

JUNE 2017

# UC Berkeley PRINCIPAL LEADERSHIP INSTITUTE

## IMPACT REPORT: DIVERSIFYING THE PRINCIPAL WORKFORCE

### EXECUTIVE SUMMARY

REBECCA CHEUNG

Research confirms that diversifying the educator workforce has a strong positive influence on student achievement, particularly for vulnerable and historically underserved student populations.<sup>1</sup> However nationally, 80% of all school principals are White, 10% of all school principals are African American, 7% are Latino, and 3% are Other Races.<sup>2</sup> More concerning, the percent of people of color in school principal positions over the past 15 years has remained the same while the rate of another underrepresented group (female principals) has doubled.<sup>3</sup>

The contributing barriers to diversifying the principal workforce are many including the low number of teachers of color, attrition of teachers of color in the profession, and barriers to promotion within the system. In addition, traditional leadership programs do not embrace the need to racially diversify their curriculum or students as a central part of their mission.<sup>4</sup>

Since 2000, the Principal Leadership Institute (PLI) at UC Berkeley has recruited and prepared 548 racially diverse and highly skilled leaders, 98% of whom currently work in education, 90% of whom work in California, and 88% of whom work in the greater Bay Area.<sup>5</sup> This report highlights the quantifiable impact of our program graduates on the diversification of principals in our four partner districts: Berkeley Unified School District, Oakland Unified School District, San Francisco Unified School District, and West Contra Costa Unified School District. Furthermore, we illustrate the impact of PLI's students on the racial composition of students in teacher and leadership preparation programs in the Graduate School of Education at UC Berkeley. Finally, we give a basic description of our programs and how they serve as an example for how leadership preparation programs can focus on the need to racially diversify their curriculum or students as a central part of their mission.

## INTRODUCTION

Research confirms that diversifying the educator workforce has a strong positive influence on student achievement, particularly for vulnerable and historically underserved student populations.<sup>6</sup> However nationally, 80% of all school principals are White, 10% of all school principals are African American, 7% are Latino, and 3% are Other Races.<sup>7</sup> More concerning, the percent of people of color in school principal positions over the past 15 years has remained the same while the rate of another underrepresented group (female principals) has doubled.<sup>8</sup> In California, 73% of the total student enrollment in public schools is composed of students of color and only 29% of the teacher workforce is comprised of people of color.<sup>9</sup> While the number of teachers of color is higher than the national average, the percent is still very low especially when compared to the student of color enrollment in the state.

Within these national and state contexts, the Principal Leadership Institute has made significant contributions to diversifying the principal workforce locally over 16 years. Approximately half (50%) of PLI graduates are leaders of color. As a part of the program model, the Principal Leadership Institute recruits students who upon graduation are committed to working with vulnerable student populations in underserved communities throughout the Bay Area. In addition, extensive recruitment efforts are made to identify top talent that is also racially diverse.

Since 2000, PLI has worked closely with four urban Bay Area districts: Berkeley Unified School District, Oakland Unified

“ Without a doubt, Berkeley Unified School District’s sustained partnership with UC Berkeley’s Principal Leadership Institute is the primary reason why our district has been able to successfully attract and recruit diverse equity-minded school leaders. ”

*- Pasquale Scuderi  
Assistant Superintendent of Educational Services  
Berkeley Unified School District*

School District, San Francisco Unified School District, and West Contra Costa Unified School District. Together, these four districts serve 142,380 students in 342 schools located within four urban Bay Area centers. Approximately half of PLI graduates are employed in these four districts with a significant number concentrated in school principal roles. For example, during the 2015-2016 school year, 100% of middle schools in Berkeley Unified had PLI presence, 54% of schools in Oakland Unified had PLI graduates on their administrative teams, 24% of San Francisco Unified principals were PLI graduates, and 76% of PLI presence in WCCUSD was in school administration. These partnerships have successfully assisted the districts in significantly higher rates of principals of color. Without the PLI program, all four partner districts would mirror or closely mirror the national average for principals of color.



*Photograph by Lauren Hermele*

## OUR IMPACT ON DIVERSIFYING THE PRINCIPAL WORKFORCE

To quantify our impact, a multi-layered analysis was conducted on data gathered from multiple public and university databases. Starting with a description of the racial composition of students in each partner district, we expanded to analyze the racial composition of principals. Finally, an analysis of PLI’s contributions to the principals of color was examined by a disaggregated analysis for all major racial subgroups.

