



Promising Principals Academy Agenda

The Promising Principals Academy was developed in 2013 as a joint project between the governor’s office and the Maryland State Department of Education (MSDE). The yearlong academy is designed to equip participants with the skills and knowledge to successfully transition to the principalship. Recognizing that there are many paths to the principalship, the 2018-2019 Academy will be open to assistant principals, central office staff, and teacher leaders who have earned their Administrator II endorsement and have been recommended by their Superintendent or Chief Executive Officer (CEO). Superintendents and CEOs from each of Maryland’s 24 school systems, the SEED School, and Juvenile Services Education System may select two of their future school leaders to participate. Participants will receive in-depth training on implementing Maryland’s College and Career Ready Standards, conducting purposeful educator evaluations, preparing for the principal interview, managing budgets, addressing ethical issues, and engaging the media. Each cohort of promising principals is paired with a former principal who serves as a coach. Between training sessions, principal candidates work online to complete targeted learning experiences and participate in a community of practice under the guidance of their coaches. Upon successful completion of the program, participants will be prepared to transition to the principalship.

The table below identifies tentative dates, topics, and outcomes for the 2018-2019 academy.

Tentative Dates	Topics	Session Outcomes	Location
July 24, 25, and 26, 2018	Leadership and Team Building Leadership Styles and Relationship Building Professional Learning Strategic Planning	Participants will: Day 1 <ul style="list-style-type: none"> • Review expectations of Academy participants. • Analyze the role and responsibilities of principals. • Develop an understanding of the function of a leadership coach. • Explore core values related to education and leadership. Day 2 <ul style="list-style-type: none"> • Build capacity to lead through an equity lens. • Analyze leadership styles and its impact on the school and community. • Review effective practices for community, parent, and stakeholder engagement. • Explore strategies to improve school culture. Day 3 <ul style="list-style-type: none"> • Practice data-informed decision making. • Develop a professional learning strategic plan to guide learning for the year. 	Towson Sheraton



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August 2018	Data Analysis and Professional Learning Strategic Planning	<ul style="list-style-type: none"> Review, reflect, and modify the professional learning strategic plan for the year. 		Coaches Follow-Up (in school and virtual)
September 20, 2018	Equitable Leadership Practices	<ul style="list-style-type: none"> Engage in learning experiences focused on data-informed, equitable leadership practices. Discuss models for culturally responsive leadership and strategies to foster inclusive spaces where students, educators, and families are treated fairly and thrive. Reflect on and refined their role as leaders addressing inequities. Use standard three from the Professional Standards for Educational Leaders to create specific steps (actions) to implement equitable leadership for ALL students and staff. Identify two Professional Standards for Educational Leaders for growth to guide their professional growth plan for the academy. 		Double Tree by Hilton Laurel, MD
October 2018	Equitable Leadership Practices Professional Growth Plan	<ul style="list-style-type: none"> Follow-up on specific steps (actions) to implement equitable leadership for ALL students and staff. Develop professional growth plan by Identifying two Professional Standards for Educational Leaders on which to focus. Identify the artifacts that will be collected for each of the Professional Standards for Educational Leaders. 		Coaches Follow-Up (in school and virtual)
November 29, 2018	Interview Preparation	<ul style="list-style-type: none"> Discuss entering the principal pool. Review materials needed for the principal application and interview. Discuss strategies and components of a successful principal interview. Practice interviewing for the principalship (mock Interviews). 		State Convening Queen Anne’s County Public Schools Board of Education
December 2018	Mock Interviews and Resource Review	<ul style="list-style-type: none"> Collect, review, and provide feedback on interview and materials from November mock interview. 		Coaches Follow-Up (in school and virtual)



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Tentative Dates	Topics	Session Outcomes	Location
January 24, 2019	Teacher Evaluation	Participants will: <ul style="list-style-type: none"> • Discuss the importance of trust and its impact on evaluations. • Connect critical attributes relating to instruction, planning, and classroom environment to the improvement of teacher practice. • Practice effective classroom observation skills. • Collect evidence and data based on the identified attributes to norm feedback provided to teachers. 	State Convening Loyola Graduate Center Columbia, Maryland
February 2019	Teacher Evaluation and Actionable feedback	<ul style="list-style-type: none"> • Conduct learning walks in schools and practice providing actionable feedback and writing evaluation reports. • Review progress on professional growth plan. 	Coaches Follow-Up (in school and virtual)
March 28, 2019	School Improvement	<ul style="list-style-type: none"> • Review essential elements of the school improvement process. • Analyze state assessment data to determine school needs. • Analyze effective practices for budget management. • Review components of leadership style and align to implementation for distributive leadership and building teams. • Participate in media training. 	State Convening Carver Center Gambrills, Maryland
April 2019	School Improvement	<ul style="list-style-type: none"> • Review strengths and weaknesses of school improvement plans. • Review progress on professional growth plan. • Practice managing a budget. • Revisit interview strategies. 	Coaches Follow-Up (in school and virtual)
May 30, 2019	Transition to the principalship	<ul style="list-style-type: none"> • Discuss transitioning from current position to the principalship. • Prepare to enter the role of the principal (<i>what to do before the school year starts and during the first 100 days of the school year</i>). • Reflect on outcomes from the strategic professional growth plan. 	State Convening TBD