A Vision for Leadership Development | Dr. Nancy B. Gutiérrez

Think forward to June 2022. We have successfully created more racially just and equitable schools. What did we do to get here, and what did we experience along the way?

That is the essential question my team and I at The Leadership Academy have been posing to school and school system leaders across the country in recent months. Our mission is to help leaders become more culturally responsive by recognizing how institutionalized racism affects their own lives and the lives of their students and families and embracing their role in mitigating, disrupting, and dismantling systemic oppression. Recent research sponsored by The Wallace Foundation confirmed that equity-focused leaders are essential for achieving more equitable school outcomes. Culturally responsive leadership is how you get there. [The Leadership Academy’s Culturally Responsive Leadership Framework](https://www.theleadershipacademy.org/) breaks it down.

As you and your teams move to expand in-person learning over the next few months, consider how you will leverage lessons learned from the pandemic to give every one of your students access to engaging and challenging learning experiences. I had the honor to recently work with Executive Superintendent Marisol Rosales and her team of Manhattan superintendents as they wrestled with these questions in service of creating a OneManhattan equity plan. They started by coming to an agreement on common language, using [The Leadership Academy’s ABCs of Equity](https://www.theleadershipacademy.org/abcs-of-equity) as a jumping off point. They then brainstormed policies and practices they would like to transform to be more culturally responsive: rethinking gifted and talented programming and middle school admissions; improving communication with families; supporting schools with grading and attendance policies that promote student success and “compassionate accountability.”

At the center of this work was the essential ingredient to culturally responsive education: the students. About a dozen high school students engaged in these sessions, and it was beautiful to see the adults listening closely to their ideas. They asked for more meaningful ways to participate in decision making processes and shared how disconnected they have felt from school this year.
As you plan for spring, summer, and next year, how are students and families helping shape learning experiences and environments?

Dr. Nancy B. Gutiérrez, President & CEO, The Leadership Academy

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**LEAD Professional Learning Dates**

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**LEAD Learning**

**LEADing talent, advancing achievement!**

In March, the Office of Leadership, Empowerment, and Development (LEAD) engaged in its first system-wide learning under the leadership of new NYC DOE Chancellor, Meisha Ross Porter. Chancellor Porter addressed Superintendents and Deputy Superintendents on March 18, and Principals on March 25. Professional learning for Superintendents and Deputy Superintendents on March 18 provided robust learning opportunities and pertinent information sharing. Attendees heard inspirational messages from Chancellor Porter, First Deputy Chancellor Conyers, and CAO Linda Chen followed by
additional, recently published tenure frameworks were presented along with pertinent information around the CEP. All Superintendents and Deputy Superintendents engaged with training around the Multidimensional Principal Performance Rubric (MPPR) and collaborated around its application in the blended/virtual environment through the lens of observing and supporting principal practice. The Principal PL on March 25 titled: Maximizing Learning: Starting with the End in Mind was designed to support principals as they think through what instructional, organizational, and administrative guidance they need to close out SY 2021 while preparing for SY 2022. The workshops ranged from the high leverage online instruction, planning, and delivery to impartial hearing procedures. Principals were able to select the learning modules based upon what "they" needed to improve their leadership capacities. March also included the second convenings of the Division of the First Deputy Chancellor Equity and Excellence EdPacesetters, the New Assistant Principal Academy, Leadership Book Club for Principals, and the APLI Leadership Chat for year three plus Assistant Principals. The March EdPacesetters Master Class, Data-Driven Decision Making in Support of Whole Child Development was facilitated by Dr. Alfred L. Hall, Assistant Dean of the College of Education at The University of Memphis and former Associate Superintendent of Curriculum and Instruction for Memphis City Schools. The Leadership Book Club for Principals was facilitated by EdPacesetter cohort II and District 19 Deputy Superintendent, Dr. Tamra Collins. The New Assistant Principal Academy session focused on the importance of knowing one's core values as well as the Six NYC DOE Leadership Core Values and understanding how to identify and support school-based technical vs. adaptive challenges. LEAD closed the month with a pre-spring break Assistant Principal Leadership Institute (APLI) Leadership & Literature Chat series facilitated by Rex Bobbish.

Principal Leadership in Action!

The spring edition of Principal Promising Practices spotlights the work of participants from the Division of the First Deputy Chancellor Leadership Book Club for Principals. The Leadership Book Club study centered on the text, Leadership on the Line: Staying Alive Through the Dangers of Change by Ronald Heifetz and Marty Linksy. The March culminating session was an all-principal led and facilitated session. Chapter facilitation was led by Principals Veronica Coleman of Kurt Hahn Expeditionary Learning School and Carl V. Manalo of Khalil Gibran International Academy. Other session participants include Principals: Dr. Dawn Brooks-Decosta, Thurgood Marshall Academy Lower School; Dr. Lisette Caesar, Mosaic Preparatory Academy; Yecenia Cardoza-Delarosa, Gregorio Luperon for Science and Mathematics High School; Jennifer Logan, Public School 41 The Stephanie A. Vierno School; Erin Lynch, Seth Low IS 96!
Principal Jennifer Logan | Public School 41 The Stephanie A. Vierno School
How it Started, How it’s Going!

Action Practice: We have been focused on the thoughtful selection of literature within the curriculum and classroom libraries, inclusive of authors, characters, and themes that serve as windows and mirrors, aligned to our P.S. 41 Vision for Racial Equity.

