The Rhode Island Association of School Principals (RIASP) is a non-profit organization dedicated to supporting school principals as the leaders of today's schools, teachers, and students. As the state's leading professional association for school principals, RIASP serves its 450+ membership by educating, advocating and collaborating on behalf of the broad range of issues facing Rhode Island principals.

In 2005, the Rhode Island Instructional Leadership Academy (RIILA), was created to serve as the professional development arm of the Rhode Island Association of School Principals. The Academy's mission is to develop and support Rhode Island school leaders in building strong school learning communities that foster high achievement for all students. The Academy's vision is to provide collaborative professional development experiences for Rhode Island school leaders to enhance student achievement and close achievement gaps within and between schools.

RIASP/RIILA successfully began full implementation of its 2019 Principal Mentoring/Coaching plan with the following objectives, which together constitute a multi-prong approach to supporting new/early career and veteran RI principals that provides complete fidelity to the RIASP/RIILA Principal Mentoring/Coaching Program Underpinnings and Framework 2019 and the RI Standards for Educational Leaders (RISELs). These objectives are:

1. Develop a **principal coaching support system for new/early career principals**, which includes training coaches, providing a continuous improvement network for coaches, and providing one-on-one coaching for new/early career principals.

2. **Establish a new and aspiring principal network.** This network will support an ongoing community of practice for new and aspiring principals deeply committed to investigating the role of the principal as the instructional leader.

The Purpose of RIASP's Principal Mentoring/Coaching Program is to provide a framework for beginning principals and early career principals to accelerate their development as educational leaders with a focus on student equity and positively impacting student learning, well being and achievement. Program objectives include:

1. Provide beginning and early career principals with mentoring/coaching support and professional development opportunities across the RI Educational Leadership Standards 2018 to help them grow as instructional leaders focused on equity, high standards and success for all students.

2. Provide beginning and early career principals with non-threatening, meaningful and relevant mentoring/coaching support to help them develop their leadership skills and dispositions in managing people, data, and process in ways that promote school improvement and safe and caring schools.

3. Provide beginning principals with mentoring/coaching support to help them understand performance expectations and develop a deep understanding of the Rhode Island Standards for Educational Leaders 2018 and principal performance competencies described in the Rhode Island Principal Evaluation System. Program Outcomes: RIILA's program outcomes are based on identifying priorities and goal setting for the year, creating an action plan/ strategy map to bring about the desired instructional change and progress.

After the successful completion of the first year of the Principal Coaching Program RIILA used participant feedback data to improve the structure, content, and impact on principal practice and student learning of the program during the 2020-2021 school year. RIILA expects to serve more principals this year and move toward the institutionalization of this critical principal support. In light of the financial challenges districts are faced with due to the pandemic, RIILA is unable to count on increased district financial support of principal coaches. We urge RIDE to partner with the RI Foundation in order to allow principals from financially strapped districts to

Prepared by Nicole L'Etoile nletoile@riasp.org

secure coaching support which will focus on leading Distance/Virtual Learning so that school leaders may continue to implement their district and school plan to improve equity and quality instruction in their schools.

PROGRAM OVERVIEW 2020-2021

Principal Coaching

In addition to the summer coaching training provided this summer by the CT Center for School Change and funded by the RI Foundation, RIILA will provide up to six additional days of training with the CT Center for School Change throughout this school year for principal coaches. Ongoing training of coaches is critical to both the continuous improvement of our coaches' practice and the increased effectiveness of their coachee's leadership practice. In addition, RIILA provided six coaching scholarships to new principals leading in urban districts/schools. As well as provide additional coaching support to coaches through the school year. We have 16 highly trained coaches and have matched 14 of them. 50% of the participants are leading in urban schools; Pawtucket, Central Falls, Woonsocket, and Providence.

Principal Network for New and Aspiring Principals - NEW - Begins January 2021.

