

# Principal Residency Network

## Application for Aspiring and Mentor Principals 2010/2011

Aspiring principals work in the same school with a mentor principal for an intensive residency experience that is the heart of their preparation experience.

Therefore, aspiring Principals and Mentor Principals apply to the PRN as a pair.

### Aspiring and Mentor Principals:

Take responsibility for the success of every student.

Use their strong instructional backgrounds to build professional school learning communities.

Support one another to grow as courageous, resilient, and effective leaders.

Thrive in one of the most challenging and rewarding roles in education, school leadership.

### To apply, aspiring principals must:

- Hold a masters degree
- Have at least 3 years of professional educator experience
- Hold a valid RI professional educator certificate
- Work with the PRN director and their school/district to construct an arrangement that will allow participation in the program. See the Pathway Form in the application for a description of the different type of residency arrangements.
- Complete the application packet with mentor
- Complete the interview process with mentor

**Checklist of Required Materials:**

**For Aspiring Principals**

\_\_\_ Application form

\_\_\_ Essays

\_\_\_ Signed partnership agreement

\_\_\_ Reference forms

\_\_\_ Transcript (official) as evidence of masters degree

\_\_\_ Pathway Form

**For Mentor Principals**

\_\_\_ Application form

\_\_\_ Essays

\_\_\_ Signed partnership agreement

\_\_\_ Reference forms

**Late application deadline Due May 3, 2009  
(Interviews will take place on May 13<sup>th</sup> and 14<sup>th</sup>)**

Direct application and/or questions to:  
Donna Braun, Director  
Principal Residency Network  
600 Mt. Pleasant Ave., Bldg. #6, RIC, Providence, RI 09208  
401-316-8380 or [principalresidencynetwork@gmail.org](mailto:principalresidencynetwork@gmail.org)

*The Principal Residency Network is an approved Rhode Island Department of Education administrator certification program working in collaboration with Johnson & Wales University and the Rhode Island Instructional Leadership Academy.*

# Partnership Agreements

**Residency experience:** Aspiring Principal (AP) and Mentor Principal (MP) arrange their time and duties over the residency period (see pathway descriptions on page 6) to allow the AP to participate in all leadership experiences needed to meet proficiency on every RI Leadership Standard. These include:

- Lead and participate in school improvement planning and vision-setting for school
  - Plan and lead professional development sessions, faculty meetings and/or team meetings
  - Lead and participate in monitoring and communicating progress of improvement initiatives
  - Be responsible for a curriculum initiative focused on closing achievement gaps and increasing equity
  - Lead and participate in IEP, RtI, and other intervention meetings
  - Lead and participate in implementing state and other assessments
  - Use and revise school policies and procedures
  - Lead and participate in procedures for safety (fire drill/evac. plan)
  - Lead and participate in scheduling process, including special ed. students
  - Participate in staff selection, placement, and evaluation process
  - Assist in development and implementation of budget
  - Demonstrate technological proficiency, including using data, to improve school/student achievement
  - Lead and participate in parent and community engagement initiatives, meetings, and communication
  - Attend and participate in school and district leadership meetings
  - Attend school committee meetings
  - Join and participate in professional organizations (RIASP and LLN)
  - Any other experience needed to assist AP in meeting leadership standards.
- AP and MP must participate in all PRN workshops, school visits, and residency requirements. Required release time varies by pathway:
    - o Classic (1 year) Pathway: Approx. 15 days for AP and 5 days for MP out of the building.
    - o Extended Time (2 year) Pathway: Approx. 15 days for AP and 5 days for MP out of the building each year. Approx. 15 days for AP to be released from the classroom to shadow and assume leadership responsibilities in the school each year.
    - o Leader-of-Record (2 year) Pathway: Approximately 15 days for AP and 5 days for MP out of the building in the first year. Approx. 20 days for AP to be released from the classroom to shadow and assume leadership responsibilities in the school during the first year.
  - AP and MP arrange their time, duties, and workspace to allow the AP to work in close proximity to MP, communicate daily, and meet weekly.
  - AP role in school should move from shadowing to full participation and recognition in the school community as a leader.

## Aspiring Principal (AP) Applicants

I understand that if I am selected to participate as an AP in the PRN, I will work as a principal intern for the period of my residency (or until I have mastered the requisite program competencies) under the guidance of a MP. I understand that I will be expected to complete all the PRN assignments and expectations. I understand that performance assessments will be used to determine my growth and progress and that I must participate in all institutes, seminars, and meetings as laid out in the program's calendar. Tuition stated on pathway form on page 7.

