



COLORADO
Department of Education

Principal Leadership Institute Implementation Report

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Executive Summary

House Bill 19-1002 charged the Colorado Department of Education (CDE) with providing professional development for public elementary, middle, and high school principals in rural, suburban, and urban areas across the State of Colorado. This leadership program, the Principal's Leadership Institute (PLI), is a program that focuses on empowering school leaders through the lens of distributive and collaborative leadership. The intention of the program is to increase teacher collective efficacy and improve school culture and climate. Ultimately, the goal of the program is to improve student outcomes.

The Principal Leadership Institute is based on a cohort model—current Colorado principal participants work alongside exemplary Colorado principals using a coaching framework. Professional development works well, but when partnered with a coach to support the individual, that takes the learning into implementation. One of the things that sets the Principal Leadership Institute apart from training is the support provided by the high-quality coaches. The Institute begins with principals in the program examining themselves as leaders and identifying individual leadership behaviors to leverage in order to distribute their leadership. Throughout the year, this experiential leadership seminar provides monthly workshops and job-embedded coaching sessions with principal coaches.

Cohort 1 ran as a one-year, completely virtual program beginning fall 2020, and CDE has relied on single year survey data to understand if this program has met its intent as described by law. In the spring of 2021, due to budget dollars being reinstated to support this grant-funded initiative, a second cohort of the PLI was approved. With the launch of Cohort 2 in Fall 2021, the collection of single survey data will be utilized.

The PLI builds in high levels of supports for leaders (via principal coaches) throughout the program to sustain and integrate the skills and behaviors learned during the workshops. Leaders focus on their leadership identities as a foundation before they 1) engage in components of Distributive Leadership¹ and 2) build schoolwide systems to support a collaborative culture. Throughout the Principal Leadership Institute, formative feedback is collected to assess the implementation of distributive leadership and the impact that this practice is having on a school's climate and culture.

Despite the pandemic, this program has proven to be highly successful with Colorado principals as they demonstrate success in creating positive school level climate and culture. As asked by the legislation, based on the qualitative measures of impact found in this report, the program is recommended for continuation by the legislature.

Below are general statistics on program participants and reach for cohort 1:

- Participants:
 - 18 principal participants, each receiving 44 hours of training
 - 12 principal coaches, each receiving 61 hours of training

- Program reach:
 - 25 school districts and 30 schools
 - 1004 certificated educators
 - 13,226 students

¹ Distributive Leadership means the shared, collective, and extended leadership practice that builds the capacity for change and improvement. (See **Appendix A** for more detailed definition.)



- 15 elementary (9 rural)
- 6 middle schools (2 rural)
- 5 high schools (2 rural)
- 4 multi-level schools (2 rural)

Below are general statistics on program participants and reach for cohort 2:

- Participants:
 - 22 principal participants
 - 18 principal coaches

- Program reach
 - 27 school districts and 40 schools
 - 1079 certificated educators
 - 13,048 students
 - 26 elementary (9 rural)
 - 6 middle schools (4 rural)
 - 4 high schools (2 rural)
 - 4 multi-level schools (4 rural)

Introduction

The Department of Education (CDE) was directed to design and implement the Principal Leadership Program in accordance with House Bill HB 19-1002² during the 2019-20 fiscal year. CDE identified high-quality school principals across Colorado to be principal coaches for school principals selected to receive the professional development program.

In the 2020-2021 fiscal year, CDE launched the Principal Leadership Institute for principals across the state of Colorado. The year-long program fostered virtual site visits and coaching relationships between principal coaches and the principals receiving the professional development. Twelve principal coaches and eighteen principals (cohort 1) were selected to participate in this program. Due to the virtual platform, principals were able to attend the PLI monthly interactive workshops as well as engage with other schools' leadership teams and faculty meetings in a remote manner.

In the 2021-2022 fiscal year, the Principal Leadership Institute was able to offer a second year of programming. This time, eighteen principal coaches and twenty-two principals (cohort 2) were selected to participate. The program will continue with its virtual platform to allow easier access to the workshops due to geographical barriers. Additionally, continued funding allowed cohort 1 to continue for a second year of the Principal Leadership Institute in 2022-22. Thirteen of the eighteen principals chose to continue with this PLC work. Each principal was asked to invite one or two teacher leaders to attend the program with them to develop their leadership skills while executing their Professional Learning Communities. A total of 18 teacher leaders are part of this year two experience, for a total of 31 participants in the year two program.

² Funding for this program was supported through a 3-year grant that accompanied HB 19-1002. The 3-year grant ends in June 2022.



Principal Participants

Program Principals

In 2020-2021, 30 principals across the state of Colorado participated in the Principal Leadership Institute as either recipients of support or as coaches. Principals receiving the professional development went through an application process and were selected to participate. The application process began in August 2020 and closed mid-September 2020, culminating with 18 principals selected. Principal coaches were invited to be coaches in the program through recommendations from district, Boards of Cooperative Educational Services (BOCES), and CDE leadership. These high-quality, exemplary principals were recommended through the lens of the Principal Coach Competencies that align with Colorado's Principal Quality Standards. Superintendents for these twelve coaches were notified about their principal's recommendation. These twelve coaches received a stipend of \$2,500 for their commitment to this work. See **Appendix B** for the Principal Coach Competencies.

In 2021-2022, 40 Colorado principals are participating in cohort 2 of the Principal Leadership Institute. This year's application process mirrored last year's process and closed mid-September 2021. Twenty-two principals and 18 coaches will participate in the program through June 2022. Coaches in cohort two will continue to receive a stipend of \$2,500 for their efforts.

Identifying Exemplary, High-Quality School Principals

In 2020-2021, 12 high-quality principals were selected to serve as coaches for the program. These high-quality principals represent schools located in rural, suburban/urban areas as well as elementary, middle schools, high schools, or multi-level (K-8 or 6-12, etc.) schools. Representation across principal coaches is indicated below:

- 3 rural elementary school
- 2 suburban/urban elementary school
- 1 rural middle school
- 2 suburban/urban middle school
- 1 rural high school
- 1 suburban/urban high school
- 1 multi-level 6-12 rural school
- 1 multi-level K-7 suburban/urban school

To identify these exemplary, high-quality school principals for the program, CDE created a list of competencies for principals that align with our current Principal Quality Standards. These Principal Coach Competencies represent underlying motives or habits that cause these principals to be successful in their current roles. Principal coaches success criteria include: 1) successfully practices distributive leadership and 2) maintains a strong collaborative learning community at school, from Standard 2 of the *Principal Quality Standards- Inclusive Leadership Practices*.

The Educator Talent team collaborated with the Colorado Association of School Executives (CASE), BOCES leaders, district leaders, and other internal CDE leaders to identify high-quality principals who were named as excellent candidates for coaches in our program. Members of the SLCT made both in-person and virtual site visits to these recommended principals' schools to observe systems of distributive leadership that were in place. This allowed the team to vet the recommendations made by the respective leaders across the state. CDE also conducted 1:1 interviews with each principal to assess whether they had the desire to be a coach to other principals, if they were willing to be trained to learn about the coaching behaviors, skills, and strategies of a



principal coach, and if they had the time and energy to meet with the participating principals to provide 1:1 coaching throughout the program tenure.

