The vision: The Institute for Courageous Principal Leadership is committed to developing principals as they hone their practice and significantly improve student achievement.

In an era of unprecedented educational challenge, the Institute is committed to continuous development of principals to lead with fearlessness, skill, self-knowledge and racial competence so that under their leadership, EVERY child fully achieves.

The mission of the Institute is to advance student achievement in school districts through the continuous development of courageous and results driven principal leaders who demonstrate a desire to lead with a moral imperative.

The focus of the Institute will be to guide principals so that achievement, teaching and participation gaps are eliminated for all students. Leaders will cultivate their ability to create a school culture where every student is fully engaged, educated and included.

Developing Results Driven School Leadership

“A good leader inspires people to have confidence in the leader; a great leader inspires people to have confidence in themselves.”

– Eleanor Roosevelt

Offered through the Center for Engaged Leadership
Minnesota State University, Mankato at Edina
Research suggests that schools succeeding against all odds share certain traits and beliefs. Most notably, the schools are led by strong principals who hold students and teachers to the highest standards. These principals believe children of all races and income levels can meet high academic standards (Carter, 2000; McGee, 2004).

In addition to creating a culture of high standards, the successful principal created a “can do/will do” culture built on a mission, communication, and collaboration (McGee, 2004). Eliers and Camacho (2007) found that if a principal is proactive in developing a culture of change and focused on student learning, the level of learning across all of the organization also increased. Heck (1992) reaffirmed the importance of the instructional leadership role of the principal in determining student achievement.

The research and literature on school leadership is well established and serves as the foundation of the Institute’s Theory of Action. Further, it is based on the premise that building the capacity of school leaders to realize compelling missions ensuring high achievement for all students requires the intentional development of principals’ confidence and competence. Both are advanced through self-conceptualization of leadership while increasing the knowledge and the skills to implement and monitor best practices. Growth cultivates accomplished and courageous leadership, which in turn promotes and results in high levels of learning for every student.

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**Theory of Action**

**Confidence → Courage → Results**

**High Student Success for All**

- Knowing self
- Knowing my purpose – my beliefs
- Understanding research proven best practices
- Strategically implementing best practices with fidelity
- Data indicates increased student achievement
- Gaining confidence in my leadership
- Lead courageously
- Resilient in my leadership
- Resulting in high student achievement for all

Knwledge self

Knowing my purpose – my beliefs

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RACIAL EQUITY

[Krull & Raskin 2013]
Leading Strands

The Institute transfers theory to practice in the development of instructional leadership by anchoring learning in nine Leading Strands. Greater time and emphasis is spent on instructional leadership while school management topics emerge through case studies and practice. The communication strand is additionally embedded within the other eight, and the Leading Strands are repeatedly woven into the curriculum to ensure depth and breadth as participants engage in an ongoing examination of strong principal leadership and translate beliefs into behaviors that yield accelerated results for student achievement.

Equity and Achievement
• Understanding the relationship between race and learning

Political Leadership
• Navigating politically while staying true to the right work and doing what’s best for students

Using Data
• Using data to inform instruction and guide decision making in schools

Developing Self
• Leading through reflection, 360 Assessment and deeper understanding of leadership style

Developing Others
• Strengthening principals’ abilities to develop others through coaching, mentoring and difficult conversations

High-Leverage Leadership Practices
• High-level best practice instruction that leads to results

Change Processes
• Initiating, facilitating and sustaining change

Confidence
• Acting with self-assuredness, aligned beliefs and convictions

Communicating It Right
• Communicating so others will listen, follow and believe
Confidence is understanding what is expected and believing you have what it takes to meet those expectations. Building that confidence requires reflective pedagogy (Jackson, 2011). Training in the Institute begins with analysis of one’s own personal leadership style and strengths to maximize learning and performance outcomes. Pedagogy is specifically designed with core content for principals to experience and reflect on small successes that lead to confidence, which leads to courage to repeat and expand. Leaders participate in experience-based learning activities, individual professional reflection, executive coaching, and Professional Learning Communities (PLC) centered around success and proficiency in each of the Leading Strands.

