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Authors

Cheung, Rebecca

Gong, Nathan

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UC Berkeley PRINCIPAL LEADERSHIP INSTITUTE

IMPACT REPORT: LEADERSHIP SUPPORT PROGRAM

Rebecca Cheung

Nathan Gong

EXECUTIVE SUMMARY

The Principal Leadership Institute (PLI) at the University of California has focused on preparing and supporting a diverse group of equity focused educational leaders in the Bay Area since 1999. In 2004, PLI took on the work of leader induction and launched the Leadership Support Program (LSP), a voluntary three year program that was geared toward supporting early career leaders through an innovative model of professional learning activities, guided mastery and ongoing coaching. In 2015, LSP was expanded into Southern California through a partnership between UC Berkeley and UCLA. This move coincided with a shift in California State policy to mandate induction for educational leaders to obtain licensure. Now a state mandated two year program, this next iteration of LSP as a dual pathway program has continued to be on the forefront of leader induction practice, both in terms of results and innovations in the field.

The impacts of the Leadership Support Program are illustrated by the hundreds of LSP graduates who continue to work in education at a rate which far surpasses the national average of educational leadership turnover. Analysis of LSP's graduation and placement data as well as a close reading of student journals, assignments and testimonials reveals the program's beneficial impact on leader retention and efficacy.

This impact report is adapted from a longer and more thorough overview of LSP¹ and highlights the background of the program, general operating principles and mechanics as well as an abbreviated summary of its impacts.

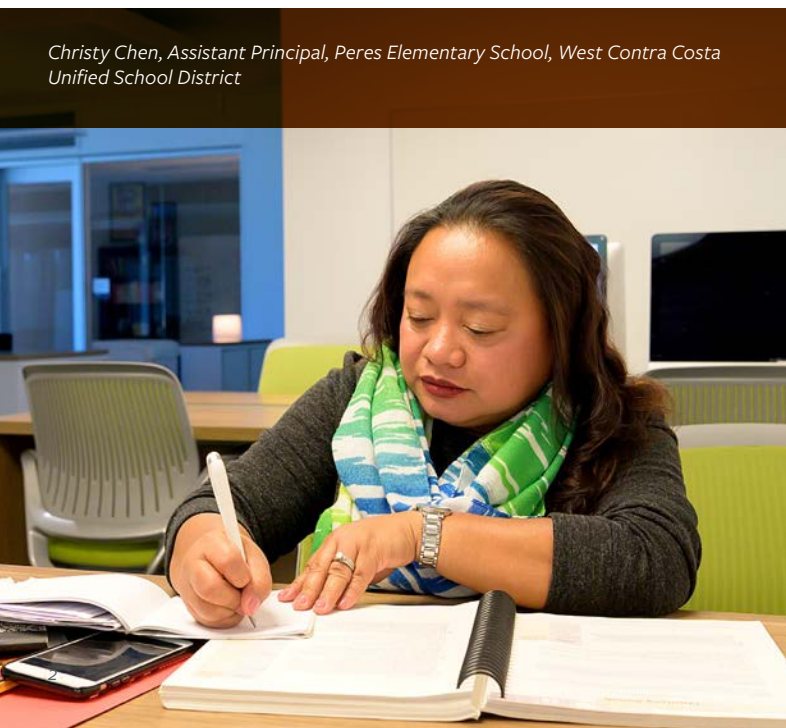
*¹This report is an abbreviated version of our study.
The complete study is available [here](#).*

INTRODUCTION

Founded in 1999, the Principal Leadership Institute (PLI) at the University of California, Berkeley, has three areas of work: aspiring leader preparation, early career leader induction, and professional learning support of a diverse community of equity focused leaders who will improve education for vulnerable and historically underserved students in California. Fifteen years ago, Berkeley PLI began the practice of leader induction as an innovative model for early career support. Originally designed as an invitational and voluntary continuation of the preparation program, the current mission of PLI's Leadership Support Program (LSP) is to induct 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. In total, LSP has inducted over 300 leaders in California to earn the Professional Clear Administrative Services Credential or full administrative licensure. In the last five years alone (2014-2019), LSP participants worked in over 50 districts or local educational agencies in California.