Identifying School Principals for Professional Development

In 2020-2021, eighteen (18) principals were selected to receive professional development through the program. These participating principals represent schools located in rural, suburban/urban areas as well as elementary schools, middle schools, high schools, and multi-level (i.e.: K-8 or 6-12, etc.) schools.

The State Board of Education set the criteria and application process for selecting participating principals through board rules. A selection board representing district leaders, CASE leaders, former principals, former superintendents, and a school board member were convened, and a selection rubric was used to take a closer look at the applicants. In the first-year pilot, the program focused on seeking out principals who had a growth mindset and a desire to be coached. The application also included documented evidence that the applicant's employer supported the applicant's participation in the School Leadership Pilot Program.

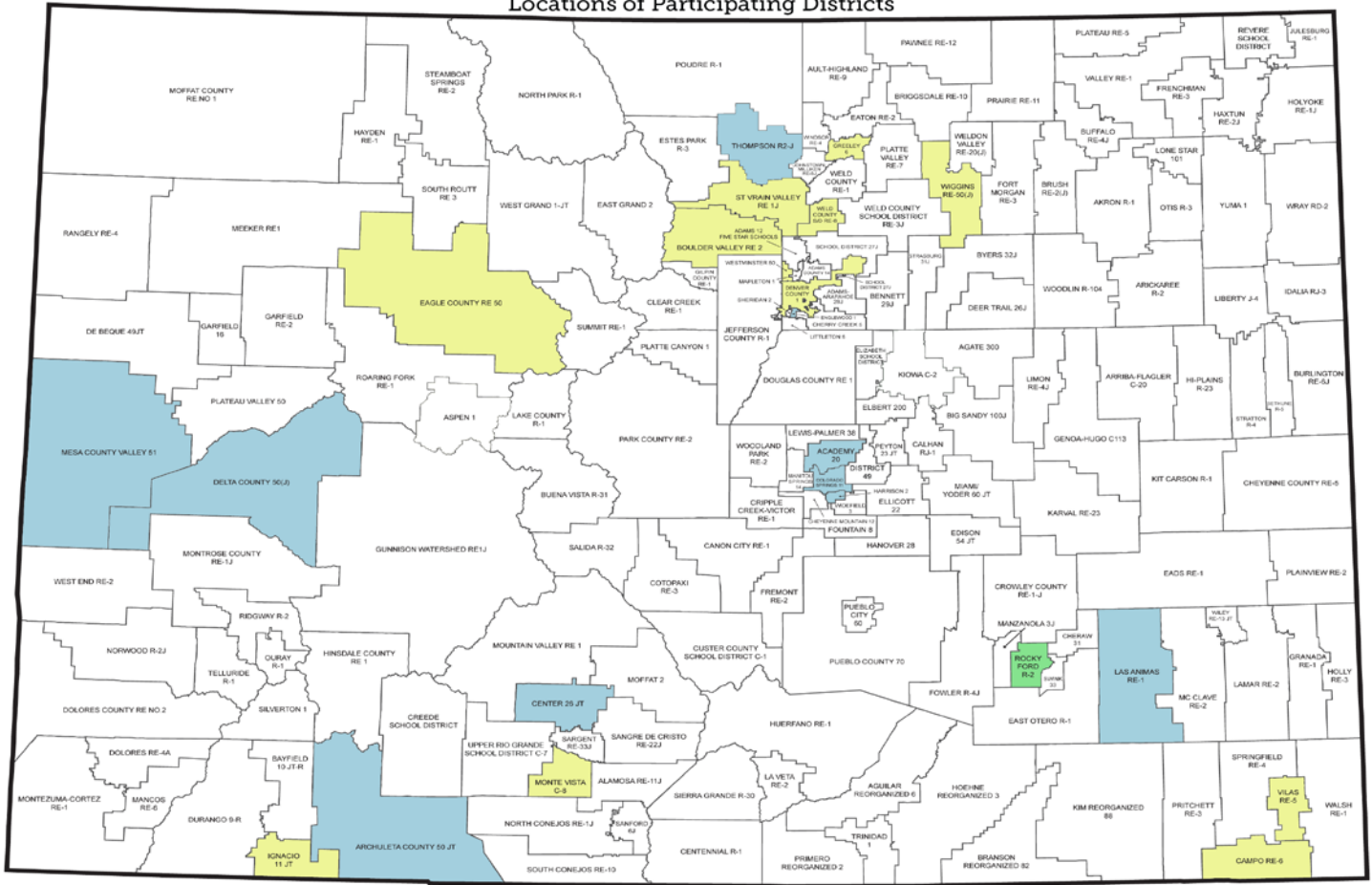
With thirty principals involved in year one of the program as recipients or coaches, 1,004 teachers and certificated staff members as well as 13,226 students across the Colorado have been impacted by this work.

See Appendix C for tables that show the number of educators and students per school site (20-21).

See Appendix D for a list of the interactions between exemplary principals and participating schools throughout the Principal Leadership Institute programming year.

On the next page, there is a map of Colorado school districts highlighting the locations of program participants for 2020-2021. The map represents rural, suburban, and urban districts across Colorado. The blue shading represents the home districts of the program's principal coaches and yellow shading indicates the home districts of principal participants. Rocky Ford district (shaded green) has both a principal coach and a principal participant in the leadership cohort.

**Principal Leadership Institute 2020-2021
Locations of Participating Districts**



Produced by the Colorado Department of Education - February 2019

■ Principal Coaches
 ■ Principal Participants
 ■ Both Coaches & Principals

11 Principal Coaches from 10 Districts (Indicated in Blue)	17 Principal Participants from 14 Districts (Indicated in Yellow)	1 Principal Coach and 1 Principal from the *same district *Note: 1 district (Indicated in Green)
Academy D20, Archuleta, Center, Colorado Springs D11 (n=2), Delta, Englewood, Harrison D2, Las Animas, Mesa, Thompson	Boulder Valley School District (n=3), Campo, Denver Public Schools, Eagle, Fountain Fort Carson D8, Greeley, Ignacio (n=2), Lewis-Palmer, Monte Vista, St. Vrain Valley School District, Vilas, Weld RE-8 (Fort Lupton), Westminster, Wiggins	Rocky Ford

See Appendix E for a Colorado map of locations for participating districts in 2021-2022.



Learning Objectives of the Program

Learning Objectives

There are two learning objectives for this leadership program:

1. Increased teacher collective efficacy³
2. Improved culture and climate in schools

There are six key leverage points that are emphasized to reach the two learning objectives:

- Understand leadership identity (strengths and constraints);
- Implement six key elements of Distributive Leadership to build teacher capacity;
- Use Adaptive Schools tools of collaboration;
- Establish trust in schools;
- Empower teachers to collaboratively problem solve and make decisions; and
- Create collaborative teams as an opportunity for engagement

See Appendix E for the PLI content.

Success Measures of the Program

Methods to Measure Program Impact

The Principal Leadership Institute has been operational since September 2020. One of the main learning objectives for the Principal Leadership Institute is to build a strong climate and culture in schools through distributive leadership. A simple survey called the Staff Perception Survey was used three times a year (e.g.: fall, winter, and spring) to allow principals and their licensed educators to share individual thoughts about Distributive Leadership practices that were occurring in each respective building.

