**Stakeholder Support Offered to Principals/Assistant Principals in Kentucky**

The Wallace University Principal Preparation Initiative (UPPI) stakeholders are interested in compiling a matrix/document containing all supports provided/offered to principals and assistant principals in Kentucky. Your agency is one that offers a support/activity of professional development.

Please respond to the following questions regarding your professional support for principals and assistant principals in Kentucky:

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| **Name of Activity/Support:**  **Principal Partnership Project (P3)** |
| **Principal Contact for Activity/Support:**  Jenny Ray [jenny.ray@education.ky.gov](mailto:jenny.ray@education.ky.gov)  Kevin Stull [kevin.stull@education.ky.gov](mailto:kevin.stull@education.ky.gov) |
| **Time and/or Length of Activity/Support (when offered):**  P3 offers a variety of supports to connect, learn, and inspire new and experienced principals, each year:   * 1 statewide kick-off event at KDE, specific to the needs of new principals, while focusing on opportunities to make connections and learn from experienced principals. * Full day regional Learning Lab experiences in the fall and spring (in conjunction with Assistant Principal Partnership Project (AP3) participants, as well) * 1 statewide finale event at a university/college, in conjunction with AP3 participants. * Multiple on-site visits ranging in length from 2 hours to a full day, depending on coaching needs * Multiple *optional* events, including EdCamp experiences in partnership with KyGoDigital partners and online Twitter learning events |
| **Cost to Participant:**  No cost to participate other than travel to state and/or regional events |
| **Description of the goals and focus of the activity/support as well as names of books, materials, consultants utilized:**  The Principal Partnership Project is designed to meet the needs of new principals and experienced principals wanting to know and apply innovative ways of learning for students and professional growth for staff.   * Personalized support at the school level addressing real needs in real time. (Leadership Development Specialists have been trained in Cognitive Coaching and/or Adaptive Schools by credentialed Thinking Collaborative trainers.) * Regional Learning Labs are focused on pertinent, research-based resources (e.g. Danielson’s Framework for Teaching, Hattie’s Collective Efficacy, and Mattos/DuFour/Marzano’s Professional Learning Communities) and offer access to effective school structures and practices while networking with colleagues, regionally. * State-wide meetings to “kick-off” the year, to culminate the year, and to provide additional networking and learning opportunities * Encourage thought partners including assistant principals, deans, instructional coaches, counselors, or teacher-leaders to participate with the principal at each learning event |
| **Why the need for this support/offering:**  Funding is no longer provided for the Kentucky Principal Internship Program (KPIP). New principals, in particular, are supported only at the level of capacity of the local district. P3 seeks to support principals by providing the support no longer available through the unfunded KPIP process. One unique aspect of participation is that experienced participants from previous years’ cohorts are invited to provide expertise and insight into ‘lessons learned’ to each incoming cohort. Each year, new principals in P3 have access to a larger field of experienced P3 principals from previous cohorts. There is no time limit to participation in P3, but the level of coaching support from the Leadership Development Specialists decreases, as more experience is gained. Experienced P3 participants may transition to a support role for the new principals at regional and statewide events. |
| **How Support is connected to PSEL Standards:**  The Principal Performance Standards are the current standards used to evaluate principals. The standards have been cross-walked to the PSEL Standards. Kentucky’s Principal Effectiveness Steering Committee has given initial indication they may recommend moving to the PSEL Standards once they are adopted by the Kentucky Education Professional Standards Board. |
| **How the impact/effectiveness of the support is determined:**  Following year 2 and expected for each year following, an independent evaluation of the program was and will be conducted to determine impact and effectiveness. |
| **Which of the following is offered to participants: Certificates of Completion, Course Credit, Degree, etc.**  EILA credit currently. |

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| **Name of Activity/Support:**  **Assistant Principal Partnership Project (AP3)** |
| **Principal Contact for Activity/Support:**  Jenny Ray [jenny.ray@education.ky.gov](mailto:jenny.ray@education.ky.gov)  Kevin Stull [kevin.stull@education.ky.gov](mailto:kevin.stull@education.ky.gov) |
| **Time and/or Length of Activity/Support (when offered):**  AP3 offers a variety of supports:   * 1 Kick-Off event at KDE specific to the needs of Assistant Principals who aspire to become principals * 1 Finale event in conjunction with P3 participants * Regional Learning Lab events in conjunction with P3 * At least one on-site visit ranging in length from 2 hours to a full day, depending on coaching needs. |
| **Cost to Participant:**  No cost to participate other than travel to state and/or regional events |
| **Description of the goals and focus of the activity/support as well as names of books, materials, consultants utilized:**  The Assistant Principal Partnership Project is designed to meet the needs of Assistant Principals who aspire to become Principals.   * Personalized support at the school level to determine gaps in experience in preparation for a principal position. * Regional Learning Labs providing access to successful schools and networking with regional colleagues * State-wide meetings to “kick-off” the year, to culminate the year, and to provide additional networking opportunities |
| **Why the need for this support/offering:**  The Assistant Partnership Project (AP3) was added to the P3 support system due to the consistent requests from the field for support specific to assistant principals, especially those who want to become principals. |
| **How Support is connected to PSEL Standards:**  The Principal Performance Standards are the current standards used to evaluate principals. The standards have been cross-walked to the PSEL Standards. Kentucky’s Principal Effectiveness Steering Committee has given initial indication they may recommend moving to the PSEL Standards once they are adopted by the Kentucky Education Professional Standards Board. |
| **How the impact/effectiveness of the support is determined:**  The 2017-18 school year was a pilot for the Assistant Principal Partnership Project. An independent evaluation of the program will be conducted to determine impact and effectiveness after the 2018-19 school year. |
| **Which of the following is offered to participants: Certificates of Completion, Course Credit, Degree, etc.**  EILA credit currently. |