**Year One**
- Knowing yourself as a leader
- Knowing your “why”
- Grounding your practice in your beliefs
- Understanding your school’s data through gap charts, data dashboards and shadowing
- Understanding your school’s culture
- Ensuring you know what practices actually impact student achievement

**Year One Curriculum**

- I know who I am as a leader, what I will insist on and what I believe about educating all students
- I can and will develop others so that every child achieves
- I am a racially conscious leader who confidently acts to ensure every child achieves
- I will use data effectively to guide instruction and my leadership
- I can and will navigate the politics without compromising achievement for every child every day
- I will intentionally employ strategies that get results from every child
- I know how to facilitate, create and sustain meaningful change
Year Two

- Deepening your understanding of your school’s culture to lead courageously
- Ensuring you know which practices actually impact student achievement
- Implementing strategies and interventions and formatively measuring results and monitoring progress
- Identifying a targeted group of students to directly impact
- Expanding on Year One data

The Institute actively incorporates the research and work of Michael Fullan (2010) regarding change leadership, Anthony Muhammad (2009) concerning transformation of school culture, and Glenn Singleton’s (2006) protocols for courageous conversations. When focusing on best practices, the Institute uses Professor John Hattie’s (2009) Visible Learning. Visible Learning is the result of 15 years of research and synthesises over 800 meta-analyses (over 50,000 studies) relating to the influences on achievement in school-aged students. It presents the largest ever collection of evidence-based research into what actually works in schools to improve learning.
Year One learning in the Institute is comprised of eight full-day sessions. Sessions 1-3 are delivered during summer training and Sessions 4-8 are delivered every other month during the school year.

**SESSION 1 – BEYOND DIVERSITY*  
Leading Strands:**
- Equity and Achievement – Understanding the relationship between race and learning
- Developing Self – Leading through reflection and defining personal beliefs about student learning

**Experience-Based Learning Activities**
- Beliefs about student achievement
- Four agreements & six conditions
- The courageous conversation compass
- Race in my life
- Rosa & the social construction of knowledge
- The evolution of racial consciousness
- White privilege

**Learning Targets – demonstrate the ability to...**
- Define race and racism
- Identify one’s own racial consciousness
- Differentiate between nationality, ethnicity and race
- Recognize privilege in one’s own life
- Articulate the Four Agreements

*Pacific Educational Group will join Raskin and Krull to deliver Beyond Diversity

**SESSION 2 – BEYOND DIVERSITY*  
Leading Strands:**
- Equity and Achievement – Understanding the relationship between race and learning
- Developing Self – Leading through reflection and defining personal beliefs about student learning
- Developing Others – Strengthening principals’ abilities to develop others through coaching, mentoring and difficult conversations
- Communicating It Right – Communicating so others will listen, follow and believe

**Experience-Based Learning Activities**
- Strengths and challenges, The Compass revisited
- Affinity groups
- Aspects of white culture
- Stages of avoidance
- “Bridging Cultures”
- Leadership characteristics of equity champions
- My Personal Action Plan
Learning Targets – demonstrate the ability to...
- Articulate the protocol for courageous conversations
- Identify specific examples in policy or procedure from one’s own school that demonstrate the intersection of race and schooling
- Develop My Personal Action Plan for further study and investigation
*Pacific Educational Group will join Raskin and Krull to deliver Beyond Diversity

**SESSION 3**

**Leading Strands:**
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Equity and Achievement – Understanding the relationship between race and learning

**Experience-Based Learning Activities**
- Vision/mission
- Beliefs/behaviors/results
- StrengthsFinder 2.0 Program
- The Power of Why - Simon Sinek
- Danger of a Single Story - Chimamanda Adichie

Learning Targets – demonstrate the ability to...
- Establish a relationship between agreed upon beliefs/behaviors and results
- Articulate one’s own leadership style and strengths
- Clarify their personal “WHY” for leading schools
- Begin the process of deepening your understanding and insight on racial equity

**SESSION 4**

**Leading Strands:**
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Equity and Achievement – Understanding the relationship between race and learning
- High Leverage Leadership Practices – High-level best practice instruction that leads to results

**Experience-Based Learning Activities**
- 360 Assessment
- Development of Professional Learning Communities (PLC)
- Beliefs/behaviors/results - Revisited
- The Moral Imperative - Personal Moral Imperatives Assessment

Learning Targets – demonstrate the ability to...
- Establish relationships in a PLC
- Understand the relationship beliefs/behaviors and results in schools
- Engage in the moral imperative study process
**Session 5**