Staff Perception Survey (Principal and Licensed Educators): This survey evaluated three main aspects of school culture: professional collaboration, affiliative collegiality⁴, and self-determination/efficacy. Survey questions about building trust in a school were also included as a part of evaluating school culture because high trust in colleagues creates a context for positive morale. This perception survey was administered in the fall and winter, and then later in the spring to examine trends over time. The data from the fall, winter, and spring perception surveys is the main data collected throughout the program, and it serves as qualitative data for schools in terms of distributive leadership practices, climate and culture perception, and certificated staff collective efficacy in a building.

³ Albert Bandura named this interesting pattern in human behavior "collective efficacy," which he defined as "a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment" (Bandura, 1997). And in schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement (Bandura, 1993).

⁴ Affiliative collegiality is the degree to which teachers and staff communicate, celebrate, and appreciate one another.



Progress Monitoring Tool: On a monthly basis, all thirty principals submit a progress monitoring tool (via Smartsheet) to share qualitative perceptions about the impact that the Distributive Leadership workshops are having on their professional practices with their staff. The principals also have an opportunity to give a monthly rating about the culture and climate of their staff. The purpose of the progress monitoring tool is to allow each principal and coach an opportunity to capture any insights or “take-aways”. This informal monthly measurement allowed the principals and coaches to see micro changes that occurred throughout the year.

Here are five examples of next steps or insights from the progress monitoring tool:

- *“Originally, I chose to focus on empowering staff. And then I realized that I needed a structure to make this happen. So, my biggest focus right now is optimizing my leadership team.”*
- *“I truly think that just because you are the leader of the building, does not mean that you are the only leader. Keep in mind that you can develop others.”*
- *“It filled my bucket with professional learning. When looking at the 6 Key Elements of Distributive Leadership, I was able to analyze my own leadership.”*
- *“The (Institute) has improved my leadership team. The roles and responsibilities piece and the “why” we exist--about making improvements about student learning.”*
- *“The monthly coaching for sure. And the coaching after the workshop--it always made me think more about what is that next step. It helped keep me focus on the immediate take-aways.”*

Coaching Tracker: On a monthly basis, principal coaches submit a coaching tracker reflection (via Smartsheet) to share qualitative perceptions on what their principal’s actionable item was that aligned to the Distributive Leadership workshop for that respective month. The purpose of the coaching tracker is to capture strategies and coaching behaviors that supported the principals to be self-directed learners⁵ and leaders. The coaches also share their coaching insights for each respective monthly coaching session. Again, this informal monthly measurement allowed coaches to reflect on their coaching practices to see how their coaching impacted their respective principal’s thinking and actions.

Here are five examples from our principal coaches highlighting their impact during the coaching sessions:

- *“...he is empowering (his teachers) to work with their colleagues to create an implementation plan...”*
- *“...helping her clarify her “why” for wanting to do distributive leadership with her staff...”*
- *“...she had a realization that she might need to focus on school-wide structures and systems that allow people to be empowered...”*
- *“...we were able to connect our site visits of each other’s schools to her action step...”*
- *“...after I received my coaching from my CDE coach, I gained some insights and a question that I will use next time with my principal when I am coaching her...”*

⁵ Self-directed learners are people who have the cognitive capacity for excellence both independently and as members of a community. Self-directed people are self-managing, self-monitoring, and self-modifying. (Thinking Collaborative, LLC)



Data Analysis and Impact Trends

CDE collected and analyzed quantitative and qualitative data to understand the impact of the PLI. The data from the fall, winter, and spring perception surveys serve as quantitative data for schools in our program. The survey was sent to the principal participants' certified educators to respond. Our data collection targets three areas: distributive leadership practices, climate and culture perception, and collective efficacy for licensed educators in a building. This section analyzes the data from cohort 1 and looks at trends over a one-year timeframe. The fall data serves as the baseline data for the year in this analysis. The survey results are included later in this section.

CDE used the progress monitoring tool and the coaching tracker to understand the impacts of the PLI qualitatively. This data highlighted several successes of the program.

1. The content learned supported with the powerful coaching framework was invaluable to the participating principals.
2. Principals who focused on building stronger relationships with staff noticed a more positive impact on working relationships in the building.
3. Site visits allowed principal participants to see concrete examples of leadership teams in action.
4. Coaching a principal to come up with their own solutions and systems of distributive leadership (instead of telling them what to do) created a stronger sense of efficacy within principals.
5. Three themes emerged as a result of this work: principals were focused on empowering their teachers, building a stronger climate and culture, and optimizing systems to support distributive leadership.

Anecdotally, the principals reported in their progress monitoring reflections that they were cautious about implementing any new type of distributive leadership practice as they were balancing the mental and emotional support for their teaching staff. Accordingly, many participating principals treated the 2020-2021 year as a planning year while they learned about distributive leadership practices.

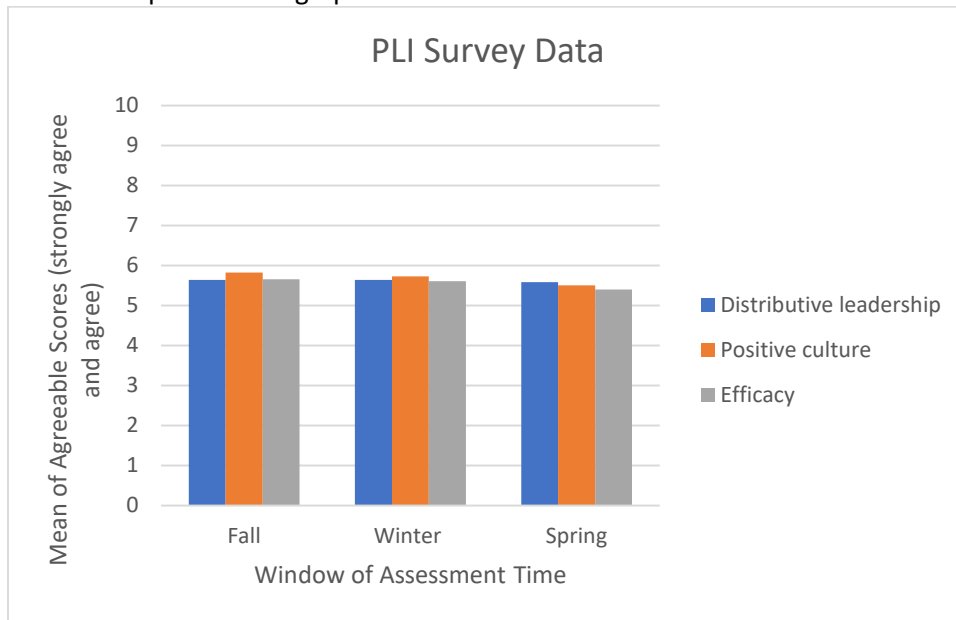
The data in the table below shows mean comparisons over time with respect to the level of agreeability for the three areas of focus: Implementation of Distributive Leadership schools, Positive Climate and Culture buildings, and Collective Efficacy among faculty.

When reading the graph below, the y-axis indicates the level of agreeability to the question. The x-axis shows that the surveys were administered three times during the program year: fall, winter, spring.