We have recently expanded our coaching and networking opportunities to aspiring principals. These two programs are operating as separate communities of practice. While principal coaching provides one on one support to early career principals, the New and Aspiring Principals Network supports an ongoing community of practice for new and aspiring principals deeply committed to investigating and enacting high impact instructional leadership strategies. Educators interested in growing into a future administrative role will participate in virtual coaching and real-world practice. Participants will apply the leadership skills that matter most, as they lead a team of teachers in a real school and grapple with the unpredictable challenges leaders encounter every day. They will share challenges and reflect with peers in the program, forging a support network that will last through their careers. RIILA will work with the CT Center for School Change to lead the network. There is no certification attached, but there are PLUS for participating. We will give a certificate of hours to each participant. There is no cost. The program is grant funded. The sessions are open to any educator in a principal prep program, or is considering it down the road. There are three 90 minute sessions with a 30 min Q&A after that.

Principal Instructional Learning Network for All Administrators - 90 minute virtual sessions with Eric Sheninger

In order to promote excellence and support continuous professional growth, RIILA designed and supports an ongoing principal community of practice for all school administrators deeply committed to investigating high-impact instructional leadership practices. The purpose of this network is the following: Provide an opportunity for deep learning and reflection in acquiring and practicing the competencies of an effective instructional leader (shaping school culture, creating a focus on continuous improvement, supporting professional growth of self and faculty, and improving instruction). Create a network solely for principals to exchange ideas and collaboratively share and solve problems of principal practice in a confidential and safe setting. Acquire strategies and tools to use in their schools

OVERVIEW & BACKGROUND 2019-2020 SCHOOL YEAR

Based on key national research findings about the positive effects school leaders have on student achievement, the release of the Professional Standards for Educational Leaders (PSEL) in 2014 and the RI Board of Education's RI Standards for Education Leaders (RISL) in the spring of 2018, the Rhode Island Instructional Leadership Academy (RIILA) continued its work in addressing the professional growth and development needs of school leaders and creating a system of strong and empowered leadership. From 6/1/18 through 5/31/19 RIILA built on the professional development strengths of our current system of leadership supports, unpacked deficits in this system of supports and improved the system by developing critical missing elements and enhanced our system by affording multiple professional development opportunities designed to build leadership competencies and effective practice aligned to the leadership standards.

Prepared by Nicole L'Etoile nletoile@riasp.org

Through these accomplishments, RIILA continued the momentum built in 2017-2018 and brought the new RI Standards for Educational Leaders (RISEL)to action to its 500 plus members (principals and assistant principals) by providing opportunities that brought the standards to a level of clarity in terms of expectations, related competencies and best practices. In collaboration with RIDE and fellow education stakeholders, RILLA took the lead in successfully launching a RI School Principals Mentoring/Coaching Plan, continuing Schools in Action Visits, and Professional Development Resource Hub.

During this 2019-2020 school year RIILA built on the successes of the previous year, expanded its pilot principal mentoring/coaching program, continued its "Schools in Action" visits and launched a brand new RIASP/RIILA Principals Instructional Learning Network by engaging in the following activities:

Activity 1 – Principal Coaching Support System
RIILA successfully began full implementation of its 2019 Principal Mentoring/Coaching plan with an objective that constitutes a multi-prong approach to supporting new/early career and veteran RI principals that provides complete fidelity to the RIASP/RIILA Principal Mentoring/Coaching Program Underpinnings and Framework 2019 and the RI Standards for Educational Leaders (RISELs). These objectives were to develop a **principal coaching support system for new/early career principals** which includes **training coaches**, **providing a continuous improvement network for coaches**, and providing **one-on-one coaching for new/early career principals**.

Data from this year's program was impressive and gives RIILA an even stronger foundation to continue and improve upon this principal support mechanism next year. Surprisingly, the move to distance learning provided principal coaches the opportunity to learn to coach virtually during an unprecedented time for their new principals (coachees) who were learning to lead in a new realm so that they could ensure the needs of their students, staff and families were met.

RIILA is most grateful to the Delaware Academy of School Leadership for excellent coach training and converting an in-person support seminar for principal coaches into several virtual calls that helped principal coaches reflect on their practice and convert their coaching to a virtual platform and for Rhode Island School Superintendent Association's endorsement of the program.

