CPPP Continues to Evolve

As most of you know, we evaluate the Collaborative Principal Preparation Program (CPPP) every year. Each cohort completes a survey at the end of the first year of the program and then again at the conclusion of the program. This perceptual data is used to regularly make adjustments in the program. This is an example of the “Plan – Do – Study – Act” process we talk about regularly in our classes.

- **Plan**: Develop a planned approach based on the data
- **Do**: Implement the plan
- **Study**: Evaluate the effectiveness of the plan by collecting and analyzing the data
- **Act**: Make modifications or adjustments to the plan based on the data

The first major adjustment was to have a permanent campus at the UCM Summit Center. This was an adjustment made with the CPPP3 cohort. Prior to this, the CPPP cohort was meeting in schools of the participating districts. The UCM Summit Center is a tremendous facility that is centrally located within the participating districts.

The next major adjustment in the program came with the CPPP4 when we expanded the program to include the specialist degree for students who had a master’s degree in something other than Educational Administration. This was a significant change that has allowed the program to grow significantly. For example, the CPPP7 cohort is comprised of 10 students seeking a Master’s degree and 19 seeking a Specialist degree.

With the addition of the Specialist program, UCM began offering online summer classes to give CPPP students some flexibility with their summer courses. An online Statistics class was added to the program and the Administration of the Middle Grades was adjusted to include in-class and online activities. Based on feedback from students regarding the statistics class, adjustments were made to improve this course for the CPPP6 students. The adjustments included writing a new curriculum that was more relevant to educational administration and hiring a practicing administrator to teach the class. The evaluations following these changes were very positive.

Several adjustments were made to the program for the CPPP7 cohort. First, a procedure was established to meet with all of the specialist students in the spring prior to the start of the program to give them the option of taking 6 hours of coursework in the summer prior to the fall start of the program. This would limit the number of hours each summer to six. Feedback from students earning their specialist indicated that taking nine hours was difficult. Secondly, specialist students now have an option of taking either Ethics or Statistics as part of their degree. Thirdly, students are no longer required to take the GRE as part of the admission requirements. Finally, the CPPP7 cohort is piloting a new approach to the Research Problems class. In the pilot, students are doing a three chapter review of the literature that is to be completed at the end of the semester. This will be evaluated at the end of the semester to determine if it will be a permanent change.

As you can see, a number of significant changes have been made to improve the program since the inception of the CPPP during the 2002 – 03 school year. This is an ongoing process that will continue on a regular basis. Our goal is to maintain a high quality program by making adjustments based upon student feedback.

---

New CPPP Website

A new website has been created to share information about the Collaborative Principal Preparation Program (CPPP). This will provide prospective students easy access to information about the CPPP and help them determine if the CPPP is a good fit for them. It will also give district administrators an easy method for sharing information about the program with prospective students.

The website (ucmo.edu/cppp) currently contains an overview of the program, a copy of each of the CPPP Leadership Ledger newsletters, and a copy of the CPPP Brochure. The CPPP Leadership Editorial Board is working to add additional components to the website including a copy of the application form, the letter of commitment, a listing of the students who have gone through the program including comments from some of them about the program. The names of the district contact people will also be included, since students must be recommended to the program in order to be considered. If you have suggestions for improvement to the website, please contact Dr. Mohn (mohn@ucmo.edu)
New School Leaders Licensure Assessment (SLLA)

The new School Leaders Licensure Assessment (SLLA) was administered on Saturday, September 12, 2009. The new SLLA is considerably different from the original assessment. The original SLLA consisted of 25 constructed response items. The new SLLA consists of 100 multiple-choice questions and seven constructed response items. One hundred and twenty-eight Missourians took the September assessment with 98 passing. Thus, the Missouri pass rate for the initial administration was 77.34%. The Missouri Qualifying Score for the new SLLA is 163 out of 200 possible points.

