



NC STATE'S PRINCIPAL PREPARATION

A great principal
in every school.



Women in Education in US

- 77% Teachers
- 54% Principals
- 25% Superintendents

Race in Educational Leadership in U.S.

- Convincing evidence that the race of educators matters in the academic outcomes of students of colour. (Egalite et al. 2019).
- **Principals:** 79% white, 10% black, 8% Hispanic
- **Superintendents:** 11% black with those individuals primarily leading district with more than 50% of students of color.

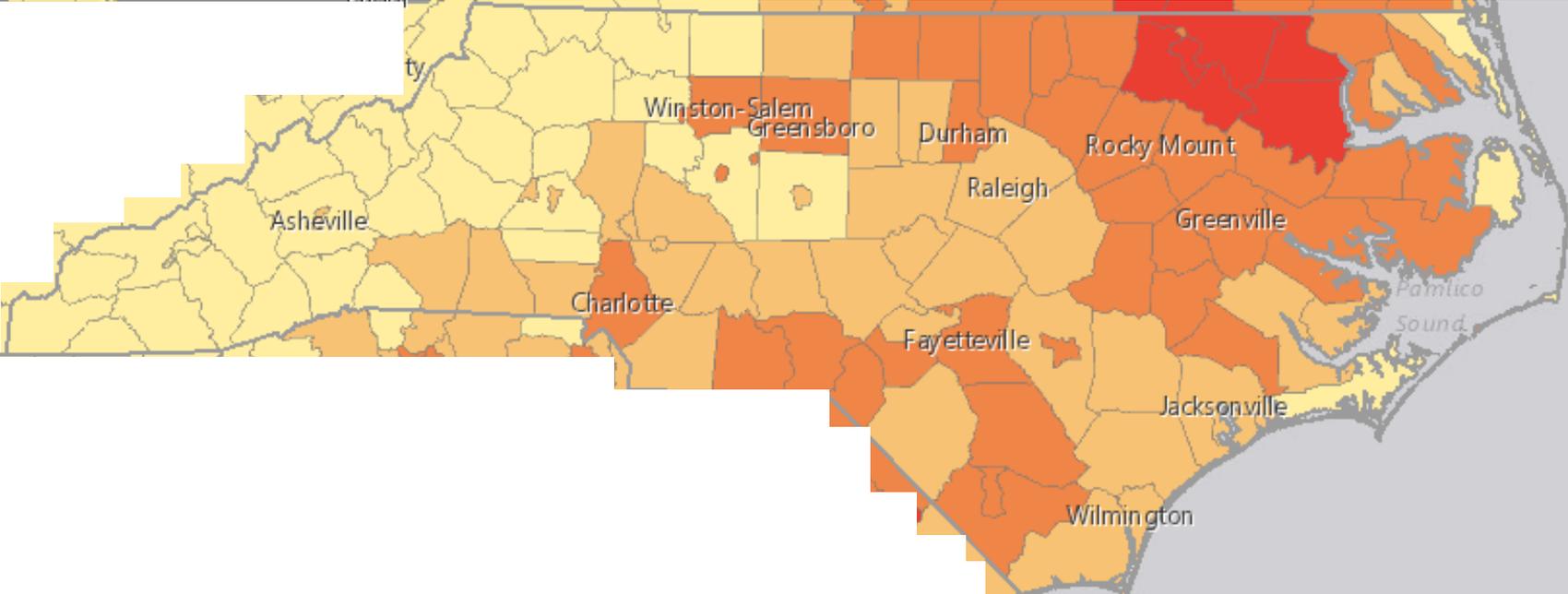
Typical Educator Preparation

- Faculty in educator training programs are primarily white
- Curriculum may reference issues of **equity**, but very few programs offer different subgroups of students differential experiences or trainings. In effect, everyone is exposed to the same curriculum and trainings. One size fits all.
- Doesn't reflect the different challenges women of colour will encounter on the job.