**Leading Strands:**
- High Leverage Leadership Practices – High-level best practices that lead to results
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Equity and Achievement – Understanding the relationship between race and learning
- Using Data – Using data to inform instruction and guide decision making in schools
- Communicating It Right – Communicating so others will listen, follow and believe

**Experience-Based Learning Activities**
- 360 Assessment results
- Developing personal growth targets and plans
- Achievement gap
- Your Data - Looking at your school data through gap charts
- Developing your data dashboard
- Mental models and ladder of inference

**Learning Targets – demonstrate the ability to...**
- Examine the results of their 360 assessment
  - Identify personal growth targets
  - Develop a personal growth plan
- Identify mental models in relationship to their school’s culture
- Study their own achievement data and examine their school’s gap charts and data
- Establish a dash board for their own school

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**Session 6**

**Leading Strands:**
- High Leverage Leadership Practices – High-level best practices that lead to results
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Equity and Achievement – Understanding the relationship between race and learning
- Using Data – Using data to inform instruction and guide decision making in schools
- Communicating It Right – Communicating so others will listen, follow and believe
- Confidence – Acting with self-assuredness, aligned beliefs and convictions

**Experience-Based Learning Activities**
- Instruction of In-depth Targeted Student Success Cycle (ITSSC)
  - **Plan** – Your area of focus identification, research, draft it, craft the parts that they need (Session 7 gain feedback from PLC and refine and report one from their PLC group)
  - **Do** – Summer/Fall - Launch plan
  - **Study** – Winter/Spring
  - **Act** – Summer/Fall
- Develop your Personal, Teachable, Vision (PTV)

**Learning Targets – demonstrate the ability to...**
- Establish a targeted success achievement plan for a specific population of students in their schools
- Write and deliver an effective Personal, Teachable, Vision (PTV)
SESSION 7

Leading Strands:
- High Leverage Leadership Practices – High-level best practices that lead to results
- Political Leadership – Navigating politics while staying true to the right work and doing what’s best for students
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Developing Others – Becoming a leader who can develop others through coaching, mentoring and difficult conversations
- Equity and Achievement – Understanding the relationship between race and learning
- Using Data – Using data to inform instruction and guide decision making in schools
- Communicating It Right – Communicating so others will listen, follow and believe
- Confidence – Acting with self-assuredness, aligned beliefs and convictions
- Change Processes – Initiating, facilitating and sustaining change

Experience-Based Learning Activities
- Targeted Student Success Plan
- Boyles Matrix
- Retaining For Results
- Difficult Discussions

Learning Targets – demonstrate the ability to...
- Take deliberate steps through Targeted Student Success Planning
- Hold difficult yet effective conversations with employees
- Assess staff potential need/capacity
- Take deliberate action to retain or invest for results

SESSION 8

Leading Strands:
- High Leverage Leadership Practices – High-level best practices that lead to results
- Political Leadership – Navigating politics while staying true to the right work and doing what’s best for students
- Developing Self – Leading through reflection and a deeper understanding of personal leadership style and strengths
- Developing Others – Becoming a leader who can develop others through coaching, mentoring and difficult conversations
- Equity and Achievement – Understanding the relationship between race and learning
- Using Data – Using data to inform instruction and guide decision making in schools
- Communicating It Right – Communicating so others will listen, follow and believe
- Change Processes – Initiating, facilitating and sustaining change
- Confidence – Acting with self-assuredness, aligned beliefs and convictions
Experience-Based Learning Activities

- Targeted Student Success Plan
- Visible Learning

Learning Targets – demonstrate the ability to...

- Take deliberate steps through Targeted Student Success Planning
- Identify and clearly communicate what specific practices impact student achievement
- Launch Targeted Student Success plans

Year Two learning involves six full-day sessions using a spiraling curriculum designed to enhance performance and deepen application of the Leading Strands. Principals expand their leadership capacity through sustained engagement in the In-depth Targeted Student Success Cycle (ITSSC). ITSSC is a four-step cycle for organizing and managing continuous improvement that directly impacts targeted students. Leaders identify a focus and research to determine the student sub-group and needs for improvement (Plan), they implement the plan (Do), they analyze whether or not the strategy is making a difference (Study), and then they use the data to make decisions and changes (Act). Principals engage in deep action research and extensive study of school culture to influence change, school improvement and student achievement outcomes. Leaders are challenged to apply Year One learning through rigorous case studies and the ITSSC process.