Agreeability	Scale Number
7	Strongly Agree
6	Agree
5	Somewhat Agree
4	Neutral
3	Somewhat Disagree
2	Disagree
1	Strongly Disagree

This graph shows the mean comparisons for each of the focus areas comparing fall, winter, and spring data. The data lines show that the mean comparisons were mostly in the Agree / Somewhat Agree range throughout the year.

Or I can drop in this bar graph...



Example
 Question from Survey:
 Distributive Leadership is a consistent practice in our building.

 Response:
 “Somewhat Agree” would represent the number 5 on this graph.

Mean comparisons:

	Fall	Winter	Spring
Distributive leadership	5.639	5.638	5.584
Positive culture	5.823	5.732	5.506
Teacher Efficacy	5.656	5.611	5.400

Upon analysis, the feedback from participating principals through our progress monitoring efforts mirrors that of the perception surveys over time -- little to no change in distributive leadership practices amongst participating principals. However, as principals reflected on their learning, they were excited to execute their distributive leadership plans for the upcoming year, in 2021-2022.

In terms of the other two focus areas, the survey results show that the COVID-19 pandemic landscape may have negatively impacted the licensed educators’ experiences. Although the culture and climate data and the teacher efficacy data declined overall, the mean scores do not show a drastic decline. It may be that variables related to the pandemic have greatly influenced the data for a single year, or it may be that as participating principals learn more about what distributive leadership looks like in action, they have a more realistic assessment of their skills compared to the beginning of the year.

Another variable to consider that might have caused a dip in the mean scores could be related to the decreased participation rate in the survey over time and/or who responded. In other cases, a faculty member might have responded to the survey in the fall and forgot to do so again in the spring. Thus, it will be important to look at the results over time before drawing any specific conclusions. Individual graphs from the fall/winter/spring



perception surveys for year one implementation of distributive leadership practices can be found in **Appendix F** of this report.

The table below shows the number of strongly agree/agree responses for each data collection period for all certified educators surveyed. Upon initial analysis, fall (n=469), winter (n=445), and spring (n=383), data appear to be similar throughout the first year of learning and implementation—approximately 2/3 of the respondents agree and 1/3 of the stakeholders who responded disagree for each respective focus area. The large N sizes represent the voices of all certified educators for each of the principal participants’ faculty. Note: We only have about 38-48% of staff responding, and response rates declined over the year.

Table summarizing graphs:

Principal Leadership Institute Focus Area	Fall 2020 Data Strongly Agree/Agree (n = 469)	Winter 2021 Data Strongly Agree/Agree (n = 445)	Spring 2021 Data Strongly Agree/Agree (n = 383)
Distributive Leadership is a consistent practice in our building	65.25%	68.32%	65.80%
The climate and culture in our school is a positive one	71.42%	69.44%	65.79%
Teachers have a sense of collective efficacy	66.53%	65.85%	61.88%

Through the program’s monthly workshops, principals reported that their licensed educators were experiencing a sense of helplessness and a loss of control during this time of remote / hybrid learning conditions. Even if some of the principals in our program were implementing distributive leadership practices, it is difficult to tease out what the positive impact might be with the COVID challenges looming in the background. Based on this reality, it’s difficult to isolate the impact of our Institute due to other variables that existed during this programming window. Accordingly, CDE will continue to examine these data over time to better understand the effect of the program.

Conclusion

Over the past two years, the Principal Leadership Institute has provided an opportunity for 70 Colorado principal leaders to participate in an empowering leadership program that allows them to understand their leadership identities and learn about and implement the components of distributive leadership. Through the program, school leaders learn to optimize existing systems and structures in their schools to become more collaborative in nature. Leaders were also able to learn about and implement the six Key Elements of Distributive Leadership to increase the voice, choice, and teacher collaboration in schools. The intended outcome of this program was to increase teacher collective efficacy through distributive leadership practices and improve the climate and culture of schools.

Although the monthly reflections from cohort 1 have been very positive, there is not a significant change in the perception data from fall to spring. Much of this lack of change may be attributed to the additional impact that the COVID-19 pandemic had on principals, licensed educators, and program implementation. Even in the pandemic circumstances, cohort 1 principals learned about the six Key Elements of Distributive Leadership, and they had a planning year to formalize this new learning as they brought their educators back to the “new normal” of school—post pandemic.

Based on the positive outcomes, stakeholders have indicated that they would like to see the Principal Leadership Institute program extended.



Appendix

Appendix A: Definition of Distributive Leadership (as defined in our Principal Leadership Institute)

Distributive leadership is primarily concerned with the practice of leadership rather than specific leadership roles or responsibilities. It equates with shared, collective, and extended leadership practice that builds the capacity for change and improvement. Distributive leadership means mobilizing leadership expertise at all levels in the school to generate more opportunities for change and to build the capacity for improvement. The emphasis is upon *interdependent* interaction and practice rather than individual and *independent* actions associated with those with formal leadership roles or responsibilities. Genuine distributive leadership requires high levels of trust, transparency, and mutual respect.

-Dr. Alma Harris

Appendix B: Principal Coach Competencies for HB 19-1002

Competencies... A Definition:

[From Spencer & Spencer 1993, Steiner & Hassel 2011, Turn Around Leader Competency]

- Competencies are underlying motives and habits—or patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role.
- Competencies lead to actions that lead to outcomes.
- Competencies explain some of the differences in performance levels of leaders.
- Competencies can be measured and intentionally developed.

10 Competencies of Highly Qualified Principals:

[Note: Competencies are highlighted in colors and represent each of the 4 Principal Quality Standards.]

- ✓ Quality Standard I: Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
 - **Systems Thinker (1c, 1d)**
 - **Problem Solver (1b) *Turn Around Leader Competency**
- ✓ Quality Standard II: Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
 - **Successfully Practices Distributive and Collaborative Leadership—Demonstration of Staff Engagement (2d)**
 - **Builds and maintains a strong collaborative learning community in their school (2a)**
- ✓ Quality Standard III: Principals demonstrate strong instructional leadership by aligning curriculum, instruction, and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.
 - **Provides Actionable Feedback (3c)**
 - **Driving & Influencing for Results (3d) *Turn Around Leader Competency**



- **Desire to Support Professional Learning (3b) (Willing to participate in Cognitive Coaching Training - Fall / Winter 2021)**
- ✓ Quality Standard IV: Principals demonstrates professionalism through ethical conduct, reflection, and external leadership.
 - **Shows Confidence to Lead (4a) *Turn Around Leader Competency**
 - **Growth Mindset & Positivity About Education (4b)**
 - **Dedication of Time & Commitment (4a)**

Appendix C: Number of licensed educators and students impacted by principal's distributive leadership (cohort 1) per school site (2020-2021)

Principal Name	# of licensed educators 2020-21	# of students 2020-21
Principal 1	27	355
Principal 2	54	640
Principal 3	31	264
Principal 4	28	250
Principal 5	26	308
Principal 6	38	519
Principal 7	9	57
Principal 8	67	1150
Principal 9	70	1195
Principal 10	21	300
Principal 11	6	37
Principal 12	15	152
Principal 13	32	389
Principal 14	16	155
Principal 15	21	163
Principal 16	62	700
Principal 17	28	348
Principal 18	29	440
Total Impacted:	Licensed Educators: 580	Students: 7,422



Principal Coach	# of licensed educators 2020-21	# of students 2020-21
Principal 19	25	316
Principal 20	25	310
Principal 21	17	230
Principal 22	30	465
Principal 23	22	308
Principal 24	31	500
Principal 25	55	850
Principal 26	22	163
Principal 27	45	560
Principal 28	35	500
Principal 29	22	196
Principal 30	95	1406
Total Impacted:	Licensed Educators 424	Students: 5,804

Grand Total Impacted:	Licensed Educators: 1,004	Students: 13,226
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Appendix D: Interaction Between Exemplary Principals and Participating Principals

The following table outlines the two-year timeline of the Principal Leadership Institute.