The pioneering work of Berkeley PLI positioned the program to anticipate and support the implementation of a key new policy that mandated leader induction for all new administrators in California. Specifically, in 2014, the California Commission on Teacher Credentialing (CCTC) approved dramatic shifts in licensure for school leaders in the state by mandating a two-year leader induction program as the single pathway to obtaining full administrative licensure. This was a radical departure from the prior requirements that were more flexible and less time consuming. The purpose of this new policy was to address important concerns posed by then State Superintendent of Instruction Tom Torlakson who stated in his report *Greatness by Design* that "With its pioneering

Christy Chen, Assistant Principal, Peres Elementary School, West Contra Costa Unified School District



PRINCIPAL TENURE STATISTICS 2016 - 2017²

National average **tenure of principals is 4 years**

35% of principals **leave their position in less than 2 years**

² Levin & Bradley (2019)

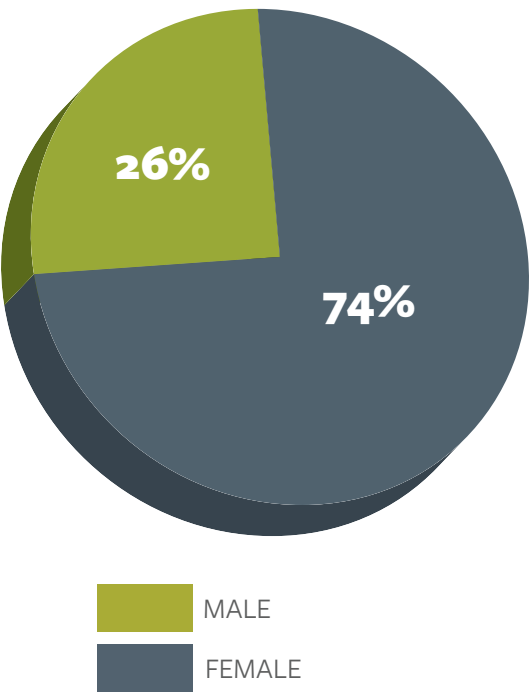
[Beginning Teacher Support and Assessment] program, California has been a national leader in developing mentoring programs for beginning teachers. In its early years, this program was shown to reduce attrition and improve teacher competence... [yet] in comparison to other states, California has lagged in supporting school leaders (p.42)."

LSP is meant to address the high rates of turnover and the consequences of the subsequent burnout in the field of school leadership. By nature, school leadership is a stressful and isolated profession that has high incidences of burnout (Whitaker, 1995; Federici & Skaalvik, 2012; Friedman, 1995). In the 2016-2017 school year, the national average tenure of a principal was 4 years; however, 35 percent of principals had worked at their current work site for 2 years and only 11 percent of principals served the same school for more than ten years (Levin & Bradley, 2019; Goldring & Taie, 2018). Research has shown that leader turnover has a negative effect on teacher turnover, and teacher turnover subsequently has a negative effect on student outcomes (Levin & Bradley, 2019; Learning Policy Institute, 2017; Burkhauser, 2017).