**TABLE 1** shows the impact of PLI graduates in partner districts on diversifying the principal workforce. For each partner district, a significant proportion of principals of color are PLI graduates. The two most prominent examples of this contribution are in Berkeley Unified and West Contra Costa Unified. In Berkeley Unified, 50% of its principal workforce were people of color and 70% of its principals of color were PLI graduates. In West Contra Costa Unified, 59% of its principal workforce were people of color and 40% of its principals of color were PLI graduates.

In the largest partner district, San Francisco Unified, our contribution is most prominent in helping the district to hire principals of African American and Latino descent. 51% of principals district wide were people of color and 34% of those principals were PLI graduates. Given the large size of the district, this is already a strong contribution. However,

further analysis indicates that 50% of African American principals and 48% of Latino principals in San Francisco Unified were PLI graduates. PLI provides an important pipeline of leaders that helps SFUSD to hire for all significant racial groups.

Similar trends exist in Oakland Unified where it is clear that PLI helped to hire principals of African American, Latino, and Asian/Pacific Islander descent. In Oakland Unified, 29% of principals of color were graduates, approximately a quarter of Latino and African American principals were prepared by PLI, and 50% of Asian/Pacific Islander principals in Oakland Unified were PLI graduates.

“ UC Berkeley’s Principal Leadership Institute has been an essential partner to Oakland Unified School District. We depend on them to prepare racially diverse equity-minded school leaders and then hire their graduates who make long lasting impact in our schools. ”

- Dr. Kyla Johnson-Trammell  
Interim Deputy Superintendent of  
Academic Social Emotional Learning  
Oakland Unified School District

**TABLE 1: SUMMARY OF PLI CONTRIBUTION TO PRINCIPALS OF COLOR IN PARTNER DISTRICTS**

	STUDENT ENROLLMENT/ SCHOOLS	TOTAL PERCENTAGE OF PRINCIPALS OF COLOR	PRINCIPALS OF COLOR WHO GRADUATED FROM PLI
BERKELEY UNIFIED SCHOOL DISTRICT	9,410 STUDENTS IN 19 SCHOOLS	50%	70%
OAKLAND UNIFIED SCHOOL DISTRICT	49,052 STUDENTS IN 123 SCHOOLS	54%	29%
SAN FRANCISCO UNIFIED SCHOOL DISTRICT	55,320 STUDENTS IN 143 SCHOOLS	51%	34%
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT	28,598 STUDENTS IN 57 SCHOOLS	59%	40%

On the next two pages, we provide more specific data describing the impact for each partner district.

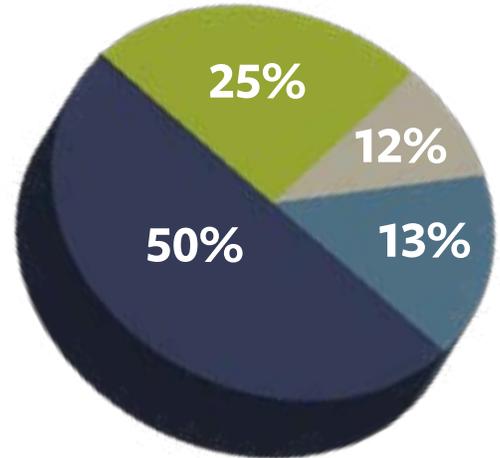
# BERKELEY UNIFIED SCHOOL DISTRICT

STUDENT ENROLLMENT: **9,410**

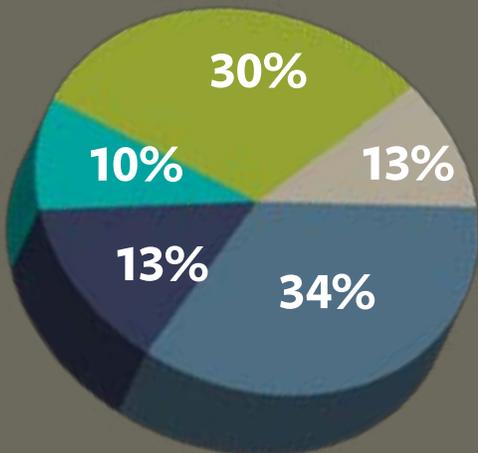
- 63%** Students of color,
- 37%** White
- 50%** Principals of color

- 70%** of principals of color are graduates of PLI Programs
- **100%** of African American principals are graduates
  - **100%** of Asian/Pacific Islander principals are graduates
  - **80%** of Latino principals are graduates