Potential Aspiring Principal \_\_\_\_\_ Date \_\_\_\_\_

## Mentor Principal (MP) Applicants

I understand that if I am selected to participate as a MP in the PRN I will support the work of the AP throughout the residency. I agree to mentor the AP through sharing my work and role, daily conversations, weekly meetings, regular written feedback, and participation in all PRN activities including readings, journal writings, and institutes.

Potential Mentor Principal \_\_\_\_\_ Date \_\_\_\_\_

## Superintendent

I support this application to the PRN and agree that if the applicants are chosen as participants, the district will support their work together to meet the requirements of a successful residency experience (as described above). If the AP successfully completes the residency to my satisfaction, I agree to give him/her strong consideration for a leadership position, provided there is an appropriate vacancy.

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

## Aspiring Principal Application

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Home address: \_\_\_\_\_

Phone: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

RI certification name/area \_\_\_\_\_

Teaching experience (school/grade/area/years) \_\_\_\_\_

Advanced degree name/school/date (official transcripts are required) \_\_\_\_\_

### Essay Questions (Please write no more than one page per question set.)

- How have you served as a leader in your school and community?
- Describe an instance when you put yourself on the line by standing up for something you believed was right.
- What are the traits of your proposed Mentor Principal that you admire most and from which you hope to learn?
- Provide evidence of yourself as an outstanding and effective teacher.
- If you were to start a school from scratch, what would it look and feel like? What would make it different from other schools?

### References

Name two people to serve as your references. At least one should have served in a supervisory position. Each person below should complete and sign the Aspiring Principal Recommendation/Assessment.

Name: \_\_\_\_\_

Position/School/District: \_\_\_\_\_

What capacity have you worked together and for how long? \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Position/School/District: \_\_\_\_\_

What capacity have you worked together and for how long? \_\_\_\_\_

Email: \_\_\_\_\_

## Aspiring Principal Recommendation/Assessment

Aspiring Principal applicant instructions: Make 3 copies of this form, one for each person recommending you and one for you to complete yourself.

Name of Aspiring Principal Applicant: \_\_\_\_\_

Name of Recommender: \_\_\_\_\_

Please rate how well the applicant demonstrates the following skills and dispositions:

	A real challenge	Average	Above average	A real strength
• Knowledge of teaching and learning				
• Willingness to reflect on and change beliefs and practices				
• Belief in high expectations for all students, staff and community members				
• Commitment to affirming diversity and accepting responsibility for increasing equity in schools				
• Acceptance of responsibility for adult and student learning				
• Ability to work with and relate to people of diverse perspectives				
• Ability to facilitate groups of adults to collaborate on school improvement initiatives				
• Ability to collaborate with families and other stakeholders				
• Advocacy for policies that support students and public education				
• Ability to articulate a vision of learning and teaching				
• Time-management, problem-solving and prioritizing skills				
• Commitment to continuous evidence-based improvement for self, colleagues, and school				
• Ability actively listen to and engage with others				

For recommenders only: Why do you think the applicant would be a good candidate for the Principal Residency Network and an effective educational leader?

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Signature \_\_\_\_\_ Date \_\_\_\_\_

## Pathway Form

As of April, 2010 there are three approved pathways for aspiring principals to participate in the PRN and there is an opportunity for aspiring principals to earn doctoral credits through JWU by completing a PRN pathway. Please indicate the pathway you are applying for:

### *Classic*

Aspiring principal works with a mentor principal in the same building for a 12-month residency. If the aspiring principal does not have full-time release from their current job duties, all the following criteria must be met (see PRN brochure for examples of possible residency arrangements):

- the current job responsibilities of the aspiring principals must involve a large degree of instructional leadership (e.g. as instructional coach, reading specialist, etc.)
- the arrangement must allow for aspiring principals to spend time outside typical responsibilities and involve her/him in experiencing every aspect of the principalship (e.g. rearranging responsibilities, working before/after school).
- Aspiring principals cannot be in direct service to students for more than 25% of the time in the residency.
- *Tuition \$7,800.*

### *Extended Time*

The Extended Time (ET) pathway allows classroom teachers to participate in the PRN while teaching over a two-year part-time residency. Aspiring principals in the ET pathway work with their mentor principal before school, during preparation time, and after school for approximately 2-4 hours/day over two years. ET participants also work for at least four weeks of each summer with their mentor principal to prepare the school for fall opening. Aspiring principals need approximately 30 days of release time from their classroom each year to participate to attend all meetings, fulfill all residency requirements, and meet proficiency in the RI leadership standards over the course of two years.