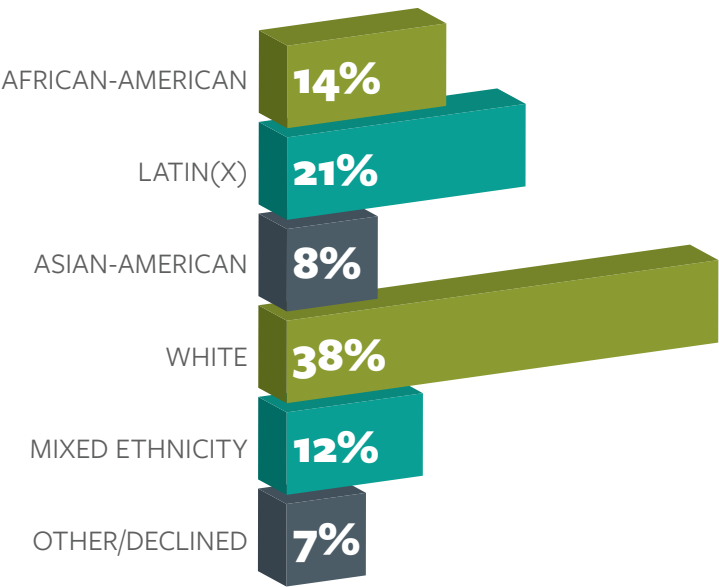
Leader self-efficacy, a perceived judgment of one's ability to affect change, is an important area that can be positively impacted by effective induction programs (Darling-Hammond et al., 2007; Tschannen-Moran and Gareis, 2003; Bandura, 2000; Gist and Mitchell, 1992). It involves how internal thoughts and beliefs impact and inform leader behavior within the specific context. Bandura (2000) proposes three specific approaches for developing self-efficacy that are directly transferable to leader induction: (a) guided mastery, which includes instructive modeling, guided skill development, and then transfer; (b) cognitive mastery modeling in order for the novice leaders to learn effective problem solving and decision making skills; and (c) self-regulatory competencies such as reflection and personal goal setting. When coupled with regular reflection practices, these approaches can have a significant impact on early career leaders. LSP, an induction program that focuses on improving self-efficacy, incorporates these approaches into the design experience.

LSP 2018 - 2019 AT A GLANCE

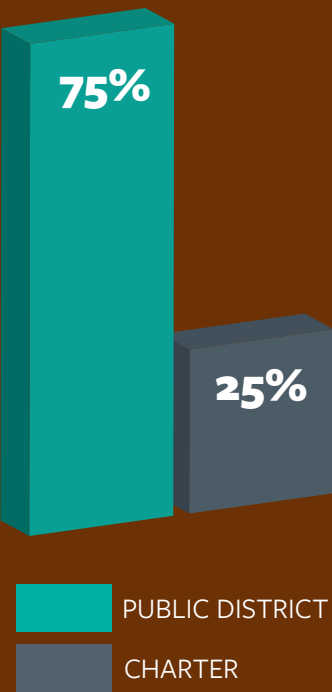
GENDER



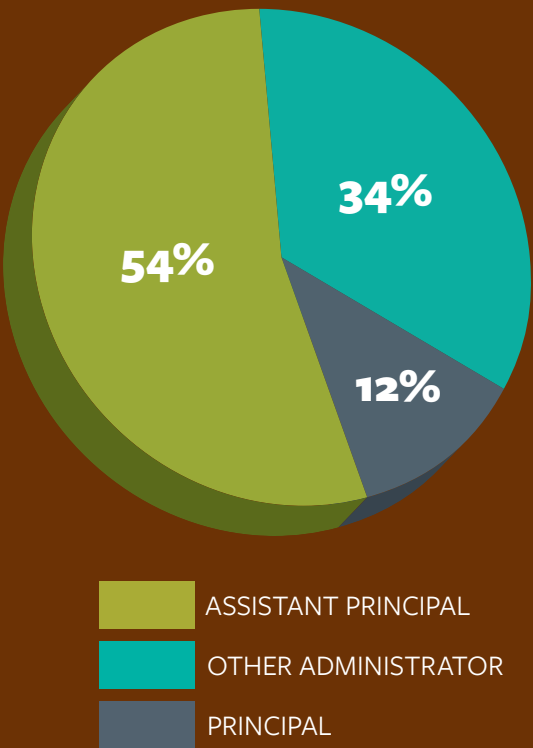
RACE/ETHNICITY



SCHOOL TYPE



POSITION



OUR MODEL

Five years ago, the two Principal Leadership Institutes, Berkeley and UCLA, initiated an unprecedented partnership between the sister campuses to expand LSP to the Los Angeles region. Through five years of collaboration, the programs have created a statewide model for leader induction that has two pathways: in person and hybrid online (in the hybrid online pathway, approximately 65% of the program activities are completed in-person and the other 35% are completed via video conferencing).