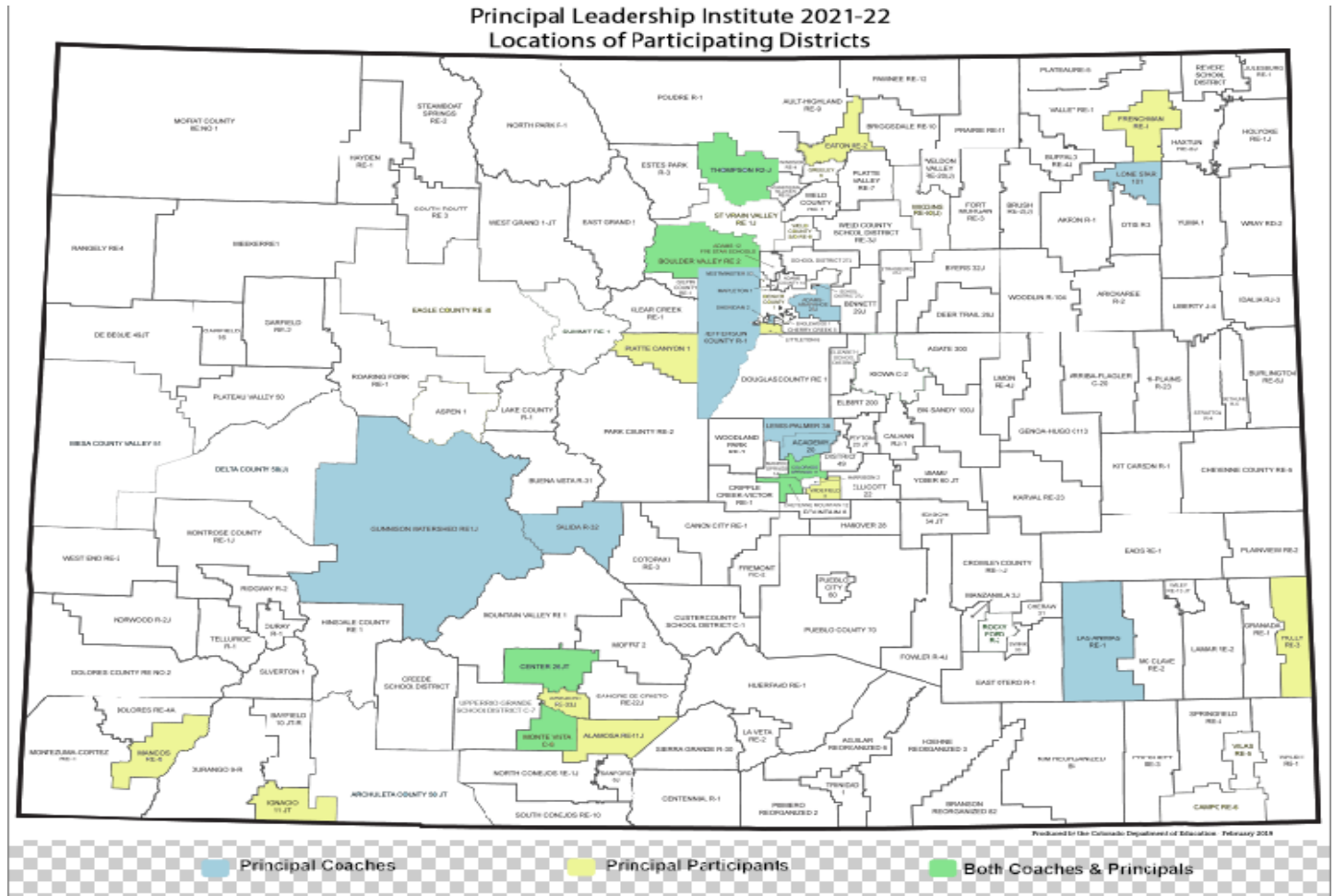
2020-2021	Interaction of Cohort 1
Phase 1	Principal Leadership Institute <i>Leadership Identity</i> Launch (all principals).
Phase 2	Monthly seminars focusing on distributive leadership content with a parallel pedagogical framework.
Phase 3	Monthly experiences (virtual and in-person as appropriate) to support the learning: <ul style="list-style-type: none"> Coaching sessions twice a month (minimum) between high-quality principal coach and participating principals at school sites or via Zoom to process seminar content and to set goals for implementation. In-person and/or virtual site visits between exemplar schools and participating schools to see examples of distributive leadership in action.



	<ul style="list-style-type: none"> ● Formative assessment via perception surveys to identify growth or shifts in practice and to measure shifts on the impact of climate/culture. ● Monthly coaching workshops for the Principal Coaches to learn about specific, intentional strategies on coaching behaviors, tools, skills, and techniques. ● Monthly coaching sessions between the PLI Coordinator and the principal coaches to support the coaching process and the implementation of distributive leadership.
2021-2022	Interaction of Cohort 1 and Cohort 2, concurrently.
Phase 4	<p>Cohort 1: Principal Leadership Institute Year 2 Leadership Identity Reboot. Thirteen principals from 20-21 Pilot Program.</p> <p>Cohort 2: Concurrent new Principal Leadership Institute Leadership Identity Launch.</p>
Phase 5	<p>Cohort 1: Monthly seminars focusing on collaborative teams at work to inform instruction and support student learning using the Professional Learning Community (PLC) model with a parallel pedagogical framework.</p> <p>Cohort 2: Monthly seminars focusing on distributive leadership content with a parallel pedagogical framework.</p>
Phase 6	<p>Cohort 1:</p> <ul style="list-style-type: none"> ● 1 or 2 teacher leaders invited to participate alongside each participating principal ● Each school is partnered with another school to create learning school pairs ● Monthly virtual coaching session (as an entire principal group) to process seminar content and to set goals for implementation ● Optional in-person and/or virtual site visits between partner schools to see examples of professional learning communities in action ● Formative assessment via perception surveys to identify growth or shifts in practice and to measure shifts on the impact of climate/culture <p>Cohort 2:</p> <ul style="list-style-type: none"> ● Twice a month coaching session (minimum) between high-quality principal coach sand participating principals at school sites or via Zoom to process seminar content and to set goals for implementation ● In-person and/or virtual site visits between exemplar schools and participating schools to see examples of distributive leadership in action or collaborative teams at work ● Formative assessment via perception surveys to identify growth or shifts in practice and to measure shifts on the impact of climate/culture ● Monthly coaching workshops for the principal coaches to learn about