## DEMOGRAPHICS OF PLI PROGRAM GRADUATES WHO HELD PRINCIPAL POSITIONS



## DEMOGRAPHICS OF PLI PROGRAM GRADUATES WHO HELD PRINCIPAL POSITIONS



# OAKLAND UNIFIED SCHOOL DISTRICT

STUDENT ENROLLMENT: **49,052**

- 90%** Students of color,
- 10%** White
- 54%** Principals of color

- 29%** of principals of color are graduates of PLI Programs
- **50%** of Asian/Pacific Islander principals are graduates
  - **27%** of Latino principals are graduates
  - **26%** of African American principals are graduates

# SAN FRANCISCO UNIFIED SCHOOL DISTRICT

## DEMOGRAPHICS OF PLI PROGRAM GRADUATES WHO HELD PRINCIPAL POSITIONS

STUDENT ENROLLMENT: **55,320**

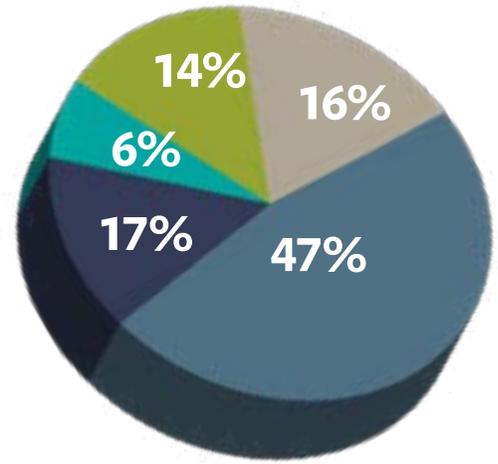
**86%** Students of color,

**14%** White

**51%** Principals of color

**34%** of principals of color are graduates of PLI Programs

- **50%** of African American principals are graduates
- **48%** of Latino principals are graduates
- **26%** of Asian/Pacific Islander principals are graduates



## DEMOGRAPHICS OF PLI PROGRAM GRADUATES WHO HELD PRINCIPAL POSITIONS

# WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

STUDENT ENROLLMENT: **28,598**

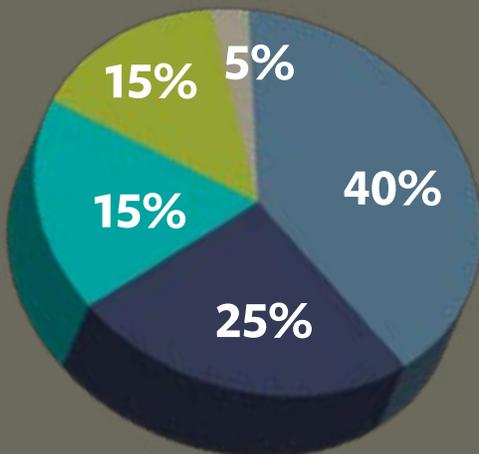
**90%** Students of color,

**10%** White

**59%** Principals of color

**40%** of principals of color are graduates of PLI Programs

- **56%** of Latino principals are graduates
- **50%** of Asian/Pacific Islander principals are graduates
- **25%** of African American principals are graduates



## OUR IMPACT ON THE DIVERSITY AT THE UC BERKELEY GRADUATE SCHOOL OF EDUCATION (GSE)

Nationwide, the vast majority of teachers (82%) and principals (80%) in the United States public schools are white and they are responsible for educating a growing number of students of color.<sup>10</sup> The Principal Leadership Institute is committed to preparing racially diverse teachers who possess a wealth of professional experience and areas of specialization in order to diversify the school leadership workforce.

Widely considered one of the most diverse graduate programs at UC Berkeley, PLI deeply embodies issues of social justice, equity, and inclusion through its impact on the diversity of the Graduate School of Education's teacher and leadership preparation programs.

### DEMOGRAPHIC DISTRIBUTIONS OF GSE TEACHER AND LEADERSHIP PREPARATION PROGRAMS 2015-2016

2015-2016	ALL TEACHER & LEADERSHIP PREPARATION PROGRAMS	PRINCIPAL LEADERSHIP INSTITUTE	NATIONAL AVERAGE
AFRICAN AMERICAN	6%	16%	10%
ASIAN/PACIFIC ISLANDER	19%	23%	
LATINO	13%	10%	7%
WHITE	46%	42%	80%
OTHER	12%	9%	3%
DECLINE TO STATE	4%		
TOTAL	100%	100%	100%