According to Educational Testing Services (ETS), “the multiple choice questions are designed to capture what is essential about the role of the school leader – and what makes the difference in whether a school community can provide experiences that ensure all students’ success.” The test questions are designed to measure the higher level of Bloom’s Taxonomy (application, analysis, synthesis and evaluation). The text covers the six major areas related to the standards. An overview of the areas covered on the SLLA follows:

1) Vision and Goals
   • Vision and goals for teaching and learning
   • Shared commitments to implement the vision and goals
   • Continuous improvement toward the vision and goals

2) Teaching and Learning
   • Building a professional culture
   • Rigorous curriculum and instruction
   • Assessment and accountability

3) Organizational Systems and Safety
   • Operational systems
   • Fiscal and human resources
   • Welfare and safety of students and staff

4) Collaboration with Key Stakeholders
   • Collaborate with families and other community members
   • Community interest and needs
   • Maximizing community resources

5) Ethics and Integrity
   • Ethical and legal behavior
   • Personal values and beliefs
   • High standards for self and others

6) Education System
   • Professional influence
   • Local decisions with the larger educational policy environment

The number of multiple choice (MC) and constructed response (CR) questions for each of the standards are as follows:

1) Vision and Goals  18 MC  2 CR
2) Teaching and Learning  25 MC  3 CR
3) Organizational Systems and Safety  15 MC  - - -
4) Collaborating with key stakeholders  21 MC  - - -
5) Ethics and Integrity  21 MC  - - -
6) The Education System  - - -  2 CR

Test takers have four (4) hours to take the test and calculators are not allowed.

---

**The Contrarian’s Guide to Leadership**

By Steven Sample

Steven Sample is the tenth president of the University of Southern California. Like the title of his book suggests, the advice offered goes against much of the conventional wisdom that currently dominates similar books about leadership. What makes this book different than many of the other leadership books is that it is does not offer a recipe to leadership so much as it offers broad concepts for leaders to implement. You will not find the 21 secrets of leadership or the 10 practices of great leaders in this reading. Mr. Sample acknowledges that the idea of leadership is elusive and that effective leadership is highly situational and writes that skills and decisions that make a leader successful in one context or time won’t ensure success in another situation or time. His book contains 11 chapters, each dealing with a different concept of leadership. This review will highlight a few of the concepts; to read all 11 you will need to get the book!

**Chapter One: Thinking Gray, and Free:** Possibly a leader’s greatest quality is the ability to think gray. A leader, according to Sample, must be able to see shades of gray in any and all situations and should not form opinions about an important matter until all the relevant facts have been heard. The ability to suspend judgment is as important to a leader as having a vision.

**Chapter Four: You Are What You Read:** In this section, Sample suggests that leaders be choosy about the material they read. He mentions the importance of reading supertexts, which are texts that are timeless because they share truths about human nature and not about leadership. The explicit message here is that leaders should be reading.

**Chapter Seven: Know What Hill You’re Willing to Die On:** Leaders must make decisions and be willing to take a stand on topics that they believe in. In order to know which hill they are willing to die on, leaders must evaluate their core beliefs. Leaders must develop their own core beliefs while being aware of and respecting others’ beliefs.

*The Contrarian’s Guide to Leadership* is a book any leader or aspiring leader will want to own.
Brain Teaser

Now it is time to test your knowledge on some sample SLLA multiple choice questions from the various categories. The answers are located on page 8 of this newsletter, but don’t peek!

1) The Midland County School Board reported to the superintendent that the percentage of students who drop out of high school has increased over the last three years. The principal has been charged by the superintendent with addressing this concern. Of the following, which is the most effective approach for the principal to use to encourage students to stay in school? (Teaching and Learning)
   a) Examine the school’s academic program to identify areas that are the most challenging to students at risk for dropping out.
   b) Form a collaborative team to research successful dropout-prevention programs and recommend one for use in Midland High School.
   c) Develop a system for identifying students at risk of dropping out and assign each a faculty mentor.
   d) Share the data with teachers in order for them to develop individual dropout-prevention strategies.