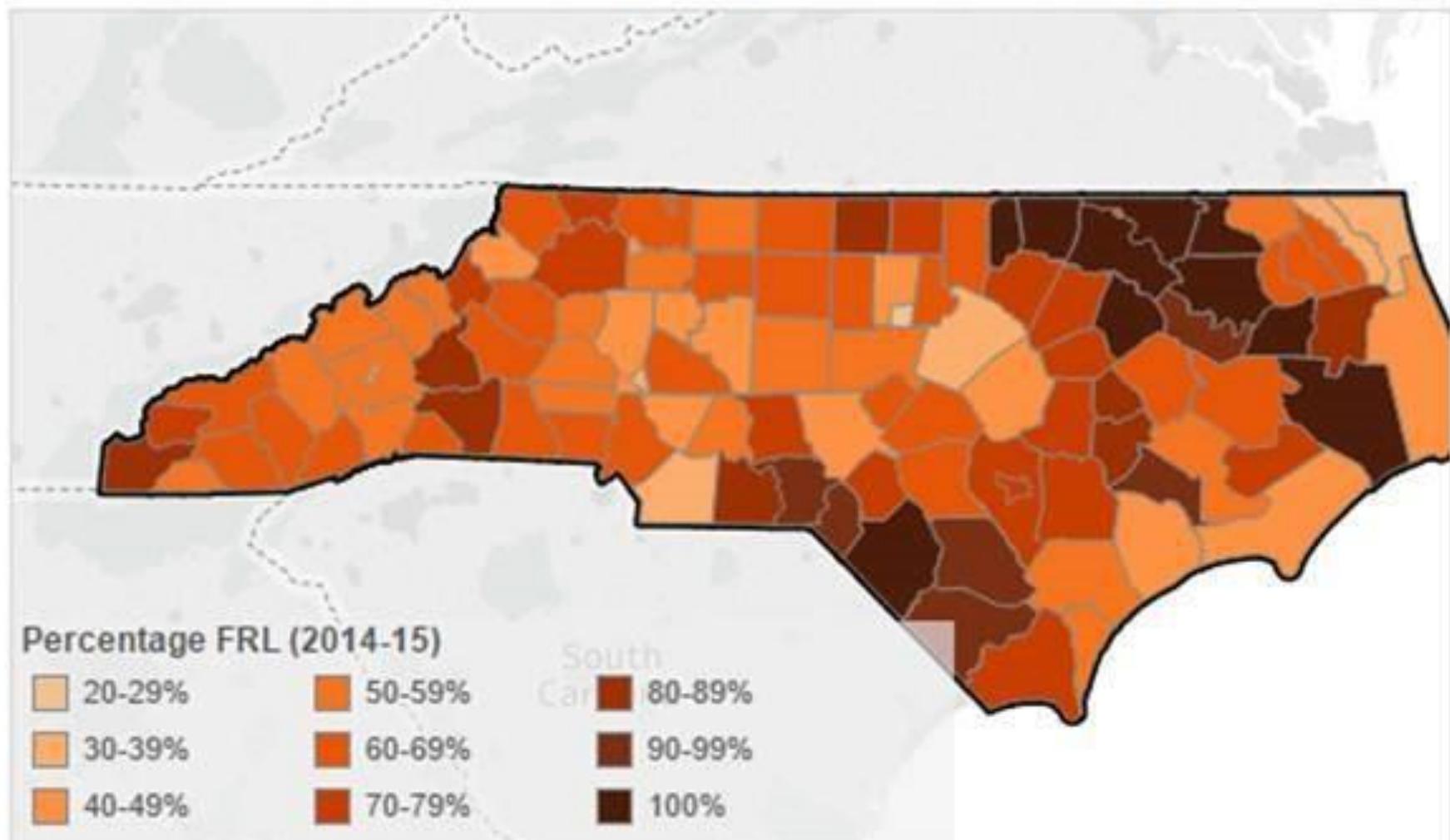
Where we work