Activity 2 – New/Early Career Principal Summer Boot Camp
RIILA hosted a two-day New Principal Summer Boot Camp last July attended by 20 new/early career principals. The bootcamp was co-facilitated by the Delaware Academy of School Leadership and several RIILA principal facilitators. The boot camp provided new principals strategies that helped focus and prepare them for beginning their school year through tasks such as: identifying and clarifying some of the roles and responsibilities that they would face in their new position; completing a 60 day plan to strategically begin the school year; creating a frame for conversations with staff regarding expected instructional priorities; and identifying goals to be highlighted in communications to students, faculty, families and the community from day one. In addition, the bootcamp provided RIILA and in person an opportunity to share the news that new principals would be eligible to receive coaching support over the course of the 2019-2020 academic year. Participants of the bootcamp raved about the bootcamp and clamored for more opportunities to get together over the course of the school year. Unfortunately, a reunion of the bootcamp principals scheduled in March needed to be cancelled due to the stay at home order.

Activity 3 – Principal Instructional Leadership Network
This network supports an ongoing principal community of practice for principals deeply committed to investigating and enacting high impact instructional leadership strategies in their schools. The network was designed by and for principals and co-facilitated by the Connecticut Center for School Improvement. The CT Center for School Change was selected to facilitate this network because it also facilitates the new RISSA District Leaders Network and can ensure working toward the alignment of the two networks' foundational underpinnings and work. Although the RIASP and RISSA networks are separate for now, discussions have taken place between the two organizations to ensure collaboration and consistency in district and school instructional expectations. Through lively discussion, reflective activities and personalized work in the schools, the Network supported principals in defining leadership with their school's leadership teams, working

productively with diverse community interests and conflict, creating and implementing their own learning plan, and continuously advancing and sustaining their school's work.

With RIDE funding, RIILA engaged the Connecticut Center for School Change to guide the planning and facilitation of the new RIILA Principal Instructional Learning Network for new and veteran principals. After preliminary planning of a curriculum scope and sequence in June of 2019, five RIILA Principal Facilitators continued to work with the Connecticut Center for School Change in a train-the-trainer model and learned to plan and facilitate the new RIILA Principal Instructional Leadership Network developed for and by principals throughout the entire year.

The facilitators planned and facilitated a network launch with seventeen principals on November 14th, 2019 followed by six sessions of the Principal Instructional Leadership Network Session 1 on November 25th, 2019, and Session 2 on January 16th, Session 3 on March 3rd, Session 4 on April 7th, Session 5 on April 15th and Session 6 on May 7th, 2020. Note that sessions 4 through 6 were virtual due to COVID-19 Stay at Home Order.

The Center conducted both face-to-face and virtual planning sessions during the year to clarify desired outcomes and success indicators for each network session; offered research, readings and protocols to be used in each session; guided facilitator moves during the session; identified high leverage curricular foci and learning experiences.

Richard Lemons from the Center has been actively engaged in the planning and facilitation of the Network Launch and all of the following sessions in providing foundational content, research, and practice essential to the principal participants engaged in the work of the network.

Kristen Danusis, RIDE Leadership Fellow, participates as a RIDE liaison in the network and ensures the network's alignment with RIDE leader expectations and goals.

In a meeting with RIDE on February 25, 2020, RIILA requested that RIDE increase funding to support the network during the 2020-2021 school year (this will potentially add on additional session meetings and joint retreat(s) with RISSA). Unfortunately, this request remains unanswered in light of the budget situation caused by the pandemic.

Activity 4 - Schools in Action (SIA)
Through Schools in Action (SIA), educators throughout the state open their doors to showcase best practices that "develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and social and emotional well-being" (RI Standards for Educational Leaders, 2018). Schools in Action visits are focused on day-to-day operations and academic practices of school leaders. In 2019-2020 RILLA worked closely with RIDE to schedule and host visits that were piloting the implementation of new curriculum in reading and math. The RIDE Leadership Fellow was significantly involved in the Schools in Action initiative this year to ensure that we provided opportunities to schools to see the implementation and adoption of new curriculum in reading and math at the elementary level. school year. Unfortunately, most of these visits were cancelled due COVID19.

The focus areas and host schools for 2019-2020 were the following.

- School Advisory & School Culture
- Technology Integration and Blended Learning in the Classroom
- "SEL"Anti-Defamation League's Peer Leadership Program
- Curriculum adoption/implementation of EL Education

Each visit started with a briefing from the principal who provides the context for the visit, their own growth and development in this focus area, the importance of work, and its impact on school community and student outcomes. The observation provided an opportunity for participants to engage in an inquiry process and allows the participants to walk away with tangible strategies to apply in their own school. Through the debriefing and reflection process, school leaders along with their team created next steps to move the work forward.
This experience provided school leaders and educators the opportunity to create a roadmap to move the work forward in their schools and classrooms. In addition, a resource hub has been created to demonstrate continued growth in their chosen area. These resources can be shared within the school community, and for leadership coaching opportunities.