*Tuition \$9,500 (first year \$7,800, second year \$1,700).*

### *Leader of Record*

The Leader of Record (LOR) pathway allows classroom teachers or other qualified educators to participate in a part-time residency for their first year, and upon being hired by a district, complete the PRN program in their second year by serving as a school leader. Aspiring principals in the LOR pathway experience a residency in their first year that is similar to the ET pathway (work with mentor before school, during preparation periods, after school and during the summer). Aspiring principals need approximately 35 days of release time from their classroom in the first year to attend all meetings, fulfill the PRN program requirements, and meet proficiency in designated RI Leadership Standards. Upon approval at the end of their first year, LOR aspiring principals have the opportunity to apply for administrative positions. If hired, they complete the PRN program during their year as a leader of record by continuing to complete program requirements, which includes working with a mentor for at least 10 hours/week and attending PRN Institutes. If an aspiring principal who is striving to become a LOR is not hired into an administrative position for their second year in the program, they can finish the PRN through the ET pathway.

*Tuition \$13,500 (first year \$7,800, second year \$5,700).*

### Doctoral Credit:

PRN candidates can apply to earn doctoral credits equal to the first year in Johnson & Wales University's Educational Leadership Doctoral program through completion of the PRN. Admission is competitive, as candidates will need to apply both to JWU Doctoral program and the PRN. If admitted, participants will pay tuition to JWU only, rather than the PRN. For more information on the doctoral program, go to <http://www.jwu.edu/education/grad/edd.htm>. Please indicate below if you would like to apply for this option:

       Yes, I am interested in concurrently enrolling in the JWU doctoral program.

       No, I am not interested.

## Mentor Principal Application

Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Home address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
School name: \_\_\_\_\_  
School address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_  
Email: \_\_\_\_\_  
RI certification name/area \_\_\_\_\_  
Teaching experience (school/grade/area/years) \_\_\_\_\_  
\_\_\_\_\_  
Advanced degree name/school/date/area of study \_\_\_\_\_  
\_\_\_\_\_

### Essay Questions (Please write no more than one page per question set.)

- What are three long-range school improvement goals you have articulated to the staff and community? What strategies do you plan to use to reach these goals?
- What experience do you have in training, teaching, and/or mentoring adults?
- What are your strengths as a school leader? With what do you struggle?
- In what capacity have you known the Aspiring Principal candidate with whom you are applying? Why do you hope to work as a mentor for him/her? What do you hope to gain? What challenges do you anticipate in this relationship?

### References

Name two people to serve as your references. At least one should have served in a supervisory position. Each person below should complete and sign the Mentor Principal Recommendation/Assessment.

Name: \_\_\_\_\_  
Position/School/District: \_\_\_\_\_  
What capacity have you worked together and for how long? \_\_\_\_\_  
\_\_\_\_\_  
Email: \_\_\_\_\_

Name: \_\_\_\_\_  
Position/School/District: \_\_\_\_\_  
What capacity have you worked together and for how long? \_\_\_\_\_  
\_\_\_\_\_  
Email: \_\_\_\_\_

## Mentor Principal Recommendation/Assessment

Mentor Principal applicant instructions: Make 3 copies of this form, one for each person recommending you and one for you to complete yourself.

Name of Mentor Principal Applicant: \_\_\_\_\_

Name of Recommender: \_\_\_\_\_

Please rate how well the mentor applicant demonstrates the following skills and dispositions:

	A real challenge	Average	Above average	A real strength
• Willingness to share leadership role and allow mentee to make decisions and own the responsibility for the results				
• Ability to provide thoughtful, constructive feedback to support mentee learning				
• Commitment to setting aside time and provide effective communication to develop a learning relationship with mentee				
• Displays emotional maturity: has confidence in own ability, able to highlight mentee's work and take pride in mentees growth				
• Belief in high expectations for all students, staff and community members				
• Commitment to affirming diversity and accepting responsibility for increasing equity in schools				
• Acceptance of responsibility for adult and student learning				
• Knowledge of teaching and learning				
• Commitment to continuous evidence-based improvement for self, colleagues, and school				
• Upholds laws and regulations, model ethical conduct				

For recommenders: Why do you think the mentor applicant would be a good mentor in the Principal Residency Network?

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Signature \_\_\_\_\_ Date \_\_\_\_\_