It is important to note that learning targets for Year Two have not been identified yet. This is intentional because the Institute utilizes an adaptive and constructive approach in curriculum development. Although the nine Leading Strands serve as the foundation of learning, specific experience-based learning activities and interactive case studies are created based on leader, school, and district needs. The Institute does not deliver a prepackaged or “canned” curriculum that allows for facilitation by multiple trainers. Rather, it provides a dynamic curriculum that is grounded in strong continuity and relationship. Learning is customized and differentiated to ensure that principals get results and hit their targets.
The Institute implements a triangulated method for evaluation that supports district Leader Assessment Systems. In addition to satisfaction surveys, three methods involving both qualitative and quantitative measures are used to evaluate effectiveness.

Three-pronged approach to promote professional growth and results for EVERY child

One, principals complete two self-assessments. The first is the StrengthsFinder that provides each participant a personalized strengths-based leadership guide with specific strategies for leading with his/her top five strengths. The second is a self-perception survey that measures pre and post gains in the nine Leading Strands. Two, leaders participate in a 360 Assessment. This assessment cultivates awareness and insight that impacts leadership performance and includes supervisor feedback. Three, student achievement data is collected. This entails tracking student sub-group gains through formative measures and monitoring progress. The evaluation process is directly aligned and supports the three components of the Minnesota Principal Evaluation Model including the proficiency measures and indicators. Moreover, the Institute’s plan parallels the evaluation timeline having the potential for specific tools to add value to the process.

Part of the benchmarking process will also include two-hour dinner meetings (three times per year) with district level leaders to share trends and patterns of learning, and to gather ongoing needs and collect formative feedback.
**Experience of Institute Leaders**

Dr. Candace Raskin and Dr. Melissa Krull are distinguished educators with over 50 years of collective experience as practitioners in Texas and Minnesota. Both have experience as classroom teachers, in progressive leadership roles serving K-12 districts and schools, and as independent consultants and university professors concentrating on leadership development for aspiring leaders, current principals, and acting superintendents.

Dr. Raskin conducted a yearlong study on the best practices around principal preparation. Findings reported that as a whole, universities do an adequate job of preparing entry-level licensed principals. However, once principals are working in schools, they are generally on their own. The research exposed a lack of professional support for sitting principals and inspired a call to action for Dr. Raskin and Dr. Krull. Combining their passions for leadership, equity and excellence with their professional expertise, they collaborated to develop the Institute for Courageous Principal Leadership in 2011. They also presently facilitate the “Aspiring Transformational Principals Academy” for the Minneapolis Public Schools, the largest urban preK-12 district in the state of Minnesota.

**Dr. Candace Raskin**

Dr. Raskin served as an educational leader in Minnesota public schools for 18 years as a superintendent, director of curriculum, instruction and assessment, middle school principal, elementary principal, and high-potential coordinator. Her work has been recognized nationally and is published in four different scholarly journals. Dr. Raskin has presented for multiple organizations, including the American Educational Research Association (AERA) in both the United States and Canada. She currently teaches graduate and doctorate courses as a Professor and Chair of the Department of Educational Leadership at Minnesota State University, Mankato.

**Dr. Melissa Krull**

Dr. Krull has an extensive background serving in leadership capacities at a 10,000 student school district for 20 years of which ten were as superintendent. Her recent work includes district leadership toward the elimination of achievement gaps and school integration to avoid racial and low-income segregation. She has served as a keynote speaker, a panelist, and a presenter for various organizations and universities, including Georgetown Law Center and The U.S. White House. Dr. Krull is the co-author of a chapter in More Courageous Conversations: From Theory to Practice (2012) and she currently teaches graduate and doctorate courses as an Assistant Professor in the Department of Educational Leadership at Minnesota State University, Mankato.
The Institute utilizes a cohort system to deliver comprehensive and cohesive principal education. Cohorts are comprised of 30-35 leaders participating in large group, small group and individual learning activities. Cohorts attend bimonthly trainings and are provided three hours of executive coaching during alternating months to advance application and internalization of learning. Coaching/mentoring is individualized and differentiated based on the principals’ experience and personal growth plans.


Institute for Engaged Courageous Leadership
Candidates being accepted now. Apply and become a leader who can lead others.

DEVELOPING COURAGEOUS LEADERS

Cost: $3,000 per year

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