Welcome to the fifth edition of the Principal Leadership Institute Annual Update!

WE ARE PLEASED TO PROVIDE EXCITING UPDATES ON OUR PROGRAMS AND THE ACCOMPLISHMENTS OF OUR ALUMNI.

In particular, we note the dedication and commitment of our students and alumni to courageously lead in public schools by taking on the daily challenge to create more equitable learning environments for our most vulnerable students. Our success is not simply determined by our ability to prepare and graduate potential leaders. Rather, our success is truly measured by our alumni’s career long contributions to improving public education. We look forward to our continued work together to fulfill the promise of public education.

GOODBYE, TOLMAN HALL! HELLO, BERKELEY WAY!

Plans are underway for the PLI, Graduate School of Education, School of Public Health, and Department of Psychology to move by mid-2018 from Tolman Hall into our brand new home at Berkeley Way and Shattuck Avenue. The design of the building embodies the spirit of community and collaboration. Labs, classrooms, and a teaching kitchen come together around a central open forum that connects different floors and marks a common gathering space. Indoor environments will be infused with daylight. The 320,000 square-foot Berkeley Way Building bridges the campus and community, physically representing our shared mission to work together to support health, development, and education.

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.”
Cornerstone Teacher Leadership Program

PLI continues to expand our reach in service of developing teacher leaders around the Bay Area and beyond. Through the Cornerstone Teacher Leadership Program, we utilize both in-person and online learning formats to work with teacher leaders as they explore ways to hone their skills around topics such as designing effective professional learning opportunities, using assessment to ensure more equitable outcomes for students, providing instructional coaching to shift teacher practice, and understanding how issues of unconscious bias impact the teaching and learning environment. One Cornerstone participant described her experience learning about instructional coaching by stating: “We had a rich conversation about how [to] ask open ended questions when the coachee was asking for more guided feedback. I thought it was a really good way to grow in our practice and reflect on the nuances of the coaching conversations.”

Cornerstone Teacher Leaders are able to immediately apply their learning in the program to the work they are doing at their school sites. Another Cornerstone teacher leader commented that as a result of participating in Cornerstone, “I now have a stronger framework for how to approach my work with teachers and identify ways to push their pedagogy and leadership.”

For more information regarding the Cornerstone Teacher Leadership Program, visit our website or send an email to cornerstoneprogram@berkeley.edu.

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 (Cal APA) 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. 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 at www.ctcpa.nesinc.com 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 one year from the date of issuance of their Preliminary Administrative Credential.

LEADERSHIP SUPPORT PROGRAM (LSP), PLI’S INDUCTION PROGRAM, HAS INDUCTED OVER 300 LEADERS IN 13 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 the Leadership Support Program. To learn more about the Leadership Support Program, please read a white paper we published in 2015 or go to our website.

For more information about the changes related to the Professional Clear Credential or about LSP, contact Viet Nguyen, Coordinator of the Leadership Support Program at vietnguyen@berkeley.edu.
PLI Alumni Leading in Difficult Times

2017 WAS AN EXCEPTIONALLY CHALLENGING YEAR FOR PLI ALUMNI AS OUR COUNTRY FACED EXTREME POLITICAL DIVIDES that had spill over consequences at the local level and the Bay Area region suffered from extreme weather conditions including flooding, mudslides, and wildfires. PLI Alumni led communities divided by hate, fear of deportation, mass student protests, and property devastation. Many alumni also gave back to support PLI through recruitment efforts, serving as mentors, guest speakers, and by making donations to the PLI Endowed Scholarship Fund. The Berkeley Review of Education published a video that provides a snapshot into the everyday challenges of the work of equity and social justice minded leaders which includes addressing issues of violence, oppression, and poverty-issues that are further intensified by the Trump administration. Specifically, it documents a “teach in” that occurred with Cohort 17 the day after President Trump’s inauguration. As an act of solidarity, support, and commitment to their work, alumni from prior cohorts who are now working school administrators volunteered to serve as panelists and shared their leadership challenges as well as how they sustain themselves in the work. Afterward, panelists, instructors, field supervisors, and students divided into small groups to continue the discussions. Other activities of the teach in that are referenced in the video include learning to sing Lead with Love-a song written by Oakland based Vocal Activist Melanie DeMore and participating in a visual art campaign entitled Teach Love, Not Hate.