	<p>specific, intentional strategies on coaching behaviors, tools, skills, and techniques</p> <ul style="list-style-type: none"> Monthly coaching sessions between the PLI Coordinator and the principal coaches to support the coaching process and the creation of collaborative teams (or PLCs) to inform instruction and support student learning
Phase 7	EOY Celebration

Appendix E: Locations of Participating Districts for Cohort 2 (2021-2022)



10 Principal Coaches
from 9 Districts
(Indicated in Blue)

13 Principal Participants
From 12 Districts
(Indicated in Yellow)

8 Principal Coaches and 9
Principals from the *same district
*Note: 6 districts
(Indicated in Green)



Academy D20, Aurora Public Schools, Englewood, Gunnison, Jefferson County (n=2), Las Animas, Lewis Palmer, Lone Star, Salida	Alamosa, Charter School Institute, Eaton, Frenchman, Holly, Ignacio, Littleton, Mancos, Platte Canyon, Sargent (n=2), Widefield, Wiley	Boulder Valley School District (1 coach, 3 principals), Center (1 coach, 1 principal), Cheyenne Mountain (1 coach, 1 principal), Colorado Springs D11 (3 coaches, 1 principal), Monte Vista (1 coach, 2 principals), Thompson (1 coach, 1 principal)
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Appendix F: Content for the Principal Leadership Institute Learning Series to Meet Program Objectives

September	Understanding My Leadership Identity
October	Understanding the “Why” Behind Prioritizing Relationships
November	Introduction to the 6 Key Elements of Distributive Leadership
December	Empowering Teams to impact Culture and Climate
January	Leadership Identity Recharge—Leveraging Strengths to Distribute Leadership
February	Building High Functioning, Collaborative Teams
March	Distributive Leadership and Trust
April	Working with Unmanageable Problems
May	Application of Distributive Leadership through the Science of Reading
June	Leveraging Strengths and Mitigating Constraints to Distribute Leadership

Appendix G: Perception Survey Data Results (Fall/Winter/Spring)

The licensed educators of the principals participating in the program were given the opportunity to share their perceptions about the operations of the school in terms of school distributive leadership practices, climate and culture, and collective efficacy among educators. The surveys were administered three times a year in the following windows:

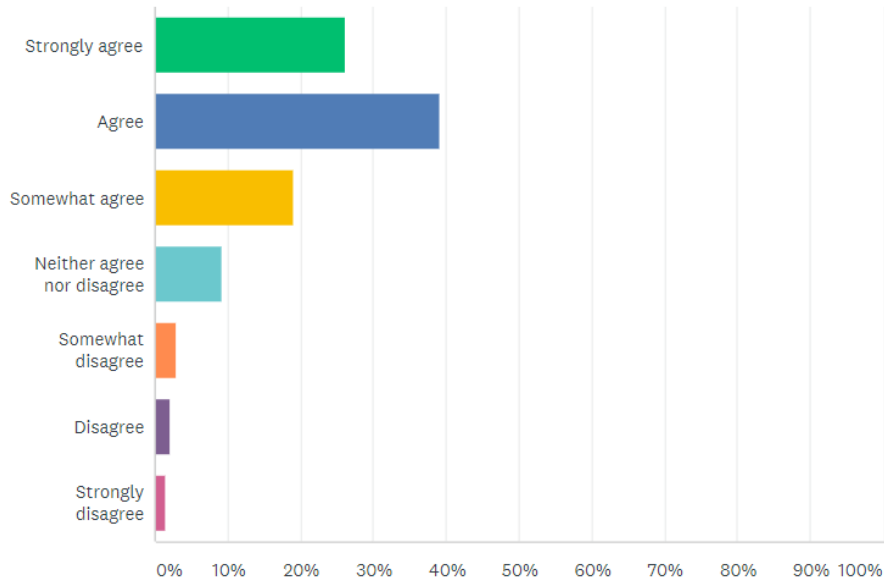
Fall	October 1 – 16, 2020
Winter	January 18 – 29, 2021
Spring	May 3 – May 14, 2021



Fall Perception Data (Licensed Educators)

Distributive Leadership is a consistent practice in our building.

Answered: 469 Skipped: 16

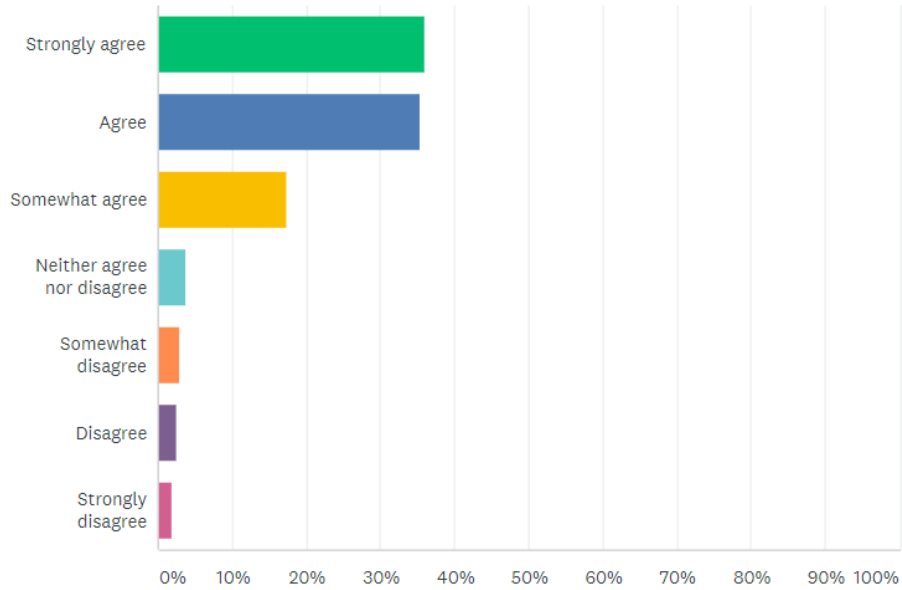


ANSWER CHOICES	RESPONSES
Strongly agree	26.23% 123
Agree	39.02% 183
Somewhat agree	18.98% 89
Neither agree nor disagree	9.17% 43
Somewhat disagree	2.99% 14
Disagree	2.13% 10
Strongly disagree	1.49% 7



The climate and culture in our school is a positive one.