**100%** of African American students in GSE teacher and leadership preparation programs were PLI students

**47%** of all Asian/Pacific Islander students in GSE teacher and leadership preparation programs were PLI students

**32%** of Latino students in GSE teacher and leadership preparation programs were PLI students

In the 2015-2016 school year, the Graduate School of Education at UC Berkeley had 80 students enrolled in all four teacher and leadership preparation programs. PLI students represented 39% of all students in the teacher and leadership preparation programs. The Principal Leadership Institute student demographics were more diverse than the teacher and leadership preparation programs as a whole. Furthermore, PLI students had a significant impact on the overall diversity of students enrolled in teacher and leadership preparation programs, especially for African American and Asian/Pacific Islander populations.

By creating a racially inclusive community of learners, the Principal Leadership Institute provides a rich learning context for training future school leaders. It also enhances the experience of all teacher and leadership preparation program students.

## OUR MODEL

The contributing barriers to diversifying the principal workforce are many including the low number of teachers of color, attrition of teachers of color in the profession, barriers to promotion within the system, and traditional leadership programs that do not embrace the need to racially diversify their curriculum or students as a central part of their mission.<sup>11</sup> In response to these barriers, the Principal Leadership Institute has created an effective recruitment and admissions process, curriculum, and system of career support that prepares and inducts leaders of color to successful leadership careers. First, the content, curriculum, and design are based on a research based social justice and equity leadership framework entitled the Leadership Connection Rubric.

Second, the PLI has a broader view on preparation that extends prior to the degree and after the degree. Therefore, the PLI engages in multiple programming efforts including:

- Extensive recruitment of highly qualified and diverse candidates
- Non-traditional admissions process
- 14.5 month preparation program (MA degree and Preliminary Administrative Services Credential)
- Two year leader induction program (Professional Clear Administrative Services Credential)
- Professional development and alumni networking events

Recruitment for PLI's preparation program is a year round enterprise that includes the hiring of alumni recruiters,

## LEADERSHIP CONNECTION RUBRIC

LEADERSHIP ELEMENT	OUTCOMES FOR EQUITY MINDED SCHOOL LEADERS
PRESENCE AND ATTITUDE	COMMUNICATE A COMPELLING PRESENCE AND A STEADFAST BELIEF IN THE POWER OF THE POSSIBLE.
IDENTITY AND RELATIONSHIPS	DEMONSTRATE PERSONAL AND PROFESSIONAL SELF-AWARENESS AND NOURISH TRUSTING RELATIONSHIPS IN A CULTURALLY AND RACIALLY DIVERSE LEARNING ORGANIZATION.
EQUITY AND ADVOCACY	ADVOCATE FOR EQUITABLE ACADEMIC AND SOCIAL-EMOTIONAL OUTCOMES FOR STUDENTS WHO HAVE BEEN HISTORICALLY UNDERSERVED BY SCHOOLS AND SOCIETY.
CURRICULUM AND INSTRUCTION	CULTIVATE HIGH EXPECTATIONS AND ENSURE DURABLE ACADEMIC AND SOCIAL-EMOTIONAL LEARNING OUTCOMES FOR STUDENTS AND ADULTS.
ORGANIZATION AND SYSTEMS	ALIGN SYSTEMS, STRUCTURES, AND RESOURCES THAT SUSTAIN A CULTURALLY CONSONANT ENVIRONMENT IN THE SERVICE OF STUDENT LEARNING.
CHANGE AND COHERENCE	ENGAGE ALL ADULTS IN CHANGE EFFORTS THAT RESPOND COLLECTIVELY AND COHERENTLY TO THE ASSETS AND CHALLENGES IN SCHOOLS AND COMMUNITIES.
ASSESSMENT AND ACCOUNTABILITY	EXHIBIT A PERSISTENT FOCUS ON TEACHER AND STUDENT LEARNING OUTCOMES BY DEVELOPING, ALIGNING, AND MONITORING AN EQUITY-DRIVEN ASSESSMENT SYSTEM.

scheduling off campus recruitment sessions, presence at local social justice centered teaching conferences, and the development of significant financial support.