Prepared by Nicole L'Etoile nletoile@riasp.org

Principal Coaching Update:

- **Demographics of veteran principal coaches are:** (Job role; Years as a principal; Urban, Urban Ring, Suburban, Rural) 13 veteran coaches were matched with new principals this year.
    - Elementary Principal - Year 19, Providence (Urban)
    - Elementary Principal - Year 19, Bristol Warren (Suburban)
    - Elementary Principal- Year 12, Cranston (Suburban/Urban Ring)
    - Elementary Principal- Year 20, Tiverton (Suburban)
    - Elementary Principal - Year 9 Paul Cuffee (Charter/Urban Ring)
    - Elementary Principal - Year 21, Cumberland (Suburban)
    - Elementary Principal - Year 10, North Kingstown (Suburban)
    - Elementary Principal - Year 12 Retired (Suburban)
    - Middle School Principal - Year 8, Cranston (Suburban/Urban Ring)
    - High School Principal - Year 17, Smithfield (Suburban)
    - High School Principal - Year 9, Pawtucket (Urban)
    - High School Principal - Year 16 Pawtucket (Urban)
    - High School Assistant Principal - Year 4, Davies Tech (Urban/Suburban/Rural)

- **Demographics of novice principals are:** (Job role; Years as a principal; Urban, Urban Ring, Suburban, Rural) 12 principals were matched with principal coaches this year.
    - Elementary Principal - Year 3- Smithfield (Suburban)
    - Elementary Principal - Year 2 - Pawtucket (Urban)
    - Elementary Principal - Year 1 in new district - Year 2 as a principal - Bristol Warren (Suburban)
    - Elementary/MS Principal - Year 1 - South Kingstown (team coaching-scholarship) (Suburban)
    - Elementary/MS Assistant Principal - Year 1- South Kingstown (team coaching-scholarship) (Suburban)
    - Middle School Assistant Principal - Year 1- Newport (scholarship) (Urban Ring)
    - Middle School Assistant Principal - Year 2 – Portsmouth (Suburban)
    - Middle School Principal - Year 1 - Charter School BVP/ Pawtucket (Urban)
    - High School Principal - Year 4- Charter School, Beacon/ Woonsocket (Urban)
    - High School Principal - Year 1- North Kingstown (Suburban)
    - High School Assistant Principal - Year 1 – Ponagansett (Urban)
    - High School Principal – Warwick (Urban Ring)

New Principal Boot Camp Update:

- July 2019, twenty new and early career principals attended a two-day boot camp facilitated by Delaware Academy of School Leadership and several RIILA principal facilitators.

- Demographics of Bootcamp participants (Job role; Years as a principal; Urban, Urban Ring, Suburban, Rural)

    a. Elementary School Principal - Year 1 - Cranston (Suburban/Urban Ring)
    b. Elementary School Principal - Year 1 - Foster- Glocester (Rural)
    c. Elementary Principal - Year 2 - Bristol Warren (Suburban)
    d. Elementary/MS Principal - Year 1 - South Kingstown (Suburban)
    e. Elementary/MS Assistant Principal - Year 1- South Kingstown (Suburban)
    f. Middle School Principal - Year 1 - West Warwick (Urban Ring)
    g. Middle School Principal - Year 1- Mount Saint Charles Academy (Private)
    h. Middle School Principal - Year 1 - Newport (Urban Ring)
    i. Middle School Assistant Principal - Year 1 - Newport (Urban Ring)
    j. Middle School Principal - Year 1 - Cranston (Suburban/Urban Ring)
    k. High School Principal - Year 4- Charter School, Beacon/ Woonsocket (Urban)
    l. Elementary Principal - Year 3 - Coventry (Suburban)
    m. High School Principal - Year 4 - Alternative School/ Providence (Urban)