2) The principal is considering revising grade-level teaching assignments as part of a plan to address the weaknesses of the instructional program. After proposing the changes to the faculty, the principal senses growing opposition. What action should the principal take to address the situation and relieve the growing conflict? (Vision and Goals)
   a) Put the proposal aside until all faculty members express agreement with the teaching assignments.
   b) Examine the history of the teaching assignments to better understand the faculty’s attachment to the present system.
   c) Bring together representative members of the faculty to examine the potential benefits and drawbacks of revising the teaching assignments.
   d) Inform the superintendent of the situation and enlist her help in mediating the conflict.

3) In September a student with severe learning disabilities was placed in a regular second-grade classroom. The teacher was provided with a copy of the student’s Individual Education Program (IEP). After a recent teacher observation, the principal notes that some modifications and accommodations for the student are not being implemented. Which of the following actions should be the principal’s first step in helping this teacher understand the classroom teacher’s responsibility regarding the implementation of IEP’s? (Ethics and Integrity)
   a) Speak with the teacher to discuss the concerns raised from the observation and to offer resources for support.
   b) Provide a copy of the federal law detailing the teacher’s responsibility for providing an inclusive education.
   c) Meet with the teacher and the IEP team to review the student’s IEP again.
   d) Consult with the IEP team to determine a new placement for the student.

4) The Mountain View Middle School is open to students on school days from 8 a.m. to 4 p.m. Each morning, the principal routinely finds groups of students waiting outside the school building. A similar situation occurs each afternoon after dismissal. Many working parents in the community drop off and pick up children before and after their work hours. The principal would like to address the potentially unsafe situation. Which of the following should be his initial action? (Organizational Systems and Safety)
   a) Adding a section in the student handbook that includes the school’s hours and emphasizing that no adult supervision is provided outside those hours.
   b) Making the school’s provider of social services aware of the names of students who are habitually at school before and after hours.
   c) Consulting with the superintendent about the district’s ability and/or obligation to supervise students who arrive at school before and after hours.
   d) Establish a stipend position for staff members to supervise students who arrive at school before and after hours.

Timeline for CPPP8 Students

We will begin recruiting for CPPP8 students in January 2010. Students must be referred to UCM by administrators in the district to be considered for enrollment. Each participating district has a contact person who will make recommendations to UCM. The timeline for the enrollment process for CPPP8 is as follows:

**January 15**
- Brochures, application forms, letters of commitment and timelines for the application process will be delivered to districts.

**January 15 – March 31**
- Districts identify candidates for the program.
- Candidates complete the application form, write a 1-2 page letter indicating why they are interested in the CPPP.
- Application information is submitted to the district contact person.

**March 31**
- District contact people submit names of candidates to Dr. Mohn at UCM.

**April 1 – April 30**
- Dr. Mohn will schedule a time to go to districts and visit with candidates about the program.

**April 30**
- Students should have a letter of commitment on file with UCM by this date.

**May 20 (Tentative Date)**
- Barb Hicks, the administrative assistant at UCM, will enroll students in the fall courses.

**August 5 (Tentative Date)**
- Student Services Day @ UCM Summit Center- Students can obtain a photo ID, purchase their textbooks, visit with financial aid, tour the building and visit with Barb Hicks and/or Dr. Mohn regarding the CPPP.

**Third Week in August**
- Fall classes begin.
Abbie Swisher (CPPP5)

Favorite book
*The Polar Express*

Favorite movie
*You’ve Got Mail* (or any other “chick flick” with a happy ending)

Why did you decide to go into school administration?
I always wanted to further my education, but did not know in what area. The cohort provided the direction I needed to clarify that school administration was my passion. With the guidance of the cohort, I discovered I have the ability to impact more than a classroom full of students through school administration. As a school administrator, I have the opportunity to collaborate with teachers, students, and families within the school community to do what is best for kids.