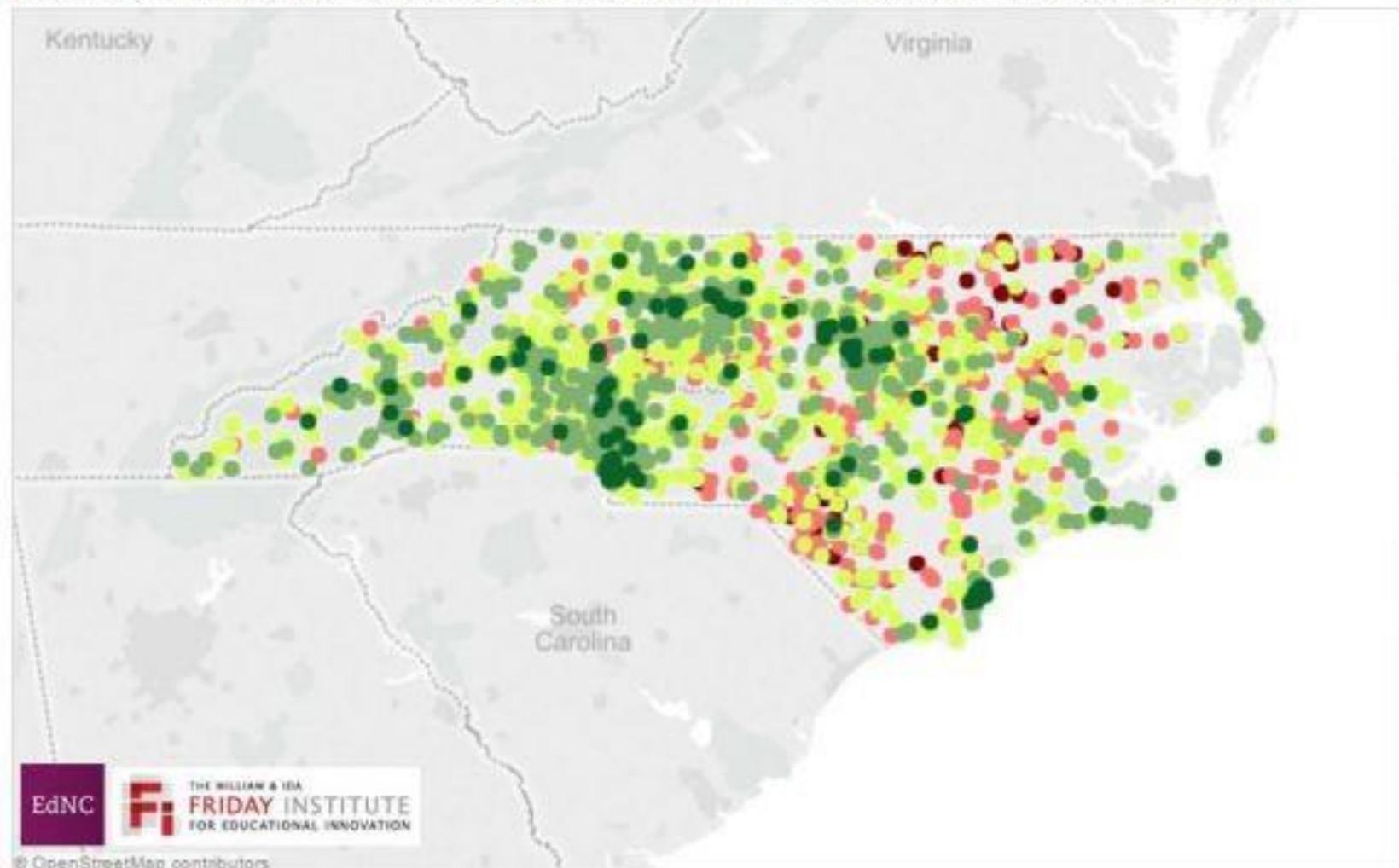
NC Population by % Black/African-American



