

PRINCIPAL DEVELOPMENT: LEADERSHIP EFFICACY & WELL-BEING

Increased emphasis on principal wellness contributes to higher overall leadership effectiveness

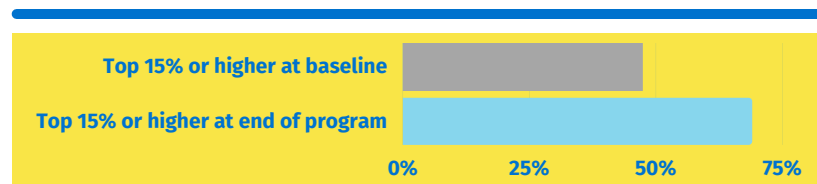
An analysis of the leadership efficacy and well-being of principals participating in the Principal Impact Collaborative at UNT Dallas (PIC) shows that principals grew in their overall leadership abilities and illuminated two trends that suggest how these leaders became more effective.

Self-reported data from PIC principals and teacher reports indicate that **increased confidence, courage and authentic leadership** as well as an emphasis on **personal well-being and self-care** correlate with higher supervisor ratings in overall effectiveness compared to other non-PIC principals. Moreover, PIC principals appear to have applied human-centered strategies on their campuses, promoting trust, collaboration and innovation. Evidence shows that these qualities in school climate play a significant role in promoting academic learning, life skills and character development.¹

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school

- "Leadership Matters: What the Research Says about the Importance of School Leadership", NASSP/NAESP

Supervisors rate higher principal performance after 2-year program



Supervisor Assessments of Principals' Overall Effectiveness (2019 Cohort)²

Supervisors rated the majority of principals graduating from the 2019 Cohort (2019-2021) in the top 15 percentile in overall effectiveness relative to other principals they supervised. These ratings increased by 22% from baseline to end-of-program assessments.



CONFIDENCE, COURAGE & AUTHENTIC LEADERSHIP

At the end of the program, principals reported strong progress in their overall confidence and ability to innovate, take risks, advocate for support and leverage their peer network. Interviews with principals and their staff revealed two aspects of PIC's program model that may have led to this growth: **vulnerability** and **validation**. The culture and climate within PIC's workshops provided a safe space for principals to express their vulnerability. PIC principals also shared that they felt validated in their leadership style, which allowed them to be more authentic on campus and with their staff.

Vulnerability and Validation

- 1 | PIC created a **trusted place** that allowed school leaders to be **vulnerable**, which they carried forward to their campuses. Teachers observed that these changes made principals more effective and relatable.
- 2 | PIC **validated** individual leadership styles, which allowed principals to be more authentic in their approach and helped them to have **confidence and courage** as campus leaders.

¹ Source: "The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development." The Aspen Institute, 27 Mar. 2018, <http://www.aspeninstitute.org/publications/evidence-base-learn/>.

² Source: 2019 Cohort Baseline Supervisor Survey, 2019, n=15. 2019 Cohort EOY Supervisor Survey, 2021, n=16. Supervisors asked to rate PIC principals on overall effectiveness compared to non-PIC principals on a scale of "top 5%", "top 15%", "top 25%", or "25-50th percentile".



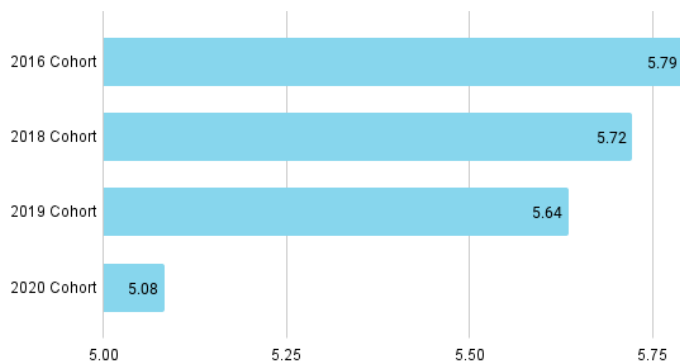
"I was able to put myself in a better position to lead by practicing self care/calming strategies."
- PIC Principal



PERSONAL WELL-BEING AND SELF-CARE

In interviews and open-ended survey questions, principals emphasized the importance of focusing on well-being and self-care—something that was unique to the PIC program. As one principal explained, well-being and self-care was an aspect of leadership that “no [other] program teaches you”. The PIC program model promotes personal well-being as a keystone to effective leadership, the results of which can be seen in both individual gains and the potential to improve campus culture.

Principals' length of time in PIC program correlates with higher overall well-being



Average Principals' Well-being Composite Scores in January 2021³

Participants who completed the program rated their well-being the highest (2016 and 2018 Cohorts); those that had completed a year and a half of the two-year program rated their well-being just lower than alumni; those who had completed just one semester in the program reported the lowest average for well-being.

TAKEAWAY

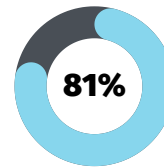
Principals lead through VUCA worlds (Volatility, Uncertainty, Complexity, Ambiguity). The results of PIC's analysis of program impact from 2016-2021 indicate that personal well-being is an emerging driver in overall leadership efficacy. PIC is developing calm and confident school leaders that are better positioned to create the conditions necessary for their schools to thrive.



Simple Self-care Strategies Shared by PIC Principals

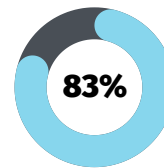
- Breathing techniques
- Dedicating time and space to eat
- Do Not Disturb sign when deep thinking
- Building in time for daily reflection

PIC Principals demonstrate growth across several dimensions of leadership efficacy



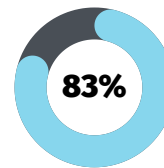
81%

Overall Confidence



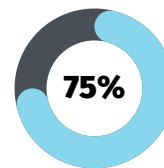
83%

Ability to think innovatively & creatively when problem solving



83%

Willingness to take risks and try new things in order to better serve students



75%

Ability to advocate for the support they need from their school district

% of 2019 Cohort Principals Reporting Strong Progress in Leadership Efficacy⁴

³ Source: PIC Mid-Year Participant & Alumni Survey, 2021, 2016 Cohort n=4, 2018 Cohort n=9, 2019 Cohort n=16, 2020 Cohort n=22. Composite Well-Being Scores, adapted from Stress Coping Resource, Scale of 1-7, 1=low well-being & 7=high well-being.

⁴ Source: 2019 Cohort EOY Principal Survey, 2021, n=16. Principals rated the strength of their progress since starting PIC (2019-2021) across several dimensions of leadership efficacy on a scale of 1 = "no progress identified," to 7 = "strong progress identified", with 4 = "some progress identified".