LSP is based on a continuous improvement philosophy that assumes individuals grow and shape their perspectives as they move into new and more challenging positions and extend the work done by both PLI preparation programs. Through a set of structured opportunities and activities, including coaching support, LSP participants deepen their understanding and refine their skills as instructional leaders. Candidates participate for two academic years (four semesters), engaging in the following six major activities and experiences::

1. Monthly Seminars that include narrative inquiry, sharing problems of practice, and rigorous activities that build their knowledge and practice;
2. Individualized Site-Based Coaching;
3. Professional Development Activities;
4. Differentiated and Personalized Learning;
5. Documentation of leadership growth and development; and
6. Formative and Summative Assessments.

LSP uses the experience of new leaders to guide them to develop a theory of leadership action. In other words, their experiences are the “moving force” for developing and co-conceptualizing what it means to be an effective leader (Dewey, 1938).

The curriculum base of both preparation programs is also extended in LSP following the Bruner model of spiraling curriculum (Bruner, 1960). The dual goals of reflection and inquiry guide the development of a structured set of academic and practical activities that foster problem-analysis and problem-solving, authentic investigation of complex issues, and motivation and inspiration that sustain new leaders in what is often their most challenging period of development (Schön, 1987). LSP’s curriculum is designed around the Leadership Connection Rubric, a research-based compendium of leadership skills and dispositions created by Berkeley PLI that is aligned with and encompasses the California Professional Standards for Education Leaders (CPSELs)- California’s adopted version of the Inter State Leader Licensure Consortium (ISLLC) leadership standards.

In addition to LSP’s cohort model of peer learning, every LSP student is supported by an individual coach for the duration of the two-year program (minimum 80 hours total). Coaches are experienced educators who have previously worked as site leaders in local schools who are recruited, selected, and trained by Berkeley PLI to learn and develop their skills as coaches.

Through the Individual Induction Plan (IIP), LSP participants identify and address their individual learning needs in multiple ways: (1) Seminars— through protocols like Storytelling and Consultancy, students identify, explore, and receive support on their individual leadership issue/dilemma; (2) Workshops— multiple times a year, LSP provides workshops around relevant leadership topics; and (3) Personalized Learning Module (PLM)— online self-study units with selected resources and activities designed to promote their growth in a specific leadership skill or disposition that students have the opportunity to select and complete.

Assessment is a key instructional strategy that is interwoven throughout the induction experience. All assessments are designed so that LSP Candidates demonstrate evidence for meeting the California Professional Standards for Education Leaders (CPSELs) and Berkeley PLI’s Leadership Connection Rubric. Initial Assessment occurs as part of the admission and enrollment process while formative assessment is conducted by candidates, peers, and LSP staff on identified goals, through multiple opportunities and contexts, and throughout the two years of the program. At the end of the first year of the program, candidates are formally assessed against the standards in the Leadership Connection Rubric through a benchmark assessment. At the end of program, LSP staff gathers all evidence of Candidate progress for a summative assessment which will include the Portfolio, the Portfolio presentation, the Instructional Change Project, the Time Use Change Project, and the Reflective Journal.

LEADERSHIP CONNECTION RUBRIC ELEMENTS

PRESENCE AND ATTITUDE
IDENTITY AND RELATIONSHIPS
EQUITY AND ADVOCACY
CURRICULUM AND INSTRUCTION
ORGANIZATION AND SYSTEMS
CHANGE AND COHERENCE
ASSESSMENT AND ACCOUNTABILITY

OVERVIEW OF THE TWO-YEAR LEADERSHIP INDUCTION SEQUENCE



IMPACT: RETENTION

LSP boasts a high completion rate and retention rate among its graduates. In the past eight years of LSP, 98% (252 of 258) of participants of both pathways have completed the two-year program. And, further comparison of graduates reveals consistency in retention across pathways. Of those who completed LSP between 2012 and 2015, 84% of those who completed the in-person pathway (San Francisco Bay Area) currently work in education, 98% in the greater San Francisco Bay Area. And, graduates of the hybrid pathway (Los Angeles Basin) boast a similarly high retention rate: 84% currently work in education, 100% of whom work in the greater Los Angeles Area.