Widely considered one of the most diverse graduate programs at UC Berkeley, PLI students are selected for their demonstration of excellence in teaching and evidence of their teacher leadership experience and potential. Most incoming students have served in leadership roles, such as instructional coaches, instructional reform facilitators, department chairs, and lead teachers before entering the program. The criteria used for admission into the Principal Leadership Institute are consistent with recommendations made by the California Department of

Education, the National Conference of State Legislatures, and the Wallace Foundation, among others.<sup>12</sup>

PLI uses a nontraditional and rigorous process for admissions. Unlike many other graduate programs, PLI does not require GRE scores. Instead, applicants are expected to submit personal statements, a lesson plan and accompanying video of the applicant recently teaching students, as well as proof of support from their districts verifying that the candidate has demonstrated potential for formal leadership. The admissions process also includes a day long interview process with several group and individual activities used to assess candidate potential.

Over 16 years, the program has created an endowed scholarship and also developed long term donor relationships that result in 100% of students admitted to the Principal Leadership Institute receiving financial assistance. In 2015, over \$200,000 in scholarships were awarded to PLI students including needs based awards and diversity awards.

The 14.5 month preparation program admits cohorts of 25-35 students and is designed for the working teacher- with classes during the day time in the summer semesters and in the evenings and on weekends during the school year. The curriculum is rooted in both theory and practice. Instructors include both UC Berkeley faculty and practitioners from local school districts. All students receive individual site based leadership coaching with an experienced school leader and engage in multiple performance assessments that are exceptional in the leadership preparation landscape.<sup>13</sup>

Upon securing an administrative position, preparation graduates enroll in a system of early career support through a program entitled the Leadership Support Program (LSP). LSP provides two years of induction support that includes a small cohort model, individual leadership coaching, and professional learning opportunities. In fact, California recently mandated leader induction for all new administrators in part because of LSP's leadership in the field.<sup>14</sup>

Finally, PLI provides short term professional development and networking offerings including leadership coaching, guest speakers, scholarship fundraisers, leadership exchanges, grant funded projects, and learning events.

This complete system of recruitment and support provides an essential community of support for leaders of color that extends throughout the career cycle. More information about each program is available on the PLI website at [www.principals.berkeley.edu](http://www.principals.berkeley.edu).

## CONCLUSION

Based on multiple measures, it is clear that the Principal Leadership Institute at UC Berkeley is a model for how leadership programs can significantly improve the diversification of the principal workforce. First, with great effort and intentionality, **it is possible to recruit and prepare leaders of color** despite the overwhelming number of white teachers in the system. Second, **leadership programs must go beyond the call of a degree program to sustain and support leaders of color throughout their career.** PLI has done this through developing relationships with partner districts, leader induction, as well as professional development and networking efforts. Third, **supporting districts to diversify their principal workforce includes enhancing their ability to recruit from all major racial demographic groups.** Finally, **the work of diversifying school principals requires sustained and focused effort.** Berkeley Unified, Oakland Unified, San Francisco Unified, and West Contra Costa Unified are all exceeding national trends in their ability hire school leaders of color after 16 years of partnership. However, racial representation is still not equal and there are still more issues of diversity to be addressed including multi-lingual competency, sexual orientation, and disability.



## CREDITS

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## REFERENCES

<sup>1</sup>Goldsmith, 2004; Sanchez, Thornton, Usinger, 2008; Magdaleno, 2006; Tillman, 2004; Reitzug, Patterson, 1998.

<sup>2</sup>US Department of Education, 2016.

<sup>3</sup>Hill, Ottem, DeRoche, 2016.

<sup>4</sup>Strunk, Robinson, 2006; Sanchez, Thornton, Usinger, 2009; McKenzie et al., 2008; Smith, Lemasters, 2010.

<sup>5</sup>PLI, 2012.

<sup>6</sup>Goldsmith, 2004; Sanchez, Thornton, Usinger, 2008; Magdaleno, 2006; Tillman, 2004; Reitzug, Patterson, 1998.

<sup>7</sup>US Department of Education, 2016.

<sup>8</sup>Hill, Ottem, DeRoche, 2016.

<sup>9</sup>Boser, 2014.

<sup>10</sup>US Department of Education, 2016.

<sup>11</sup>Strunk, Robinson, 2006; Sanchez, Thornton, Usinger, 2009; McKenzie et al., 2008; Smith, Lemasters, 2010.

<sup>12</sup>California Department of Education, 2012; Shelton, 2012; Wallace Foundation, 2012; Darling-Hammond, et al., 2010.

<sup>13</sup>California Department of Education, 2012; Darling-Hammond, et al., 2007.

<sup>14</sup>California Department of Education, 2012.

All data reflected in this report was collected from sources during the 2015-2016 school year.

For further information about how you can become engaged in the work of the Principal Leadership Institute and Leadership Support Program, contact us at:

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