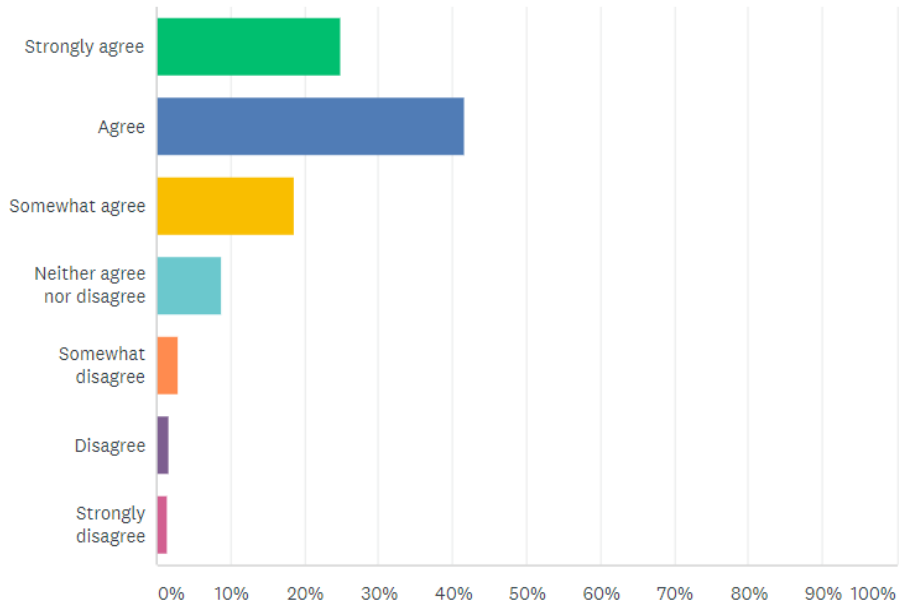
Answered: 469 Skipped: 16



ANSWER CHOICES	RESPONSES
Strongly agree	36.03% 169
Agree	35.39% 166
Somewhat agree	17.27% 81
Neither agree nor disagree	3.84% 18
Somewhat disagree	2.99% 14
Disagree	2.56% 12
Strongly disagree	1.92% 9

Teachers have a sense of collective efficacy...

Answered: 469 Skipped: 16



ANSWER CHOICES	RESPONSES
Strongly agree	24.95% 117
Agree	41.58% 195
Somewhat agree	18.55% 87
Neither agree nor disagree	8.74% 41
Somewhat disagree	2.99% 14
Disagree	1.71% 8
Strongly disagree	1.49% 7

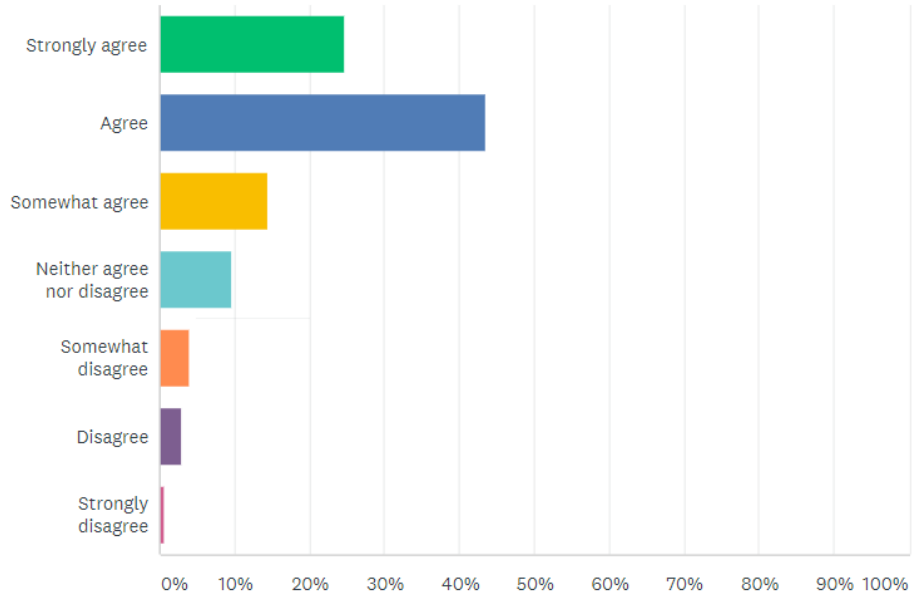
Note: "Teachers" in this survey question represents "licensed educators."

Winter Perception Data (Licensed Educators)



Distributive Leadership is a consistent practice in our building.

Answered: 445 Skipped: 16

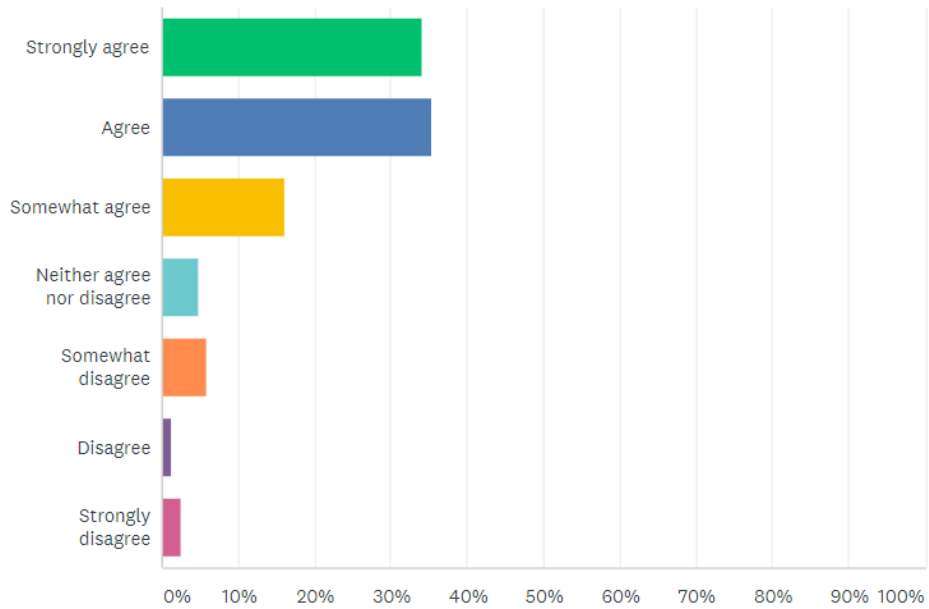


ANSWER CHOICES	RESPONSES
Strongly agree	24.72% 110
Agree	43.60% 194
Somewhat agree	14.38% 64
Neither agree nor disagree	9.66% 43
Somewhat disagree	4.04% 18
Disagree	2.92% 13
Strongly disagree	0.67% 3



The climate and culture in our school is a positive one.

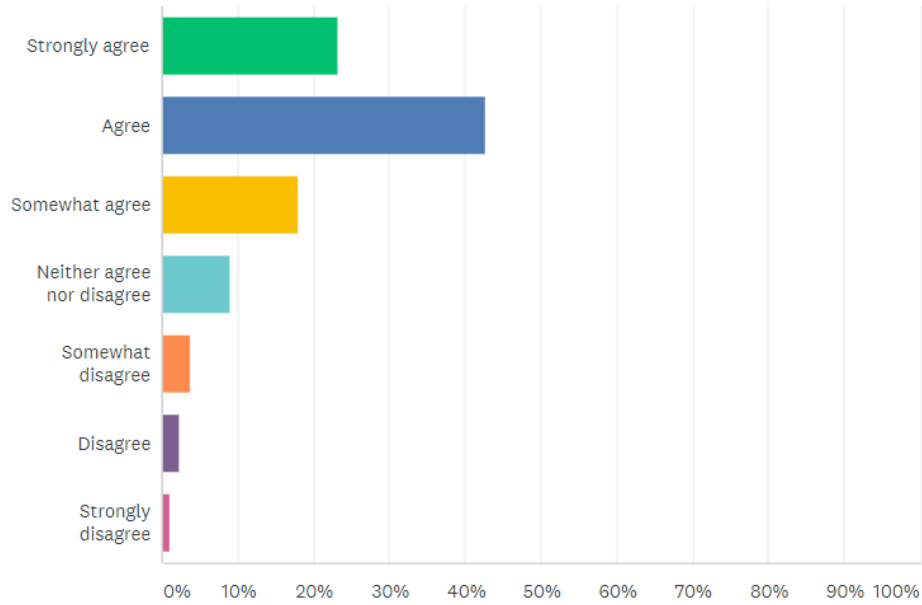
Answered: 445 Skipped: 16



ANSWER CHOICES	RESPONSES
Strongly agree	34.16% 152
Agree	35.28% 157
Somewhat agree	16.18% 72
Neither agree nor disagree	4.72% 21
Somewhat disagree	5.84% 26
Disagree	1.35% 6
Strongly disagree	2.47% 11

Teachers have a sense of collective efficacy...

