



The Balcony View

Educational Leadership Program for Aspiring Principals

The Long-awaited Summer is Here!!

"No more pencils, no more books..."

After an exhausting year of successes and failures, students and teachers, parents and community groups, agendas and meetings, and all of the other unexpected items that come across our desk, "...School's out for summer." Whether your summer means family vacations, professional development or frantic planning for September, remember to take a break and enjoy your respite from the hurried life of an administrator. You've earned it!

It took us a while to roll out this issue of *The Balcony View*. Our busy schedules and ever-changing responsibilities made it difficult to collaborate and put together the newsletter. Thank you for being patient! But we can't do this alone...(here's the guilt trip)... We need your articles, ideas and/or innovations to include in our newsletter!

Thanks to Dawn Scalfaro, an assistant principal at Northern Burlington County Regional High School, who describes a team-building activity that took the personality of an ELPAP alum to pull off. Also, kudos to Ryan Scallon for providing an acute insight into the changes in oversight and management in New York City. Both of these ELPAP alum are utilizing the skills and knowledge they gained from their time in the program.

In our Ask Alumni column, we explore inclusive practices and implore you to send us your best practices and implementations. Our Cohort Connections section catches up with Dan Eastep, an alum from Cohort 2. Finally, in the Chat & Chew On This! column, Judy explains some upcoming changes at Penn and to the ELPAP.



Cohort 8 in their fashionable "Reflect this" tees

We hope you will find this publication of great value and that you'll be inspired to submit your own articles. We are excited about the connections that can be made and the stories that will be told. Again, if you are interested in writing an article for *The Balcony View*, simply submit a Word document via email to:

ELPAPALUMNI@YAHOO.COM

We hope you have a relaxing, productive summer and a smooth school opening in September!

Special points of interest:

- Program news!
- Stories from the field!
- Catch up with old friends!
- Have an article or idea to contribute?

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Leadership Lessons: Discovering Your Administrative Personality

Beginning a career as a new school administrator can feel overwhelming at first, no matter how well prepared you feel or how many inquiry-based presentations you aced. This was true for me as I headed to a new school, in a new county, where I knew no one.

Last February, I began working as a high school assistant principal in a school with two other assistant principals, and an assistant superintendent, who also wore the hat of principal. Within six months our high school had a new assistant principal, a new director of guidance, a new principal, and a new assistant principal. In an effort to create a cohesive, collaborative team, we all began meeting formally once every two weeks.

A few weeks into our meetings, the assistant superintendent asked for volunteers to present at an upcoming meeting. I volunteered to do a presentation on the Myers-Briggs personality types and how understanding our types could enhance our working relations. It was agreed and I forwarded the Myers-Briggs test to each administrator, who then forwarded the results to me. As it turned out, the test generated so much interest that the secretaries all wanted to take the test as well. After all of the results were e-mailed to me, I created a chart similar to the chart used by the ELPAP program, which included all administrators and their secretaries.

Current Trends in Education: Changes to the Big Apple

Over the past several years there have been significant changes in the New York City Department of Education.

This last item, more accountability, has significantly changed the way that schools are judged and leaders are held responsible. Specifically, there are now three key tools used to measure the success of schools: (1) Learning Environment Survey; (2) Progress Report; and (3) Quality Review. The results of these three items are used to evaluate school leaders and are posted on the Department of Education website to help parents select schools for their own children.

The first item, the Learning Environment Survey, is reported to be the largest survey ever attempted outside of the US Census. The survey is supposed to be filled out by every parent, student, and teacher in every school in the system. The survey asks questions related to safety and respect, communication, academic expectations, and engagement. The results from these surveys are scored and provide feedback to the district and the school on how well it is doing in each of these four areas.

On the day of the presentation, a personalized folder was distributed to each administrator and secretary. Included in the folder was a copy of the personality chart, an activity related to the Myers-Briggs test, multiple explanations of each personality type, including strengths and weaknesses. Much of the material came from the ELPAP program. I did find some additional materials online.

The presentation turned out to be quite a success, with each participant leaving the meeting understanding more about themselves and each other. Since the presentation, relationships have been strengthened and a deeper understanding of one another's strengths and weaknesses have enabled us to work together more productively.

Myers-Briggs Free Online Test website

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

Dawn Scalfaro, Assistant Principal

Northern Burlington County

Regional High School



What's your personality type?

"These changes have resulted in over a hundred new small schools (populations less than 500 students), restructuring the support systems for schools, more power for principals on key decisions, and more accountability for school leaders.."

The second item, the Progress Report, compares a school to both a peer index of similar schools and the overall district. The report is broken down into four parts. The school environment section provides a score for the Learning Environment Survey described above. The student performance section provides a score for the percentage of students achieving a diploma within four or six years with more credit for students earning Regents diplomas. The student progress section rates the school on the number of students receiving 10 or more credits each year and on the school's regents pass rate. In the last section schools can get extra credit by showing academic gains for students in the lowest third academically in the city, special education and/or ESL students. Each of these parts contributes to the school's final grade that is on a continuum from A to F.

An independent observer writes the third item, the Quality Review, after spending two days in the school. This individual visits classes, meets with teachers, the administration, students and parents, and observes the overall functioning of the school.