Free & Reduced Price Meal Eligibility (schools begin CEP), 2014-15

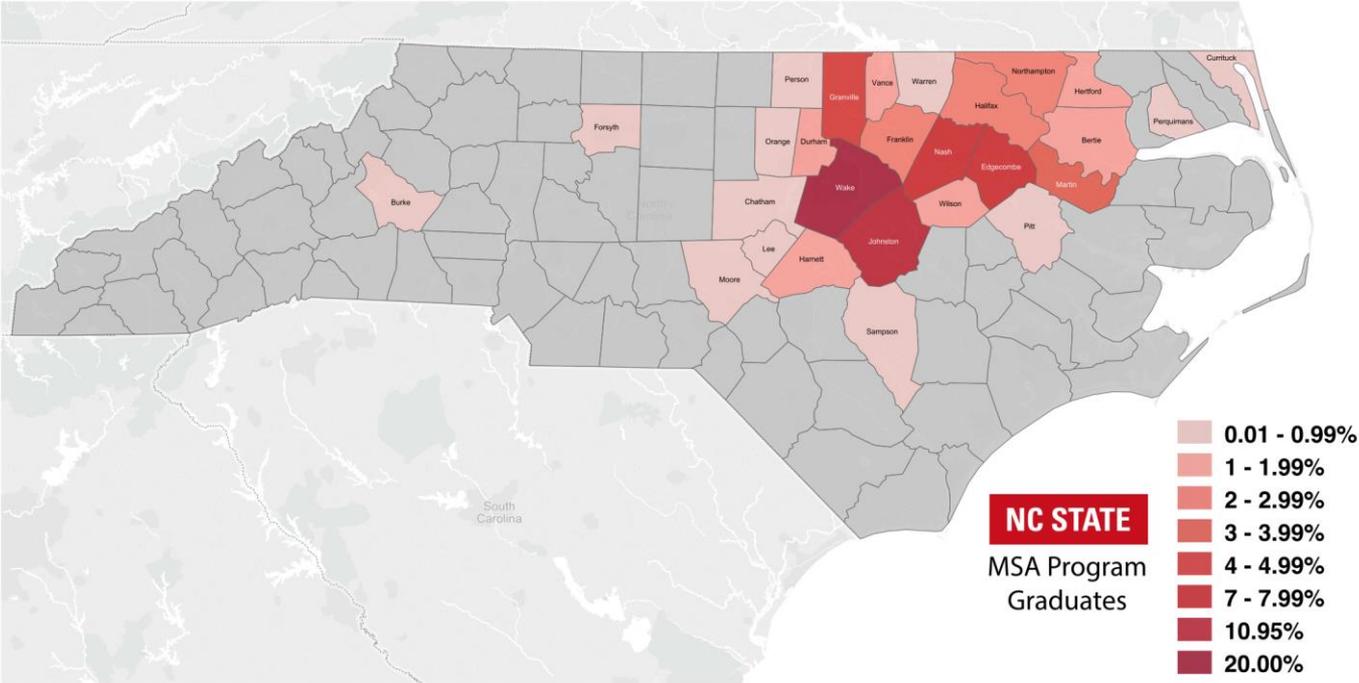


North Carolina Public Schools Characterized by Overall School Performance Grades



NC State MSA Graduates

One-third (32%) of NC State's MSA program are African American women.



Extant Research

- Much previous research on women leaders was based on studies of Anglo-American, middle-class women and the findings were **generalized to all women** (Parker & ogilvie, 1996).
- Black/African American women “must bridge multiple realities and manage complex multiple contexts (environmental, social, and cultural)” (p. 203).

Extant Research

- “Racism, sexism, racial and gender discrimination, and racial and gender prejudice create a changing environment full of contradiction and inconsistencies for women of color” (pp. 203-204).
- African American women school leaders noted major obstacles as **lack of role models, mentors, and support systems** (Alston, 1999; Bell, 1990; Gardiner, Enomoto, & Grogan, 2000).