What are some of your greatest rewards to this point?
To this point, one of my greatest rewards has been collaborating with teachers and parents to implement an effective plan for a student to be successful in the classroom and school community. The opportunity to watch a student grow from struggling to succeeding in the classroom and school community is one of the best rewards, knowing it took a collaborative effort to achieve success.

What are some of your biggest challenges?
One of my biggest challenges is meeting everyone’s needs in a given day. At times, you are wanted by students, staff, and parents all at the same time. I am learning how to meet the needs of everyone while creating a balance and still doing what is best for kids.

What professional literature (books or articles) have you read recently that you would recommend to aspiring administrators?
*Failure is Not an Option* by Alan Blankstein
*What Great Principals Do Differently* by Todd Whitaker
*Work Hard. Be Nice: How Two Teachers Created the Most Promising Schools in America* by Jay Mathews
*No Excuses: Lessons from 21 High-Performing, High-Poverty Schools* by Samuel Casey Carter

Chad Hertzog (CPPP2)

Current Position:
Assistant Principal - Lee’s Summit High School

School District: Lee’s Summit

Years in Education: 8

Years in Administration: 2

Grade Levels or Subjects
9th - 12th Mathematics

Favorite book
*Good to Great* by Jim Collins

Favorite movie
*Gladiator*

Why did you decide to go into school administration?
I decided to go into school administration because I felt that I had a lot to offer in the area of teacher development. I was fortunate enough to work with some excellent administrators during my first years of teaching and saw firsthand what type of impact quality administrators can have on a beginning teacher. In my opinion, the best way to improve the quality of education in a school is to hire the best teachers available and to work with all of your teachers to help them to grow as professionals. Supporting my teachers is always my number one goal as an administrator.

What are some of your greatest rewards to this point?
The greatest reward for me so far has been seeing the improvement of struggling students and seeing the improvement of beginning teachers. While the job of an assistant principal forces a person to take on many different roles, working with students and teachers is the core of the position. Nothing is more rewarding in this job than seeing growth with those people that you work with the most.

What are some of your biggest challenges?
The biggest challenge that I face as a school administrator is time. There is never enough time to accomplish everything that needs to be done. While this is always a challenge, it is a challenge that
is outside of my control. The only part that I can control is how I manage the time that I have to work with. I always make sure that I handle those issues that involve students and staff first because those are the issues that cannot wait until after the school day. Paperwork and planning can always be done without people in the building. Prioritizing what takes up time in my day is crucial to me being an effective building administrator.

What professional literature (books or articles) have you read recently that you would recommend to aspiring administrators?

I am currently reading *Classroom Instruction that Works* by Marzano, Pickering, and Pollock. This is a great book that focuses on nine research-based instructional strategies to help increase student achievement.

What do you enjoy doing in your spare time?

I enjoy spending time outdoors and spending time with my wife. We love to travel when we have time off. One of our favorite places to go is to the wine country in California. Even if you don’t care for wine, it is one of the most picturesque places that I have ever been.

What advice would you like to share with aspiring administrators?

My advice to any aspiring administrator is to take advantage of any leadership teams or leadership opportunities that emerge in your building or district. Those experiences, along with your ability to clearly articulate your vision and personal goals, will be what help to set you apart from other potential candidates for jobs that become available in your building or district.

---

**Debbie Kingrey (CPPP6)**

**Current Position:**
Principal - Fleetridge Elementary

**School District:** Raytown School District

**Years in Education:** 18

**Years in Administration:** 1

**Grade Levels or Subjects**
2nd, 3rd, and 4th Grades; and 5 years as a District Literacy Instructional Coach

**Favorite book**

*Thank You, Mr. Faulkner* by Patricia Polacco and *The Last Lecture* by Randy Pausch

**Favorite movie:**

*It’s A Wonderful Life*

**Why did you decide to go into school administration?**

I love working with curriculum and being in the classroom with students. I view administration as an opportunity to impact more students by supporting teachers and providing the resources and professional development necessary for continued professional growth.

