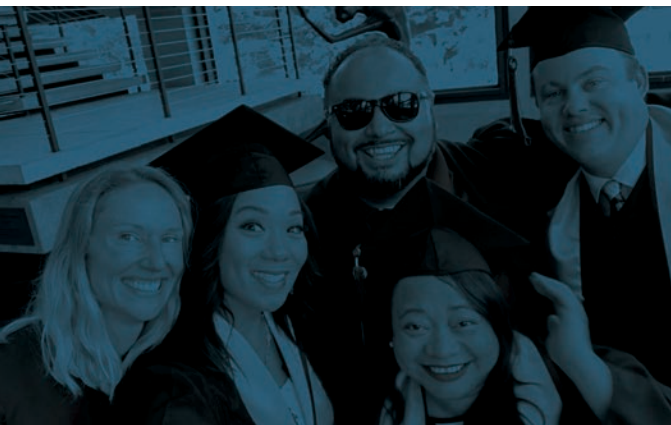


The First 20 Years

UNIVERSITY OF CALIFORNIA
PRINCIPAL LEADERSHIP
INSTITUTES | 1999 - 2019



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On the occasion of the 20th anniversary of PLI, we have much to celebrate and rejoice. The program has a long and proud tradition of developing forward-looking 21st Century education leaders, serving in the most high-need schools



in Los Angeles. Our graduates, most of who come from the communities they serve, become authentic leaders for collective empowerment and positive social action. Our graduates go on to lead schools that inculcate in children and youth humane sensibilities, empathy and compassion, communication and collaboration skills, higher-order cognitive skills for critical thinking, as well as the metacognitive abilities to become lifelong learners and civic agents. Above all our graduates teach our children to love life in its marvelous and magical fullness.

Everywhere today, more is asked of education. The work of public education has always been to cultivate the healthy, flourishing, and engaged in the development of the next generation. In the Platonic sense, education endeavors to nurture logic (truth), ethics (justice and goodness), and aesthetics (beauty). PLI also provides a course of study designed to give our candidates perspective and agency on a broad range of fundamental themes in education today including nurturing social-emotional learning as well as the values and virtues of engaged citizenship through social justice as a lens.

PLI graduates of the past, present, and future are catalytic agents for making education in public schools more humane and equitable, engaging, fulfilling, and relevant to the disparate needs of economies and societies in Los Angeles, in California, in the United States, and in the world. To paraphrase the great Voltaire: If we didn't have PLI, we would have to invent. Happy Birthday PLI!

~Wasserman Dean Marcelo Suárez Orozco, UCLA Graduate School of Education and Information Studies



With strong guidance and support over two decades, the Berkeley Principal Leadership Institute has provided a critical service to schools in the Bay Area and beyond. In my research, I investigate issues of inequality and opportunity gaps. Often in the field of education, we are asking groups of students who have access to elevators moving at the rate of a bullet speed train; and those who are on escalators, well oiled cogs that are moving steadily up and up each floor; and those on stairs with missing handrails and broken steps to get to the proverbial floor 16 at the same rate on average. If they don't, that's the achievement gap. But it is the opportunity gaps that drive the achievement gaps.



I applaud the PLI for its extremely significant contributions as a key producer of strong equity-minded leaders throughout California. PLI embodies the values and skills that we desire and expect all exemplary leaders to possess. They are the kinds of leaders that focus on closing opportunity gaps and reducing inequality. Congratulations to the PLI on reaching this important milestone!

~Dean Prudence Carter, Berkeley Graduate School of Education

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History of Principal Leadership Institutes

THE ROLE OF THE UNIVERSITY OF CALIFORNIA IN EDUCATOR PREPARATION

“ The public service that I’m most proud of and that I hope will be my longest-lived legacy is the Principal Leadership Institute. My personal hope is that the PLI will keep expanding until it dominates school leadership and is celebrated in the wider world of education. ”

~Founding Berkeley PLI Director W. Norton Grubb, Recipient, Chancellor’s Award for Advancing Institutional Excellence and Equity, June 14, 2012

For nearly 100 years, UC has prepared educators to serve students in the state’s K-12 school system. UC’s active involvement and investment in ongoing evaluation and research around public schools, public education systems, and teacher effectiveness are aimed at strengthening the expertise of teachers and the academic achievement of students in communities throughout California¹. As the state’s education community grapples with issues around defining standards for teacher quality and effectiveness, teacher workforce shortages, and readying students for college and careers, the University is uniquely positioned to bring its research and practice expertise to bear on these current and future challenges in education.