Prepared by Nicole L'Etoile nletoile@riasp.org

n. Middle School Assistant Principal - Year 2- Middletown (Suburban)
o. Middle/High School Assistant Principal - Year 4 - Providence (Urban)
p. Middle School Assistant Principal - Year 1 - Charter School/Paul Cuffee (Urban)
q. Middle School Assistant Principal - Year 1 - South Kingstown (Suburban)
r. High School Assistant Principal - Year 2 - Providence (Urban)
s. High School Principal - Year 1 - West Warwick (Urban Ring)
t. High School Assistant Principal Year 2- West Warwick (Urban Ring)

- **100% of boot camp participants surveyed were satisfied with their bootcamp experience.** When participants were asked what they would tell others about their experiences during the principal boot camp, they said such things as:
  - *"I would advise them to take the time to attend. It was informative but even more it enables me to build valuable connections."*
  -*"The two days spent at bootcamp have given me a great foundation for the school year. I feel confident with my action plan moving forward and cannot wait to see the results."*
  -*"It prepared me to go in and lead!"*
  -*"Excellent resources to leave with. Very useful to collaborate with new and seasoned administrators to share practical strategies."*

Principal Instructional Learning Network Update:

- **17 veteran and new RI principals participated in the new Principal Instructional Learning Network.**
- **Demographics** of participating principals are: (Job role; Years as a principal; Urban, Urban Ring, Suburban, Rural)
  a. Elementary Principal, Cranston Public Schools (Suburban/Urban Ring)
  b. High School Principal, Providence (Urban)
  c. Middle School Assistant Principal, Newport (Urban Ring)
  d. High School Assistant Principal, Warwick (Urban Ring)
  e. High School Assistant Principal, North Kingstown (Suburban)
  f. Elementary Principal, Johnston Public Schools (Suburban)
  g. High School Assistant Principal, West Warwick (Urban Ring)
  h. Elementary Principal, Tiverton, (Suburban)
  i. Elementary Principal, Providence (Urban)
  j. Middle School Assistant Principal, Portsmouth (Suburban)
  k. High School Principal, Rhode Island Alternative Academy (Urban)
  l. Elementary Principal, Johnston Public Schools, (Suburban)
  m. Elementary Principal, Burriville, (Rural)
  n. Elementary Principal, Westerly (Suburban)
  o. High School Assistant Principal, Portsmouth (Suburban)
  p. High School Assistant Principal, Central Falls, (Urban)
  q. Middle School Principal, Tiverton, (Suburban)

How did the principal instructional leadership network help you?
* I made some great connections and got some really good ideas to implement at my school. The ice breaking activities were a great way to meet new folks and share ideas. The readings were informative and useful. This cohort helped me to identify an area I needed to focus on. As a result of this work, we have started taking steps to improve the way we look at attendance. I am grateful for the opportunity to have been a part of this group and look forward to working with you all in the future.
*I made great connections with others. I feel comfortable knowing other principals share my same struggles. I have more confidence knowing how to lead a PLC in my building and keeping the group focused and on track toward our end goal. The school now has beautiful, new furniture(lol).
*I learned a lot about different strategies other Principals used to help support their staff and improve student learning. I was inspired to go back and try new things in my building. This work has assisted my leadership team in maintaining a focus on the problem of practice.

Prepared by Nicole L'Etoile nletoile@riasp.org

What changes have you made to your approach to instructional leadership because of your participation in this learning network?
*I've learned to be more reflective in my practice, and open to trying new ideas for teaching/student improvement in my building.
*I have tried to promote leaders in teachers. Specifically, during virtual learning, I asked a few teachers, who I know are more tech savvy, to facilitate PD and create videos of themselves conducting a small group reading sessions, and other helpful things.
*Since the network during each meeting modeled tools to use, it put back in my mind that I can model during a staff meeting that teachers can use. The next day, I was able to implement a strategy. For example, give one get one. It always had a purpose (strategy), but the network reminded me that I could use these in my school.
*Data cycles and using data with the teachers in my school. The strategies we shared during the sessions was helpful to use with our school community.

