kenneth Behring came to campus and visited Cohort 16 and 17. Cohort 16 alumnae Monette Benitez and Angel Mackey served as student speakers. In addition to celebrating the accomplishments of the PLI, we celebrated Mr. Behring’s 88th birthday. Mr. and Mrs. Behring have provided $5.5 million dollars in scholarships to all 548 PLI graduates.

SUPPORTING PLI SCHOLARSHIPS

Our heartfelt gratitude goes out to our alumni and friends who have contributed to the PLI Endowed Scholarship Fund. The fund allows aspiring school leaders to work toward bringing educational equity and positive change to urban schools in our communities. “Being accepted into PLI at Berkeley was a dream come true,” said Jennifer V., a fellowship recipient. “I feel so fortunate to be part of a network of individuals passionately committed to creating a more socially just world for all of our nation’s children.”

Opportunities are still available to support the PLI Endowed Scholarship Fund. Make a secure gift online at HERE, 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 or 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!
Rebecca Cheung

Rebecca Cheung is in her sixth year as Program Director of the Principal Leadership Institute. 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 continue 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 almost seven year old son.

Viet Nguyen

Viet Nguyen is in his fifth year as Coordinator of Leadership Support Program, helping to guide LSP through the many changes and much growth in the last few years, including doubling the number of students served by the induction program. In addition to coordinating LSP, Viet also teaches in the PLI, and he supports the development of leadership coaches in the program. When not working, Viet is hoping to do more traveling and to find more time to cook.

Tom Green

After teaching one fall class for Cohorts 14 and 15, Tom Green is now in his second year 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 teaches every semester, supports the other instructors, develops curriculum in collaboration with other PLI staff, and supports grant-funded research projects in partnership with Berkeley Unified School District and the Alameda County Office of Education. He also works occasionally as a consultant for Partners in School Innovation, City Year, and California Association of Resource Specialists. In the rest of his “retirement” life, Tom enjoys playing with his band, tending his garden, and visiting his three children who live across the United States.

Cheryl Domenichelli

We are excited to have Cheryl Domenichelli join our PLI team as a leadership coach and the Coordinator of Programs for Visiting School Leaders. Cheryl brings over 22 years of K-12 classroom, school leadership and central office leadership experience in Antioch Unified School District and Tracy Unified School District. In 2012, Cheryl was named Secondary Principal of the Year for California by the Association for California School Administrators (ACSA) for her work as the founding principal of John Kimball High School. She retired from her position as Coordinator of Outreach and Community Engagement, a position that included oversight of the school district LCAP. In her spare time, Cheryl enjoys tending her saltwater reef tank, traveling, making jewelry, and spending time with family.

Karin Seid

This year marks Karin Seid’s second year as the PLI’s Operations Manager. She enjoys supporting students and alumni, and brings over 11 years of UC experience to the Graduate School of Education. Prior to joining the PLI, Karin held leadership positions in Community Relations, Development, and Special Events at the Golden State Warriors, Warriors Foundation, Boys & Girls Clubs of Oakland, and Greater Bay Area Make-A-Wish Foundation. She continues to volunteer for BGCO and Make-A-Wish, and also enjoys the arts, studying languages, travel, and sports.

Audra Puchalski

Audra Puchalski has completed her first year as Program Assistant on the PLI team. Her experience in academia, writing, teaching, graphic design, copyediting, dog walking, and barista-ing have all been used during her time at PLI! 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

Lynda Tredway retired as Director of PLI in 2012. She continues to be active in the field of education in three projects: leading and organizing Leadership Learning Exchanges, leading Socratic Seminars, and teaching in a doctoral program at East Carolina University. This work takes her all over the U.S. and to Bangkok for two weeks a year. She is blessed to continue to encounter PLI graduates in her work. Finally, she is working on a long-term art project focused on quilting memory pieces to represent all of the persons lynched in America. This redemptive art will include a piece for each state and writing the names of each of the 7,000+ persons.

Hermona Abraham

Hermona is a fourth year undergraduate studying Political Economy. She is studying economics and economic development because she wants to lead and empower others. She’s interested in mending financial and banking policies, particularly changing the way they currently oppress many minority populations. Hermona works on projects which directly support the PLI’s students and instructors. Outside of school, she likes to spend time with friends, find new coffee shops, and read travel stories.