**What are some of your greatest rewards to this point?**

Working with my staff to re-establish a positive, supportive school climate after an unsettled school year last year has been very rewarding. It’s rewarding to work with the staff to rebuild trust and establish collaborative grade level teams.

**What are some of your biggest challenges?**

Learning to manage and prioritize the “minutiae,” the day-to-day things it takes to keep things running smoothly. For example, maintaining the calendar and rescheduling or rearranging things to accommodate the unexpected parent meeting, behavior issues, phone calls – all those unexpected things that can change your plan for the day in a matter of seconds! No two days are ever the same.

Another challenge is working with parents of students with chronic behavior problems. You have to maintain a positive relationship in order to form a partnership with the parents. Soliciting input from parents demonstrates that you value their role. The goal is to provide the appropriate resources that will feel supportive to the student, parents and the school, while providing what is necessary for the student to experience success in the academic environment.

**What professional literature (books or articles) have you read recently that you would recommend to aspiring administrators?**

*Motivating Students Who Don’t Care* by Allen N. Mendler

*The Collaborative Administrator* by Buffum, Erkens, Hinman, Huff, Jessie, et al.

*The Collaborative Teacher* by Erkens, Jakicic, Jessie, King, Kramer, et al.

*Pyramid Response to Intervention* by Mike Mattos

*Crucial Confrontations* by Kerry Patterson, et al.

**What do you enjoy doing in your spare time?**

Spare time?? I am finding that the demands of a first year administrator does not allow for much spare time right now! I try to allow for some “downtime” so I can spend time with my family and friends. I also look forward to a family vacation each summer.

**What advice would you like to share with aspiring administrators?**

Make it a goal to get into classrooms daily. Don’t be afraid to ask for advice. If your district doesn’t provide a mentor for you, then seek out a fellow principal you have confidence in and schedule time to meet and discuss issues and concerns, as well as successes you have experienced.

Establish a building leadership team to begin developing teacher leaders.
Mike Mattos, coauthor of the book *Pyramid Response to Intervention*, conducted a training session on Monday, October 12 for the CPPP7 students, their mentors and a number of guests from the CPPP participating school districts. There were approximately 95 people in attendance with 35 – 40 guests from CPPP participating school districts. When the University of Central Missouri (UCM) schedules training sessions for the CPPP students and their mentors, guests from CPPP districts are welcome to attend at no cost. This is one of the benefits of having a Wallace Foundation Leadership Development Grant.

Having the CPPP students work with their mentor during the training sessions have proven to be a powerful model. The discussions between the students and their mentors give the students an opportunity to understand the mentor’s (administrator’s) perspective and it gives the mentor (administrator) an opportunity to see it from the student’s (teacher’s) perspective. In addition, the student and mentor have the opportunity to discuss how the concepts relate to their school. This provides an opportunity for a rich discussion throughout the training session that usually continues upon returning to the school. It is difficult for the students to gain this type of perspective without the assistance of a mentor.

As a collaborative partner with the 14 participating CPPP school districts, UCM works to provide training opportunities that are not only relevant to the coursework, but also will assist districts in advancing toward their goals. The *Pyramid Response to Intervention* training was particularly relevant and meaningful because many districts have begun implementing the RTI process in their schools and districts. Having the opportunity to learn more about the RTI process from Mike Mattos, receive a copy of his book *Pyramid Response to Intervention*, and visit with participants from other school districts should assist districts in the implementation of RTI process.