It is impossible for us to document all of the incredibly courageous and resilient acts of our alumni. We hope this short video serves as a way to commemorate everyone’s daily work to lead through difficult times and also strengthens our commitment to continue to lead.

The Berkeley Review of Education article and video are available here.

PLI Connecting Internationally about School Leadership

IN THE LAST YEAR, PLI HAS HOSTED VISITS FROM RESEARCHERS, POLICY MAKERS, AND SCHOOL LEADERS FROM CHILE, CHINA, NORWAY, THAILAND, AND SAUDI ARABIA.

In addition, PLI Program Director Rebecca Cheung was invited by Chile’s Centro de Desarrollo de Liderazgo Educativo (CEDLE) to speak and consult with CEDLE’s initiatives related to the Ministry of Education’s efforts to improve principal preparation and professional development.

Also, PLI Head Instructor Thomas Green and PLI Coordinator of Programs for Visiting School Leaders Cheryl Domenichelli were invited to be members of a visiting delegation of educators to China in October. The delegation participated in a leadership exchange with ministers of education in both Beijing and Nanjing, China. They were also able to visit the most innovative schools in those cities.
AileyCamp is a nationally acclaimed summer program that uses dance as a vehicle for developing self-esteem, creative expression and critical thinking skills among sixth, seventh and eighth-grade students ages 11–14. Conceived by Alvin Ailey American Dance Theater and run locally by Cal Performances, AileyCamp combines professional level dance training with personal development activities.

Each summer the PLI collaborates with AileyCamp to provide our students with the opportunity to examine the leadership practices embodied in this extraordinary program. According to Jay Stack (Cohort 17), Principal of Aspire Berkley Maynard Academy, “AileyCamp reinforced the idea that the strong teachers, deep relationships, discipline, reflection, high expectations, collaboration, and power of performance in the Arts are the most essential components of any transformational learning experience.”

Visiting school leaders from the University of Agder in Norway participate in Principal Learning Exchange on the UC Berkeley campus.
The Behrings Visit Cohort 17 and 18

In June, Mr. and Mrs. Kenneth Behring and their son David Behring came to campus and visited Cohort 17 and 18. Alumni Nancy Kuei and Charlotte Pickett served as student speakers. In addition to honoring the accomplishments of the PLI, we celebrated Mr. Behring’s 89th birthday. Since the program’s inception, Mr. and Mrs. Behring have provided $5.7 million in scholarships to all 572 PLI graduates.

Supporting PLI Scholarships

Thanks to the generosity of alumni and friends of the Principal Leadership Institute who have contributed to the PLI Endowed Scholarship Fund, aspiring school leaders are working toward bringing educational equity and positive change to students and schools in underserved communities throughout the Bay Area. “I am learning incredibly valuable lessons at PLI,” said Robyn F., a fellowship recipient. “This intense, rigorous and high quality program teaches us how to address the needs of underserved students. Each of the students in PLI has the potential, and will achieve, the change that this world needs to be a better place.”

Opportunities are still available to support the PLI Endowed Scholarship Fund. Make a secure gift online at 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 or you show your alumni pride! The PLI Store features mugs for $10 each, as well as tote bags, lanyards, and pens 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 seventh year as Program Director of the Principal Leadership Institute. In any given month, Rebecca is teaching class, visiting schools, 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 eight year old son and recently adopted three year old son, cooking, traveling, and working on her Mandarin Chinese.