Kristin Rosecrans

Kristin is Ph.D. candidate in the Graduate School of Education’s Policy, Organization, Measurement, and Evaluation program. She is working on a research project for the PLI which relates to performance assessment. She has been carrying out research and evaluation on education policy issues in Central America and West Africa for almost 15 years with a primary focus on teacher education, multilingual education, and evidence-based policy decision-making for school improvement. Kristin’s dissertation focuses on how policies and practices serving Latino youth classified as “English Language Learners” are interpreted and enacted by secondary school teachers and other district actors.

Zuhra Teja

Zuhra is a fourth year Ph.D. student in the School Psychology program at the Graduate School of Education. At the PLI, she works primarily on a research project studying the ACOE’s ILSP Principal Support Network. A native of Canada, Zuhra enjoys traveling to beautiful parts of the country, whale watching, and canoeing. Her dissertation is focused on how refugee children make sense of the moral concerns of injustice and harm they have witnessed or experienced, and how their teachers make sense of these experiences.

MEET THE UC BERKELEY STUDENTS WHO WORK WITH PLI!

UC Berkeley students make important contributions to the work of PLI! Meet a few who are working with us in the 2016-2017 school year!

Araceli Hernandez

Araceli is a fourth year undergraduate studying Political Science. At the PLI, she works primarily on arts education projects such as the Berkeley Arts Provider Network. This summer, Araceli was an intern for Los Angeles County Supervisor Sheila Kuehl. She enjoys baking and tutoring in her spare time. In the future, she hopes to pursue work in educational policy. Eventually, she hopes to attain a joint J.D. and Master’s degree in Public Policy.

Unique Wei

Unique is a third year undergraduate studying Nutritional Sciences. She works on PLI projects with Program Director Rebecca Cheung such as rolling out the second edition of the Leadership Connection Rubric and compiling the PLI Alumni Survey. Unique enjoys watching cooking shows in her spare time and, in the future, plans to work with community health and nutrition programs to provide nutrition education and counseling to reduce food insecurity.
REST IN POWER
BOB BLACKBURN

PLI mourns the loss of Bob Blackburn, one of the early PLI coaches. Bob died peacefully on September 10th surrounded by his family. PLI Coach Judy Guilkey Amado described Bob as “legendary for his outspoken commitment to social justice, his influence on school and district leaders and his unparalleled sense of humor.” Former PLI Coach Jane Stern described Bob as “an icon and a tireless champion of public education.” Even as his health failed, Bob never let go of his passion and relentless drive for changing the status quo and for equity in education and society. Bob’s personal accomplishments as a leader, who twice served as the superintendent of Oakland and was on the faculty at UC Berkeley and CSU East Bay, are exceeded only by the inspiration and legacy he left in the hearts and minds of all of those he worked with and coached.

Bob is remembered by Linda Chambers, a PLI coach, as a “very wise and dear colleague.” Kristin Glenchur (Cohort 8), one of those privileged to have Bob as her coach recalls, “Bob was a true mentor, my neighbor, and my friend. He would always appear at just the right moment, popping up outside my office, walking with me through the halls, observing everything with a wry and supportive smile, and cracking just enough Bob jokes to get me back on track. For years he remained one of my go-to advisors - leaving me with nuggets like, ‘Don’t major in minor issues,’ and mantras like, ‘Today, you will take on whatever comes your way, with your usual patience and calm.” Humphrey Kiuruwi (Cohort 9), who was also coached by Bob remembers, “It was a deep and meaningful relationship. It went beyond coaching. What happened over the years was amazing. We became family. My kids considered Bob a wonderful “grandpa”. He and Barbara played with them, invited them to their home and loved to have them swim in their pool.”

You can watch a video recording of the memorial service and many others pay tribute to Bob by clicking HERE.
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.

**Student Discipline, Special Education Discipline, Anti-Bullying And Other Relevant Student Issues**  
Written by Dora Dome

**Understanding White Privilege: Creating Pathways To Authentic Relationships Across Race Second Edition**  
Written By Frances E. Kendall

**Learning From The Federal Market Based Reforms: Lessons For ESSA**  
(The National Education Policy Center Series)  
Edited by William Mathis and Tina Trujillo

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