

Administrator Program Employer & Completer Interviews October/November 2024

Context:

Two employer interviews were completed for alumni who are employed in local school districts. Both of the alumni are currently principals, and have been in the role for 3 or more years. The employers were from district level positions, and in a role that supervises the alumni.

Summaries of comments made by the employers, aligned to the AQEEP standards follow:

To what extent do our administrator alumni demonstrate knowledge, skills, and abilities in the following areas:

- Content, pedagogical, and/or professional knowledge

Recently she has demonstrated a depth of professional knowledge by initiating a discussion on scholar diploma standards during a high school principal meeting, aiming to address inconsistent practices and ensure alignment among the team. Her deep understanding of the scholar diploma and related processes allowed her to guide the conversation effectively, helping everyone stay focused and informed.

He demonstrates professional knowledge by effectively managing student discipline through restorative practices and building relationships with staff and students that foster a sense of validation and visibility. His approach supports the school's structure and systems, showcasing his knowledge and leadership in the school setting.

- Learners; learning theory, including SEL

Her strength in social-emotional learning (SEL) is so inherent that it permeates the entire program, making SEL an integrated and implicit part of the school environment.

He helped establish a structure for social-emotional learning (SEL) by setting up advisory periods at the school, which he later strengthened with an SEL curriculum.

- Culturally responsive practice

After six months of discussions, we developed an expulsion abeyance process informed by her insights, emphasizing the need to involve students and their families impacted by various behaviors. Our new process directly reflects this collaborative effort.

He has structured the school's schedule in an A/B Day format to provide more time, class periods, and opportunities for students, with an emphasis on equity and systematization. As his supervisor, my engagement with him mainly occurs during our monthly meetings and classroom walkthroughs and we collaborate on discipline-related issues, especially potential expulsions. This collaboration involves in-depth discussions on student behavior, race, intersectionality, and how these contexts inform disciplinary decisions. He

is reflective about these considerations, moving beyond simple "if this, then that" approaches.

She demonstrates an acute awareness of her privilege and consistently advocates for equity, particularly regarding policies that may impact students of color. In discussions about a new weapon search policy, she highlighted potential biases and urged consideration of students' diverse experiences. Her commitment to student and family support is evident, and her emphasis on guiding principles that prioritize fairness and respect.

He supports culturally responsive practices by facilitating state equity modules for staff professional development and advocating for structural changes, such as increasing elective opportunities for students, including those in ELD programs.

- **Assessment**
She isn't making curricular decisions, but she analyzes transcripts to identify students' needs and determines the courses they require to ensure they have the necessary credits to graduate.
- **Positive learning and work environments**
She consistently focuses on including underrepresented students and families. She routinely offers praise of efforts shown by students. She has also built strong positive relationships with her staff.

He has also incorporated more community events, such as assemblies, to provide students with opportunities to meet, have fun, and create memorable experiences together.

She successfully implemented a no cell phone policy by first building support and preparing everyone five months in advance, demonstrating strategic planning and proactive leadership.

He establishes a consistent meeting structure, leading in a positive and solution-focused way that balances support with accountability. He builds strong relationships with students and staff, creating a respectful environment with clear behavioral expectations.

- **Establish goals for their own professional growth a**
She consistently demonstrates a reflective approach by seeking input and remaining open to feedback, setting a standard in her conversations that fosters collaboration and understanding. Her approachability and receptiveness are highly valued.

He continues to grow through professional learning opportunities, including support from a consulting firm for both the development and implementation of the district's strategic plan. His leadership is reinforced by monthly coaching and alignment of goals with both the district's and his school's improvement plans. By triangulating data from the school

improvement plan, staff growth goals, and his perception of school needs, he identifies key focus areas to maximize his leadership impact

She has become a welcomed member of the leadership group at the main high school, participating in their operations meetings and collaborating with the administrative team. Together, they support each other and contribute to the learning of her staff. She also routinely collaborates with principals from other schools in the district to ensure the elements of her program are relevant and meeting student needs.

His collaborative disposition stands out, especially at the secondary level where administrators can sometimes be more competitive. He works closely with his middle school administrator colleague, facilitating collaboration between his school and another middle school. They intentionally work together to promote Professional Learning Community (PLC) efforts across schools, ensuring that single-subject teachers, or Singletons, have peers to collaborate with at the same grade level, rather than working in isolation.