Complicated

- **Familial support**, with parents and relatives having **high expectations**, and the role of the mostly **“black” church**—with its multiple opportunities for leadership development...speaking before the congregation or singing in the choir—were formative supports in helping African American female superintendents develop self-confidence and self-efficacy. (Alston, 2002; 2005; Bass, 2012; Bloom & Erlandson, 2003; Newcomb & Niemeyer, 2015; Witherspoon & Taylor, 2010).

Dual-Subordinate Identities

- African American women represent atypical leaders based on the intersection of their race and gender
- Doubly marginal in society, as females and African Americans

Black Female Leaders

- Disproportionately sanctioned for making mistakes on the job
- Must minimize mistakes made on the job as their penalty for doing so may be greater than consequences experienced by white women and black men”
- “Making small mistakes on the job is particularly damaging to individuals in gender-incongruent occupations”

Female and Person of Colour

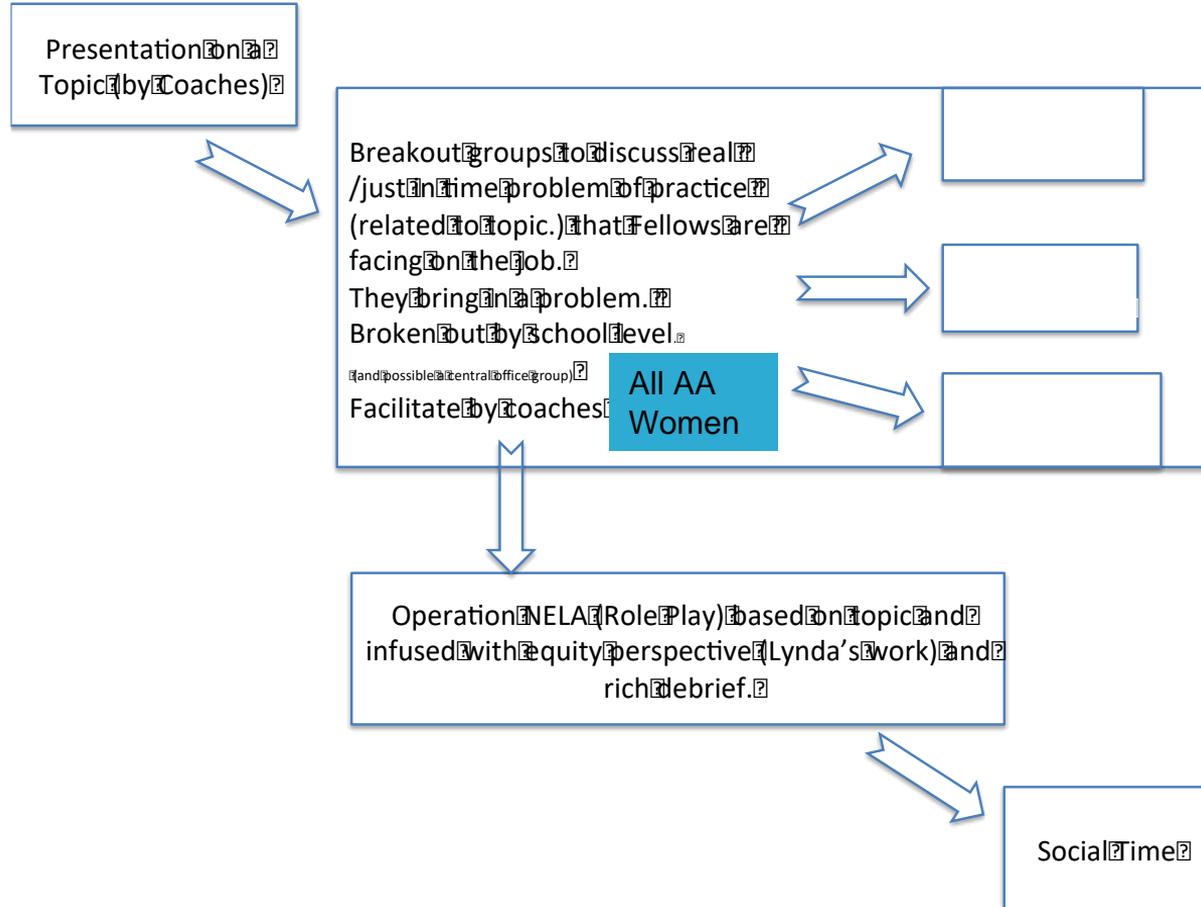
- This duality can produce “divergent thinking, creativity, risk-taking, and boundary spanning” (p. 474), although it can also lead to stress and imbalance—“the never-ending struggle of having to be ‘**superwomen**’, always competent and ready to perform” (p. 473).