SORAYA SABLO SUTTON
We are excited to have Soraya Sablo Sutton join our PLI team as the new Assistant Director. Soraya earned her Ph.D. from the Berkeley Graduate School of Education in 2003. Subsequent to earning her doctorate, she became an elementary classroom teacher and instructional coach. A graduate of the Principal Leadership Institute, Cohort 13, Soraya has most recently served as the Principal of Roosevelt Elementary School in the San Leandro Unified School District. Since 2014, she has also worked as a part time lecturer in the PLI focused on supporting students with their Master’s thesis projects. In her free time, Soraya enjoys hanging out with her children and discovering new restaurants around the Bay Area.

VIET NGUYEN
Viet Nguyen is in his sixth year as Coordinator of Leadership Support Program, helping to guide LSP through 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 supports the development of leadership coaches in the program, including spearheading the development and presentation of our Coaching for Social Justice and Equity training. When not working, Viet is hoping to spend more time with family, especially time centered around traveling and food.

TOM GREEN
After teaching one fall class for Cohorts 14 and 15, Tom Green is now in his third 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. Tom 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
Cheryl Domenichelli is in her second year as a leadership coach and the Coordinator of Programs for Visiting School Leaders in the principal Leadership Institute. 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. Cheryl also supports PLI’s Leadership Connection Online program and presents workshops within the PLI. Occasionally Cheryl consults for school districts. Cheryl is the owner of a jewelry design company, enjoys tending her saltwater reef tank, traveling, and spending time with friends and family.
KARIN SEID
This year marks Karin Seid’s third year as Operations Manager. She brings over 12 years of UC experience to the PLI, and enjoys managing its day-to-day operations and supporting students and alumni. Prior to joining the PLI, Karin held leadership positions in Community Relations, Development, Marketing, 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 as a wish granter and at Boys & Girls Club events, and also pursues the arts, studying languages, travel, and sports.

REBA GRAY
We are excited to welcome Reba Gray as a new part time member to the PLI team. Reba joins PLI adding to her four years of experience as a Program Assistant for the Leadership for Educational Equity Program (LEEP). When she’s not at the Graduate School of Education, she is usually leading yoga classes all over the East Bay or hiking with her pug.

AUDRA PUCHALSKI
Audra Puchalski has completed two years 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 supporting PLI, she enjoys dancing ballet, writing poetry, and hiking with her chihuahua.

LYNDA TREDWAY
Lynda completed her service 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, Thailand two times 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 quiting 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. Alumni can contact Lynda at lyndatredway@gmail.com.

PLI student assistants: Lupita Romo-Gonzalez, Unique Wei, Stephanie Chang, and Sadushi De Silva

Meet the UC Berkeley Students who work with PLI! Each year, UC BERKELEY STUDENTS MAKE IMPORTANT CONTRIBUTIONS TO THE WORK OF PLI! MEET A FEW WHO ARE WORKING WITH US IN THE 2017-2018 SCHOOL YEAR!

UNIQUE WEI
Unique is a fourth year undergraduate studying Nutritional Sciences with a specialization in Dietetics. She has worked at the PLI for three years, primarily on PLI special projects, such as publications and the PLI Alumni Survey, with Program Director Rebecca Cheung. Since this summer, she has been volunteering for the outpatient dietitian at Sutter Health. She enjoys learning languages and is currently studying Korean. Unique hopes to combine her interest in languages and food as well as contribute to the quality and reach of nutrition education in America.

STEPHANIE CHANG
Stephanie, a second year undergraduate, is studying Psychology with a minor in Global Poverty and Practice. Her work at the PLI supports students, instructors, and special events. This summer, she interned at the GLIDE Foundation through its Emerging Leaders program. Stephanie is also interested in economic development and intends to pursue a Master’s degree in Social Welfare. Eventually, she hopes to work in the non-profit sector to provide supportive services through individual case management or for children in foster care. Outside of school, she’s an avid baker and likes to watch musicals and spend time with friends.
SADUSHI DE SILVA
Sadushi is a second year undergraduate student of Social Welfare and Ethnic Studies. She has pursued her strong passion for social justice through her work at organizations such as Social Justice Collaborative and Legal Services for Prisoners with Children, and at the PLI, where she supports students and contributes to student recruitment and social media outreach. In the future, she hopes to become an attorney to serve marginalized people and communities. When she has free time, Sadushi enjoys reading novels, listening to music, and watching documentaries.