In their first year of LSP, resiliency is the most frequently self-selected growth area as a descriptor of practice from the Leadership Connection Rubric. Upon entering the program, LSP participants often conceptualized resiliency in quantifiable terms such as the number of hours spent working versus attending to non-work related needs. Often their attempts to find balance were derailed by the demands of work. When they turned to their leadership coaches for support, participants reported greater success. As one participant noted,

“I am so very thankful for my coach who supported me in understanding the issues that I was dealing with clearly without getting bogged down in things that were out of my control. I also appreciate her deep understanding of my own need for resilience now and in the future, and for the tools she was able to support me with.”

LSP COMPLETION RATE (2011 - 2019): 98%

84% of LSP GRADUATES from 2015 – 2019
continue to work in education after 3 years

Additionally, LSP participants found that the network they developed with other leaders helped them cope with challenges and exhaustion. LSP has helped early career leaders to shift from technical solutions such as the implementation of self-care plans (which are prone to be derailed by the demands of leadership) into more systemic solutions such as building networks and relying upon trusted colleagues to help leaders process and diffuse the stress and challenges they encounter.

For some participants, conceptions of resilience took the form of commitment towards social justice goals, particularly around racial equity. They described that advocating for equity was often met with resistance and reported feeling emotionally drained, especially when there was limited impact. However, through the support of coaching and thought partnering with other like-minded leaders, participants demonstrated new ways to develop collaborative and comprehensive strategies to center social justice. For example, one participant (with the support of others) was able to identify vulnerability as central to preventing change at her school site and that “after my first couple of seminars and storytelling protocol, I became immersed in genuine practice, thought, analysis and planning that’s rooted in equity and cultural awareness. I am at a place of equity and advocacy that is collective and demonstrates personal and professional self-awareness that is culturally rich and diverse.”

Leslee Velasquez, Coordinator, Vaughn New Century Learning Center, Los Angeles Unified School District; Caleb Oliver, Assistant Principal, Compton High School, Compton Unified School District; and Nichole Sakellarion, Principal, Micheltorena Elementary School, Los Angeles Unified School District



IMPACT: SELF-EFFICACY

When leaders feel adequately supported and prepared for their work, they are likely to be more optimistic about their ability to affect change and more confident in their leadership. One of the ways that LSP measures self-efficacy is by surveying its participants on a regular basis. Between 2014 and 2017, 79% of respondents strongly agreed or agreed that the topics and activities/projects of the induction program seminars expanded their personal repertoire of leadership strategies. In the same time period, 83% of respondents strongly agreed or agreed that LSP's seminars/discussions pushed their thinking. One respondent described it this way, "I loved our monthly seminars! There was just the right balance of discussion and content. I learned a lot from hearing others' stories. I also received really great suggestions and feedback when I shared my own."

Leaders found that relying upon LSP's coaching model was an effective way to greatly improve self-efficacy. For example, 94% of candidates agreed (4 of 5) and strongly agreed (5 of 5) that coaching was instrumental for their development. 93% of respondents indicated that with coach support, they were able to establish clear goals that supported their learning and/or job performance. As one

LSP GRADUATES 2014 - 2017

79% of respondents **strongly agreed or agreed** that the topics and activities/projects of the induction program seminars **expanded their personal repertoire of leadership strategies**

83% of respondents **strongly agreed or agreed** that LSP's seminars/discussions **pushed their thinking**

respondent wrote, "Coaching has allowed me to reflect on my job and most especially the things that are working. Coaching has ingrained in me the learning stance and also thinking of how to be a part of the solution." Drawing upon the coaching models utilized in LSP, leaders who reproduced those conversations at their school sites found success in creating cooperative and trusting relationships before engaging in difficult conversations around performance, behavior and school climate.