Focus on Supporting Women of Colour

- The need identified (from literature and experience)
- During principal preparation program:
 - Focused readings, book studies, discussions
 - Equity retreat (all students but focused sessions for men & women of colour)
 - Individualized coaching
 - Seminars with successful role models (current and retired school leaders who are women of colour)

Post-degree induction support

Flow of the Sessions:



Impact

- Data from program participants provides insights into the lived realities of women of color who are school principals and informs the design of programs created to help support them.
- Three years of exit surveys of students who completed the trainings
- 90% of respondents indicated the trainings were beneficial.

Impact: Key Themes

- Key themes: (1) managing perceptions is important—everything you say and do as a school leader, even how you dress and present yourself, will be judged For example, one respondent commented that “as African American women we must always carry ourselves in a professional manner because of the assumptions already placed on us”;

Impact: Key Themes

- (2) Importance of networking, relationships, and building networks of support
- Participant now has “a network of minority women in leadership positions that I can consult and interact with.” “Knowing that others deal with similar issues and that it is important to have a network to work with”

Impact: Key Themes

- (3) Importance of knowing yourself (both your strengths and areas for improvement) and being true to yourself (not compromising your beliefs); and
- (4) maintaining work-life balance.

Conclusions

- “There are many things that I cannot discuss with administrators in my county because they are not black and/or female.”
- Need for mentoring to help navigate the politics of leadership, access networks, have mentors similar to themselves (by gender and ethnicity—affinity pairings), and secure support systems.

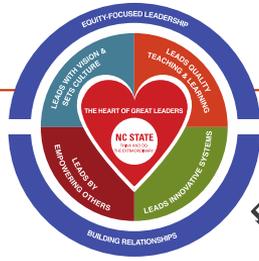
Conclusion: One-Size Does Not Fit All



**NC STATE'S
PRINCIPAL PREPARATION**

NC State's MSA Program

The Student Experience



Recruitment & Selection

Candidate Assessment Day

- * Role Play: Conversation with a student
- * Role Play: Conversation with a teacher
- * Role Play: PLC Data talk (fishbowl)
- * Letter home writing prompt
- * Video Booth
- * GRIT Scale
- * Why I want to be a principal
- * Humility scale (HEXACO-PI-R)
- * Time management
- * Rapid Response activities



Program Expectations

Read and discuss Educational Leadership journal articles (e.g., Harvard Business Review, EL)

Write thank you letters as assigned on calendar

Day in the life assignments

End of Semester Reflective Video

Role Plays during Cohort Directors sessions and in classes

Complete the "Communications" assignments as directed by your cohort director

Maintain a productive cohort culture by reinforcing the cohort values and norms

De-escalation techniques

Conflict resolution

Carnegie concepts

Learn APA writing style

Cohort director 1-on-1 day (once per term)

John Maxwell

MTSS

Technology Leadership

Technology Systems: NCStar, Powerschool, EVAAS

Utilizing Counselors

Trauma-informed leadership

Leadership for Exceptional Children and AIG

Friday Night in the ER

Speed reading

Utilize universal design principles that assist individuals with learning differences

School site visits (and flipping your lesson to prepare for them)

Individual SMART goals and progress monitoring on those

District Expectations

Leadership Retreats

Other trainings and professional development unique to each district's strategic plan and vision of leadership development



Data Collection:
Leadership Development
Dashboard (LDD)