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New York, New York

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Specifically he or she looks for evidence for the following five statements:

1. "School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do, and to monitor the student's progress over time."
2. "School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning."
3. "The school aligns its academic work, strategic decisions and resources, and effectively engages students, around its goals and plans for accelerating student learning."
4. "The school aligns its development of leadership, teachers and staff capacity around its collaboratively established goals and plans for accelerating student learning."
5. "The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning."

At the end of the visit, the observer submits a written observation that rates the school as anywhere between undeveloped and outstanding.

As you can imagine the level of data collection and analysis has increased the level of attention school leaders pay to data related to student learning and changed the way that schools' re-

Cohort Connection: Where is everybody?

DAN ESTEP (Cohort 2) made major moves from counselor at Martha Washington Elementary, to assistant principal at Jamison Elementary, all the way to principal at Barclay Elementary in Central Bucks School District. ELPAP's focus on instructional leadership prepared Dan for the daily demands placed upon a principal. "I feel like I haven't left the program," Dan says as he reflects

Ask Alumni

ELPAP Alumni,

As we strive to provide our Special Needs students the Least Restrictive Environment, we're moving towards utilizing more inclusive practices. Do you implement an inclusion model in your school? Do you have any best practices to share with fellow alum? If so, please share them!

Help Fellow Alumni by responding to : ELPAPALUMNI@YAHOO.COM

Advice and suggestions will be published in subsequent issues.

sults are measured and schools are judged in New York City.

Ryan Scallon, Cohort 6, is an assistant principal at Williamsburg Preparatory School, in Brooklyn, NY. He lives, writes and inspires in New York City.

Alumni Announcements: Congrats!

Birth Announcements:

Gabe Kuriloff, Cohort 7, celebrates the birth of his daughter, Ruth Eleanor Klien Kuriloff on May 5, 2008

Ron Davis, ELPAP Instructor, recently celebrates the birth of his daughter, Rebecca Davis, in Pittsburgh.

New Appointments:

We wish all the best to :

Emily Gould, Principal, Harlem Success Academy 3, NYC

Jon Propper, Principal, Octorara Middle School, PA

Dan File, Assistant Principal, Pennsbury High School West Campus, PA.

Farewell:

We bid a sad, but fond farewell to Jeanne Vissa, who has decided to bring to a close her remarkable nine yearlong work as Practice Professor at PennGSE. We are grateful for her service as a vital instructor and mentor in ELPAP. We will miss her deeply. She is seeking another career as an educational leader and we wish her well.

on his work at UPenn. Dan has modeled his school-wide focus on the core value of literacy, an area he never fully explored prior to his studies at UPenn. When not at work, Dan truly enjoys spending time with his wife and four children, playing trumpet, and heading off to Maine for the yearly Estep family camping trip.



ELPAP alum and mid-career doctoral students enjoy an evening with James Spillane

"Chat & Chew" on This!

At GSE the MS.Ed. program in Educational Leadership will look a bit different next year. A one year practitioner oriented program is being offered, as well as a new MS.Ed. for Independent Schools. The courses include ELPAP, a Proseminar focused on individual needs, and modules include, Practitioner Research, Moral and Ethical Decision Making, Technology in Education, Globalization, Equity and Access and Resource Development. A practitioner research project will replace the typical Masters paper. So, we will see an increase in the number of ELPAP cohort members, since we will continue to accept candidates for certification only, the Masters, as well as Ed. D. candidates. As a result, there will be greater competition for membership in the future cohorts.

We hope you will continue to spread the good word about our programs.



James Spillane visits GSE

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PROGRAM WEBSITE

<http://www.gse.upenn.edu/app/index.html>

ELPAP Events at UPENN GSE: An evening with James Spillane

James Spillane recently spent an evening with ELPAP alumni and mid-career doctoral students talking about his model of distributed leadership. Susan Galloza (cohort 4), assistant principal at Pennsauken High School, NJ, comments on the event:

Going back to Penn for a symposium turned out to be both rejuvenating and an enlightening experience. The role of an assistant principal can often take you away from being an instructional leader and more towards a building manager. Having a chance to sit and talk with others ELPAP graduates reminds me and helps me remember my focus.

James Spillane was a captivating speaker. He first explained what distributed leadership is not and the confusion some people have with the term. Next, he gave us several real life examples of schools in Chicago that were able to put the theory into practice and turned their schools around. Finally, we had a terrific discussion about distributed leadership in our schools.

I hope there are more opportunities to attend events of this nature. It is easy in the world of the school administrator to get caught up in daily activities of the school and neglect our continual learning. Remember to stay out of the swamp and on the balcony!

Editors of this edition

Judy Brody
Martin Hayes
Todd Setterlund

Look for the Winter issue in
early November 2008!

Interested in contributing to *The Balcony View*?
Do you want to help edit future issues? For more
information, contact us at:
ELPAPALUMNI@YAHOO.COM

In this issue, ELPAP alum Gregory Hailey
discusses the challenges of supporting an
effective athletic program. Greg was the
Philadelphia Coaches Association's 2008
Administrator of the Year.