CONCLUSION

The purpose of this impact report is to present a case of leader induction in California that has successfully supported over 300 early career leaders and served as a model for new policies in the state. Policy makers, researchers, practitioners, and educators at large can use the description of the design and induction experience to inform decisions about how to support new and aspiring school leaders in their context. Now that induction is mandated in California, there is an opportunity to conduct wider scale studies on the impact of leader induction on critical areas. In fact, the results detailed in this report indicate that it is possible for a rigorous induction program such as LSP to reduce leader attrition and improve leader competence by having a substantial and positive impact on critical levers of school improvement such as retention and self-efficacy.

Ultimately, the support leaders receive in their early career may have lasting impacts on their long-term career trajectories. Deeper investigations that identify the attributes of effective induction models and exactly how induction affects leadership development are needed. Moreover, discerning the specific needs of leaders who work with vulnerable and historically underserved youth is critical for sustaining equitable change in the future. Indeed,

attending to the needs of the hardest to staff schools is an important part of designing and researching effective leader induction programs.

Zoe Jefferson, Leadership Coach, and Dee Dee Lonon, PLI Lecturer/Field Supervisor and LSP Site Manager, UCLA



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

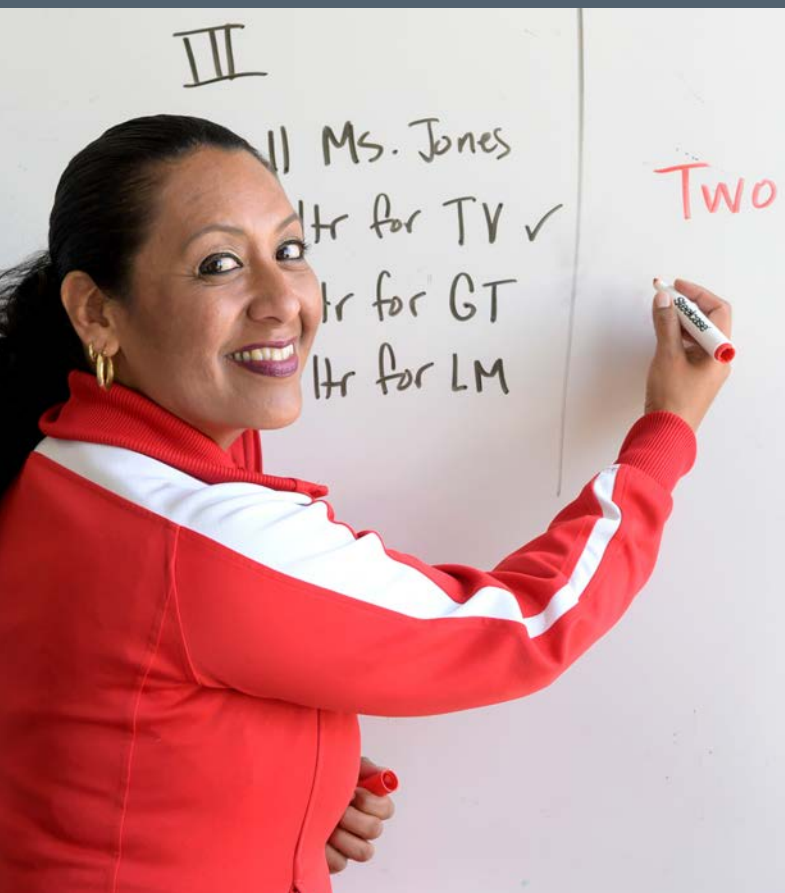
Berkeley Graduate School of Education

PRINCIPAL LEADERSHIP INSTITUTE

2121 Berkeley Way
Berkeley, CA 94720-1670
510-643-7458
pli@berkeley.edu
principals.berkeley.edu
principals.berkeley.edu/lsp



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Veronica Valerio Duncan, Principal, Sylvia Mendez Elementary School, Berkeley Unified School District

CREDITS

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