Answered: 445 Skipped: 16



ANSWER CHOICES	RESPONSES
Strongly agree	23.15% 103
Agree	42.70% 190
Somewhat agree	17.98% 80
Neither agree nor disagree	8.99% 40
Somewhat disagree	3.82% 17
Disagree	2.25% 10
Strongly disagree	1.12% 5

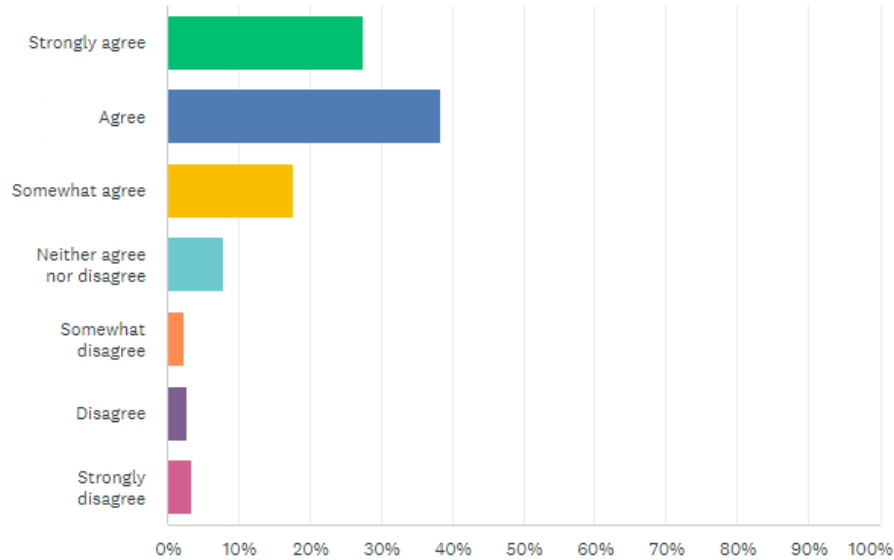
Note: "Teachers" in this survey question represents "licensed educators."



Spring Perception Survey (Licensed Educators)

Distributive Leadership is a consistent practice in our building.

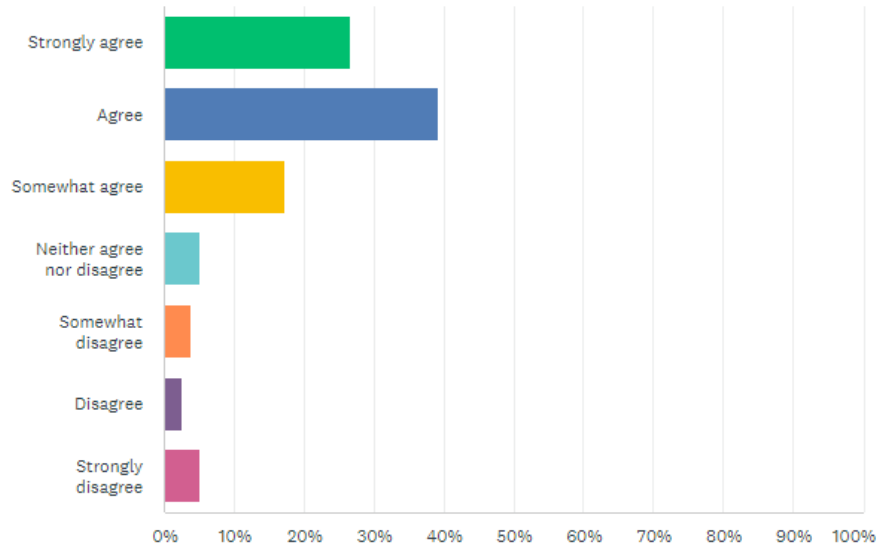
Answered: 383 Skipped: 21



ANSWER CHOICES	RESPONSES
Strongly agree	27.42% 105
Agree	38.38% 147
Somewhat agree	17.75% 68
Neither agree nor disagree	7.83% 30
Somewhat disagree	2.35% 9
Disagree	2.87% 11
Strongly disagree	3.39% 13
TOTAL	383

The climate and culture in our school is a positive one.

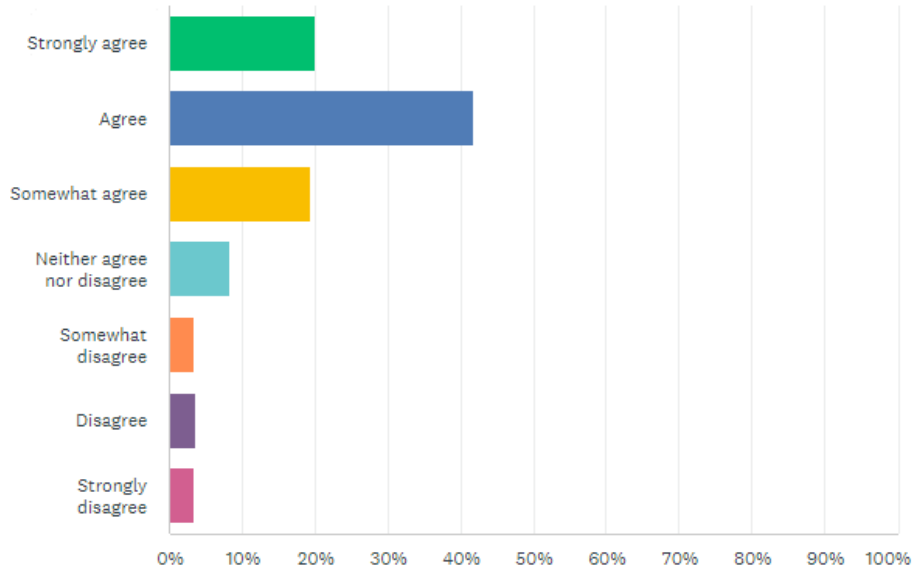
Answered: 383 Skipped: 21



ANSWER CHOICES	RESPONSES
Strongly agree	26.63% 102
Agree	39.16% 150
Somewhat agree	17.23% 66
Neither agree nor disagree	5.22% 20
Somewhat disagree	3.92% 15
Disagree	2.61% 10
Strongly disagree	5.22% 20
TOTAL	383

Teachers have a sense of collective efficacy...

Answered: 383 Skipped: 21



ANSWER CHOICES	RESPONSES
Strongly agree	20.10% 77
Agree	41.78% 160
Somewhat agree	19.32% 74
Neither agree nor disagree	8.36% 32
Somewhat disagree	3.39% 13
Disagree	3.66% 14
Strongly disagree	3.39% 13
TOTAL	383

Note: "Teachers" in this survey question represents "licensed educators."