LUPITA ROMO-GONZALEZ
Lupita is a second year undergraduate studying Sociology with a minor in Chicano/a Studies. She is passionate about education system reform, working against social injustices, and giving back to her community. In the future, she would like to work toward providing equitable access to a fair and just education in a way that will work for each individual student. At the PLI, she works primarily on arts education projects. In her spare time, Lupita engages in photography, guitar, ballet folklorico, and hiking. She also volunteers for the Puente Program to encourage prospective students to pursue a higher education.

KATHLEEN YU
Kathleen Yu is a third year graduate student in the School Psychology PhD program and is excited to be working with the PLI community as a Graduate Student Instructor, supporting PLI students on their Master’s thesis projects. Kathleen was born and raised in San Francisco and is the first generation her family to attend college. Before joining the School Psychology Program at Berkeley, she volunteered and worked in various Bay Area classrooms, after school programs, and summer programs. Her research interests include resilience, social and emotional development, cultural and familial socialization and its impact on academic performance, immigrant and minority populations, and interventions for students at-risk. Kathleen is passionate about being an advocate for disadvantaged youth and increasing opportunities and educational equity for students from all backgrounds. Her hobbies include photography, singing, cooking, spending time with friends and family, exploring different cuisines, and nature hikes.

Welcome Cohort 18 to the PLI Family!

Cohort 18 at a glance...

- 24 STUDENTS
- 42% PEOPLE OF COLOR
- 79% FEMALE
- 25% ARE FLUENT IN TWO OR MORE LANGUAGES
- 59% WORK IN A PARTNER DISTRICT
PLI and its Coaching Support Network (CSN) mourn the passing of Katie Lyons who died peacefully at home in October 2017. Katie was a compassionate leader who was always seeking opportunities for learning both for herself and for her students whether they were pre-school students, elementary students, or graduate students. From the time she first entered college she knew she wanted to make school a place where all students could have an education that would support them in maximizing their learning so they could become highly successful citizens of the world they chose to live in.

Katie served as a teacher, an instructional coach, and an administrator in Hayward Unified School District as well as a Principal and a Director of Curriculum and Instruction in Alameda Unified School District prior to joining CSN. In her spare time, Katie loved to escape to Pt. Reyes where she would often spend long weekends; and she loved to travel to the coast of Maine where she spent her childhood summers.

Katie will be deeply missed by the many friends and colleagues whose lives she touched with her keen intellect and incredible sense of humor.

REST IN POWER KATIE LYONS
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.

**Professional Reading in the PLI Curriculum**

**Teachers Learning in Community: Realities and Possibilities**  
Edited by Betty Lou Whitford and Diane R. Wood (2010)

**Leading With Passion and Knowledge: The Principal as Action Researcher**  
By Nancy Fichtman Dana (2009)

**The New Meaning of Educational Change**  
By Michael Fullan (2016)

**Everyday Anti-Racism**  
Edited by Mica Pollock (2008)

**SAVE THE DATE**

**SATURDAY, MARCH 10, 2018**

**9:00 A.M. - 1:00 P.M.**

PLI Mock Interviews will be held in Tolman Hall on the UC Berkeley campus

**ACKNOWLEDGEMENTS:**

Thanks to Rebecca Cheung, Karin Seid, Tom Green, Viet Nguyen, Audra Puchalski, Cheryl Domenichelli, Soraya Sablo Sutton, Dara Tom, Susan Audap, Carole Robie, Lupita Romo-Gonzalez, Lauren Hermele, and Kelley Cox.