What did we do well? What do you want to see done in next year's network?
* I think, under these circumstances, you did excellent. It is unfortunate we did not get to meet in person toward the end, but meeting virtually, was still helpful and appreciated. As a fairly new principal, I appreciate all the information and support I was given from each of you. It was evident in each session that you all spent many hours planning; each session was well thought out and you were all in sync. You are all great presenters with nice personalities who made each of us feel comfortable sharing to the group. For next year, possibly have more frequent, shorter sessions (possibly one a month).
* The professional development intertwined with group meetings was an aspect of the program that I think worked really well. I think integrating a few mini meetings virtually as well as the big group meetings will help keep people connected during our upcoming school year.
*Think about blending the sessions so they could be done in person & virtually. Hard to be away for a full day & would like more frequent, monthly check-ins.
* Appreciated how we were consistently treated professionally, and our thoughts & opinions were valued. Everyone was involved & all voices heard. I would like this continued as it is hard to be alone in our building. In our network we were part of the learning and discussion instead of having to be the one running it & being in charge.
* Getting together over the summer to problem solve, strategize around what our "new normal" will look like as we plan to reopen schools.
**Is the solution in front of us* with a one-hour virtual check ins, might something like that be a solution to meeting more often in between sessions. A PLC conversation between meetings would be beneficial (Virtual face to face).
* Well organized, detailed, excellent resources. Would like to see how DL changes our curriculum and instruction.

Schools in Action Update:

The "Schools in Action" (SIA) represent schools across all grade levels. We are well aware that much good work is going on in schools across the state and our intent was to share this work. We advertised the opportunity to become a "School in Action" at our summer conference, at general membership meetings, and through communication with other education associations. In November 2019 we worked closely with RIDE to schedule visits with schools who were piloting new curriculum, in math and reading, specifically at the elementary level.
In some cases, school leaders volunteered - and in other cases we approached leaders to serve in this role. A visitation protocol was used for the visits, and conference calls with site leaders prior to the visits were instituted to ensure a good learning experience for all. The principals from each School In Action opened the doors of their schools and classrooms to focus/showcase a best practice for colleagues - allowing colleagues an opportunity to view, to learn and to reflect on a leadership focus area. Schools In Action, schools and focus areas for the 2019-20202 school year were the following:

- Blackstone Academy Charter School Advisory & School Culture
- Portsmouth Middle School Technology Integration and Blended Learning in the Classroom
- Gallagher Middle School "SEL" Anti-Defamation League's Peer Leadership Program. Laurie Sullivan
- School One: Private Independent High School "School Culture"
- Springbrook Elementary School Curriculum adoption/implementation of EL Education

Prepared by Nicole L'Etoile nletoile@riasp.org

Eight principals participated, as well as 18 classroom teachers. The visit to Springbrook included teams from Warwick and North Kingstown School District, and Gallagher Middle School had the most participants with 12 visitors.

45 principals and teacher leaders participated in this year's Schools in Action visits:

Paul Cuffee School	Reading Specialist
RIDE	STEM Specialist
Warwick Public Schools	Warwick Public Schools
RIDE	Teaching & Learning Fellow
Oakland Beach Elementary School	Principal
Nicole	Assistant Principal
Alan Shawn Feinstein Middle School of Coventry	Assistant Principal
Warick Central Administration	Director of Elementary Education
Mt. Hope High School	Literacy Specialist
Cedar Hill Elementary School	Reading Specialist
Paul Cuffee Lower School	5th grade classroom teacher
Rhode Island Alternative Academy	Head Elementary Teacher
Warwick School Literacy Coach	Literacy Coach/Site-Based Coordinator
Rhode Island Alternative Academy	Special education teacher/ Lead Elementary Staff
Lippitt Elementary School	Reading Interventionist
RIDE	IDEA/MLL
Warwick Public Schools	Curriculum Office
Paul Cuffee Charter School	Teacher
Rhode Island Alternative Academy	Head Teacher - Secondary
Rhode Island Alternative Academy	Special Education Director
Rhode Island Alternative Academy	Principal
Rhode Island Alternative Academy	Head Teacher - Elementary
Rhode Island Alternative Academy	Head Teacher - Elementary
Rhode Island Alternative Academy	Head Teacher - Elementary