How it started: Our practices began as we engaged in courageous conversations within our Learning Partner Program (LPP) Team, explored student reading interest, a self-assessment of our offerings, and the extent to which it afforded all children access, representation, and belonging within our community.

How it’s going: Our journey continues to grow and evolve, aligning curriculum and texts to classroom conversations around acceptance and respect for oneself and others.

Yecenia Cardoza-Delarosa | Gregorio Luperón High School
In Her Own Words!

We, all stakeholders in the educational system, have encountered the challenges of this year. Here is our story from Gregorio Luperón High School. I am so proud of the way that we came together, put everything else aside, and focused on what would be best for our students. Our teachers at Gregorio Luperón High School are incredible and are working tirelessly to ensure that our students are getting an excellent education no matter where they are or how they are learning. I personally met with every one of my teachers to check-in, and I was so impressed with the resourcefulness and dedication I witnessed from every single person. The core values and competencies of teaching and leadership have not changed with Covid-19. We still need to approach our classrooms as places that are built from a foundation of love first.

Watch the video for inspiration and to learn more about the leadership, interdependence, and collaboration of Principal Cardoza-Delarosa and her staff.
Continuous Improvement Planning
Launch of the 2021-22 Comprehensive Education Plan (CEP)

Over the past year, the State/Federal Education Policy & Planning Team (SFEP) led a cross-functional CEP/iPlan working group representative of central office, BCO, district & school staff, parents, and labor partners to collectively reimagine the CEP for 2021-22. This collaborative work culminated in the launch of the 2021-22 CEP and addressed the following objectives:

- Redesign the CEP template, development process, and timeline to ensure school communities have an effective and user-friendly tool to support their continuous improvement planning and progress monitoring efforts.
- Consider the professional learning needs of school and district leadership teams, as well as BCO and central-level staff to ensure clarity in understanding of SED requirements for school CEPs and the NYC DOE’s expectations for effective continuous improvement planning practices aligned with our CSS strategy in support of student achievement.
- Clarify the roles, responsibilities, and expectations for all stakeholders in continuous improvement planning.

This spring, schools are reflecting on their current goals and action plans as they engage in a comprehensive needs assessment to inform the development of their 2021-22 CEP. Schools can now access new tools and additional functions in iPlan that enhance the user experience. The iPlan portal empowers School Leadership Teams and other stakeholders with opportunities for remote collaboration via mobile phone, laptop or desktop, from anywhere, at any time; it offers SLT members greater access and real-time engagement in the development of school plans.

LEADers on the Move

The Office of Leadership, Empowerment, and Development (LEAD) is taking a moment to celebrate and offer congratulations to our talented leaders on the move. Please join us in celebrating newly appointed Bronx Executive Superintendent Dr. Erika Tobia and newly appointed District 18 Superintendent, Celeste Douglas!

Dr. Erika Tobia

Celeste Douglas

Congratulations to our Newly Appointed Executive Superintendent & Superintendent for the 2020-2021 School Year!

Please join us in sharing celebratory greetings to our leaders!
LEADership in Focus

As we pass the one-year mark of the pandemic, LEAD continues to support our new and aspiring leaders in schools. We are currently providing coaching to over 200 first- and second-year principals and have over 120 aspiring school leaders in our programs. At the same time, LEAD has also undertaken new initiatives. These have included:

Borough Leadership Councils. We are supporting Executive Superintendents through the introduction of Borough Leadership Councils and assigning an individual staff member from LEAD to each Executive Superintendent to help launch this leadership development effort. These directors will assist each Executive Superintendent as they develop their bench of future school leaders.

Equity Centered Leadership. With the support of the Wallace Foundation, we recently completed an exploration of equity-centered leadership and how that lens can deepen our work. We continue to broaden our resources in this area that has become a major component of our principal preparation programs and our coaching of new principals.

Throughout the year, all principal preparation programs have continued to meet, and we look forward to graduating another cohort of leaders this Spring. Applications for all leadership development programs including LEAP, APLI, and Wallace have opened. For more information and links see information in the Opportunities to LEAD section below.

Check out previous Tips of the Week here

Research: A Little Recognition Can Provide a Big Morale Boost

by Shibeal O'Flaherty, Michael T. Sanders, and Ashley Whillans

“As we enter into the second year of the Covid-19 pandemic, frontline public sector workers such as healthcare professionals, teachers, and social workers are under more strain than ever.” Continue reading here.
Opportunities to LEAD

LEAD is now accepting applications from assistant principals (APs) and teachers who would like to participate in citywide leadership development programs.

For Assistant Principals (with at least two years of experience as an AP): The Assistant Principal Leadership Institute (APLI) is designed for experienced APs who are ready to step into a principal role in one-to-two years, and who seek job placement supports and professional learning with a cohort of talented APs citywide. Participants will receive CTLE credits. APs are encouraged to apply by April 26. For more information on APLI, see this overview.

For Teachers (without School Building Leader certification): The Leaders in Education Apprenticeship Program (LEAP) is a competency-based graduate program, run in partnership with Bank Street College, that prepares teachers to become DOE APs and principals. Teachers interested in school leadership are encouraged to apply by April 26. For more information on the LEAP program, including changes in eligibility, see this overview.

For Teachers (with School Building Leader certification): The Wallace Leadership Fellows Program is designed for teachers who are pursuing a DOE AP position within one to two years. Teachers interested in school leadership are encouraged to apply by April 26. For more information on the Wallace program, including changes in eligibility, see this overview.

For questions, email: leadershippathways@schools.nyc.gov.

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