From the inception of the CPPP, UCM has provided a number of quality training sessions for CPPP students, their mentors and participating districts through the support of the Wallace Foundation.
In addition to the Mattos training, the following training sessions have been part of the CPPP experience:

- Nancy Mooney – Walkthrough Supervision
- Ken Peterson – Performance-Based Teacher Evaluation
- Ann Delehant – Data Analysis
- Alan Blankstein – Failure is Not an Option
- John Antonette – Higher Level Thinking Skills and Motivation Techniques
- Debra Pickering – Research from Marzano’s book *What Works in Schools*
- Glenn Berry and Terry Bigby – Classroom Management, Consensus Building and Conflict Resolution
- Victoria Bernhardt – Data Analysis

The intent of the CPPP is to provide a rigorous, relevant and meaningful program that will prepare students to become effective school leaders. These training sessions have allowed UCM to complement the coursework with timely and relevant content that should better prepare graduates from the program to meet the demands of a leadership position. The training sessions and the opportunity for students and mentors to spend the day training together have been an asset of the program from its inception.
Practitioner’s Corner

Workshop Approach to Literacy – Belton School District
Dr. Bob Poisal, Assistant Superintendent for Curriculum and Professional Development, shares information regarding the Workshop Approach to Literacy which is currently being implemented in the Belton School District.

This interview was conducted by Anna McGraw (CPPP4), a member of the CPPP Leadership Ledger Editorial Board and an Assistant Principal at Mill Creek Elementary in the Belton School District.

Please give a brief history of your professional career to this point.
I was a classroom teacher and coach for three years prior to beginning my career in administration. I served as an Assistant Principal for three years and was a building Principal for seven years. I am now in my second year as an Assistant Superintendent working with curriculum and professional development.

Tell us about the “workshop approach” that is being introduced through professional development opportunities in Belton.
The “workshop approach” in Belton has been entirely teacher driven. Originally we identified the need to improve the writing abilities of our students. After attending 6+1 training this summer, teachers asked if we could implement the workshop approach to teach it. This quickly flowed into teachers also asking for training in the workshop approach to teaching reading as well. Teachers across the elementary schools have been observing successful teachers in other districts using the workshop approach and designing training for our own teachers. After each professional development day our literacy leaders meet and review feedback from teachers (about the workshop training that took place) and design training for the next professional development day. The literacy team members have also committed themselves to reading and studying professional literature about the workshop approach.

As the Assistant Superintendent of Curriculum and Professional Development, what did you consider prior to introducing a change in the approach to literacy?
Teacher enthusiasm, observations from classroom “learning walks”, and student performance data all led to us putting support and training behind the workshop approach. When we visited classrooms in other districts that were successfully implementing the workshop approach we saw the positive student engagement, enthusiasm and rigor that we want for our students. It was very helpful to have a clear picture of what we wanted to achieve. It was also very important to us that teachers were allowed to proceed with the workshop approach at a pace they felt comfortable with. We want our teachers to feel comfortable taking risks knowing they would be supported rather than evaluated with their beginning attempts at implementation.

What has the “workshop approach” implementation looked like to this point?
Was this course of action strategic? We have five K-4 buildings and one 5-6 building that is investigating the workshop approach. Each school, as well as teachers within that school, is currently at different places within the implementation process. I would not consider the decision to learn about the workshop approach strategic. That decision was driven by teacher desire to have a formal process for teaching writing that was both rigorous and engaging. Strategically, we have made the decision to change our system of formative student assessment to support the student and teacher energy that has been apparent with the introduction of the workshop model for reading and writing.

How do you include the literacy committee in the change process?
The district literacy committee members have done the research, designed the professional development and been leaders and advocates for the use of the workshop approach within their buildings. They gather feedback from teachers about training and classroom successes and struggles and find ways to meet teacher needs.

What is your best advice when implementing change with adults?
I don’t think working with adults is much different than working with kids. For a person to change he must first see the need for the change and then have choice within the change process. It is very important that teachers are given freedom over their instruction and provided support where and when they need it.

How do you work with adults who are apprehensive to change?
Again, I think it is just like working with students who are struggling. You need to develop a relationship with them, describe the change as it would be fully implemented, and offer them support and choice in getting to the described change. Then as a leader you need to hold yourself, and the person you are working with, accountable for meeting the described change.

Answers to the Brain Teaser
1) B  
2) C  
3) A  
4) C