Prepared by Nicole L'Etoile nletoile@riasp.org

Jamestown Lawn School	School Counselor & Mentor Coordinator
Retired	Retired Principal
Riverside Middle School	Asst. Principal
James H. Eldredge	Grade 4 teacher
Blackstone Valley Prep Mayoral Academy	Chief Academic Officer
Riverside Middle School	Asst. Principal
RIDE	Education Specialist
Rhode Island Dept of Education	Teaching & Learning Fellow
RIDE	EL Coordinator
RIDE	Leadership Fellow
RIDE	Education Specialist
Rhode Island Department of Education	Director, Office of Educator Excellence and Certification Services
Paul Cuffee Lower School	Principal
Hope High School	Dean of Instruction
Portsmouth Middle School	Director of Student Services
Wilbur & McMahon School	Principal
PPSD	Professional Learning
Lawn School	Principal
Hamlet Middle School	Principal
Block Island School	Principal
Hampden Meadows School	Principal

Survey quotes:

a. *Learned about the unique SEL program they have and the unique partnership with the Anti-Defamation League.*
b. *I will look into the program and how it can be applied at my own school. Will definitely do some PD with this and reach out to the Anti-Defamation League to work with our staff.*
c. *Our debrief surfaced many areas principals need to consider in order to support the rollout and implementation of a new curriculum. I will use my learning to further support principals who are rolling out a new curriculum.*
d. *I appreciate their willingness to tackle the issue of white privilege, and I think they are going to be looked at as leaders for doing so as the rest of Rhode Island will follow suit. They were engaging presenters, and building leaders who clearly know their staff and students.*

Prepared by Nicole L'Etoile nletoile@riasp.org

e. *The time was well planned out the administrator facilitators. The program was incredibly impressive and would be an incredible resource for our school.*
f. *Great to see EL implementation in classrooms and talk with the principal about leadership steps she took to support staff with the implementation.*
g. *It was helpful to see this new curriculum in action and be able to ask the leadership in the building specific questions related to implementation.*
h. *I was interested in the process Westerly took to prepare teachers and leaders to implement a new curriculum and how they were monitoring that implementation.*
i. *I had some great lesson observations of classrooms that were producing some amazing writing pieces. My own personal take away was the transfer of the students' content vocabulary and would love to boost/enrich vocab. back at my own school to the extent of what I saw!*

Overall, RIILA was able to meet all of the outcomes of this grant. Every program was well received, and participants agreed they were worthwhile and positively impacted their leadership practice. What is truly amazing to us is that our programs continued to be well attended despite the impact of COVID-19 and the Governor's Stay at Home order. Principals wanted to continue working with their coaches and principals wanted to continue to have their principal instructional leadership network convenings. RIILA did whatever it took to ensure that all aspects of these programs were provided virtually.

RIASP/RIILA continues to offer the following recommendations to key Rhode Island partners in developing a standards-based system of principal support to new and veteran principals:

- The RI Department of Education to develop or contract the development of District and School Leader Induction Program Standards that include guidelines for mentoring/coaching support to new and early career school leaders and principal performance competencies/rubrics across the leader's career continuum.
- The RI Department of Education and RI Association of School Principals to seek funding in order to provide principal mentor/coach training free of charge for qualified school leaders interested in supporting new and early career principals.
- The RI Department of Education and RI Association of School Principals to seek funding in order to provide a new principal summer boot camp free of charge to help prospective or newly hired principals prepare for entering their new school.
- The RI Association of School Principals continues to seek funding to provide or contract for ongoing principal learning opportunities throughout the school year, such as RIILA's Principals Instructional Leadership Network, that allow both novice and veteran school leaders to explore and develop solutions related to problems of practice. During these ongoing, job embedded learning opportunities, school leaders are actively engaged in collaboration and meaningful conversations about standards-based leadership best practices and takeaways for immediate application in their schools.
- RI Association of School Principals, RI School Superintendents Association, and RI Association of School Committees to endorse the provision of 1- 2 years of mentoring/coaching support to each new principal in RI school districts and to actively lobby/seek/earmark funding for this support.
- For RI Institutions of Higher Education Principal Preparation Programs and Private Principal Preparation Programs to work with the RI Department of Education, RI Association of School Principals, RI School Superintendents Association and RI Association of School Committees in creating a standards-based seamless system of support to school leaders throughout the leadership continuum - preparation, hiring, orientation, mentoring, and continued growth.
- For RI School Districts to use some of their district or federal funds to support mentoring/coaching for all new principals at the time of their hire.

Prepared by Nicole L'Etoile nletoile@riasp.org