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Full Details and Transcript

Cultivating the Ability to Lead (Part 2)

Ilene Friedman
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Topic	**TURNING AROUND CHRONICALLY LOW-PERFORMING SCHOOLS**
Practice	**IMPROVED LEADERSHIP**
Highlights	» The New York City Leadership Academy's Aspiring Principals Program is a 14-month program that has three phases. The first phase is a summer intensive during which participants complete role-play assignments in a simulated school environment.
	» The second phase is a 10-month residency, when participants work in a school four days a week with an experienced mentor. They work together to develop an individual learning plan to meet the aspiring principal's growth needs.
	» The third phase is the planning summer, when participants work toward applying their learning to their school assignments.
	» The Aspiring Principals Program evaluates participants against a behaviorally based matrix of standards.
About the Interviewee	The NYC Leadership Academy provides a comprehensive portfolio of leadership support services to the NYC Department of Education and strategic consulting to the NYC DOE and other state and local school systems. Its nationally recognized Aspiring Principals Program is designed to recruit, train, and place effective leaders in high-need schools.

During her 38 years in education, Ilene Friedman has been a teacher, guidance counselor, public school principal, district-level educational administrator, and university instructor. Ms. Friedman was named vice president of the Leadership Academy's Aspiring Principals Program after serving as program faculty for two years. In her current role, she oversees the development and implementation of standards-based curriculum and a pre-service program that prepares graduates to take on the realities of the principalship and helps other state and local systems adapt the APP model.

Prior to joining the Leadership Academy she was the principal of P.S. 40, a Manhattan elementary school recognized by the Chancellor as one of the City's top 200 schools and identified as an outstanding school in *New York City's Best Public Elementary Schools: A Parents Guide*. During her tenure, she successfully focused on recruiting and developing a skilled professional staff, which led to increased student performance. Prior to her principalship, Ms. Friedman served as director of school choice, supporting the development of small theme-based New York City public schools, and director of parent education for District Two in Manhattan. She also served as an education field advisor for Columbia University's School of Social Work, establishing internship placements and coordinating internship supervisors.

Full Transcript

Ilene Friedman

🔊 **00:04** I am Ilene Friedman. I am the vice president of the Principal Preparation Programs at the New York City Leadership Academy.

🔊 **00:13** Our program has three distinct phases. There is a six-week summer intensive, which is problem-based action learning in a simulated school in which the school has documents and artifacts of a real school and mimics the work and challenges of a real school.

🔊 **00:33** Following our six-week summer intensive, we have a ten-month residency phase in which our participants are in schools four days a week under the guidance of an experienced mentor. And this phase is guided by what we call a compact—that's a shared agreement

between the mentor, the faculty at the academy, and the aspiring—in which we develop an individual learning plan based on our standards about what types of experience the person needs to partake in in the residency to meet his or her growth needs. Additionally, there are some activities across every participant. Every participant must do classroom observations, walkthroughs, and lead teams.

🔊 **01:22** And the following phase is our planning summer and this is the point where participants have gotten their schools and are going to apply all their learning from the scenario school and residency experience to the actual school they are about to lead. We use a matrix of standards, which is a set of behaviorally based performance standards and I think the key word here is the *behaviorally based*; everything has indicators around what we see and what we hear in terms of behaviors. It's in 12 dimensions that reflect what we think a person needs to know and be able to do to become a transformational instructional leader.

🔊 **02:05** At the end of the summer, we look to see whether growth has been made along the 12 dimensions. At any point during the summer that we are concerned or the person asks for support in an area, we will put in an additional intervention or opportunity to practice a skill set, with the expectation that growth needs to be seen along the way. To be specific, one standard is communication, and we would look [at] how they communicate in public, how they communicate to small groups, large groups, how they communicate with students, and very specifically make a determination of whether they were approaching the standards or meeting the standards. And then we would design opportunities for them to strengthen the skill set to meet the standards and opportunities for them to receive feedback in meeting the standards.

🔊 **02:59** Our matrix is the foundation and link between all program elements, from building our candidate pool to selection to developing our aspiring principals. We work with the researchers at the Institute for Education and Social Policy at NYU [New York University], and they issued an independent evaluation of APP which found that APP,

or the Aspiring Principals Program, had a significant impact on student achievement gains in ELA [English language arts] and that students in schools led by APP graduates experience more growth in ELA than students in similar-led schools tenured by other principals.

🔊 **03:42** It's really important for us to hold a collective responsibility not only for ourselves, but [for] each and every one of us, and to have success as part of the equation for every child, for every leader, and for every person and to collectively work towards that.