The California Master Plan of 1960 clearly outlines a significant role for UC system in the preparation of teachers and leaders, which was articulated in the following Executive Summary presented by the Office of the President to the Members of the Committee on Educational Policy in 2015²:

The University’s interest in supporting high-quality educator programs is long-standing and historically grounded in both its land-grant mission of teaching, research, and public service, and its commitment to public education and the goals of access and diversity. Educator preparation is at the core of the University of California’s tripartite mission of research, teaching, and public service. As a public research institution, UC is responsible for influencing policy, informing practice, and shaping the research agenda in all disciplines, including the field of education.

¹Oakes, J. (2001) *The Governor’s Teacher Scholar Initiative: Can the University of California bring highly qualified teaching to the State’s poorest children?* *Teacher Education Quarterly* (2001) 57-69

²Discussion Item E1 to the Committee on Educational Policy for Meeting of January 21, 2015

A BRIEF HISTORY OF THE PRINCIPAL LEADERSHIP INSTITUTE

In 1999, as a response to teacher and principal shortages across the state, Governor Davis and the California Legislature mandated the creation of Principal Leadership Institutes at UC Berkeley and UCLA. The Principal Leadership Institutes were part of Gov. Gray Davis' education initiatives that were enacted soon after he took office in 1999. In a written statement, California Education Secretary Gary Hart noted that by proposing the institutes, "Gov. Davis hopes to offer world-class management training to school principals in order to help them create more successful schools." Assembly Bill ABX1 of 1999 earmarked new funding for the University of California to provide scholarships for outstanding students committed to making a difference in hard-to-staff schools. This funding has created a virtuous cycle, enabling many young people from low-income and working class communities to return to their neighborhoods as highly trained teachers and school administrators.

Re-authorized as the President's Educator Fellowship in 2016, these dedicated scholarship funds help teachers with significant financial need to participate in UC's top-flight Principal Leadership Institute programs. "These fellowships will help promising UC-prepared educators focus on becoming the exceptional teachers and principals that California youth deserve," said UC President Janet Napolitano. "It's a wise investment in the next-generation teachers and principals who will spark young imaginations and get students on a path toward college." "Financial hardship shouldn't hold any student back from joining UC's signature educator preparation programs," adds UC Provost and UCLA Professor Emeritus Aimée Dorr. "These fellowships help students participating in programs known for their commitment to and success in preparing outstanding educators for young Californians."

Over the next 20 years, more than 1300 graduates of the PLI program are in leadership roles at schools serving vulnerable and historically underserved youth, primarily in the Los Angeles Basin and greater San Francisco Bay Area. PLI graduates at both

UCB and UCLA are highly recognized, well-prepared, diverse, and strongly committed to serving in leadership roles in high-need, urban schools.



“Financial hardship shouldn't hold any student back from joining UC's signature educator preparation programs. These fellowships help students participating in programs known for their commitment to and success in preparing outstanding educators for young Californians.”

-Aimée Dorr, Professor, emerita, UCLA

In 2014, the two sister programs initiated an unprecedented partnership between the campuses to create a statewide model for early career leader induction. The Leadership Support Program has supported over 300 PLI alumni and non-alumni leaders in California to earn the Professional Clear Administrative Services Credential or full administrative licensure. In the last five years alone (2014-2019), LSP participants worked in over 50 districts or local educational agencies in California.

Impact of Principal Leadership Institutes

From the beginning, PLI aspired to transform leadership preparation in California. PLI's success begins with recruiting local teachers with a demonstrated record of ambitious, equity-oriented teaching in their own classrooms and a willingness to take on leadership roles in their schools. In their program experience — one these aspiring leaders would readily describe as grueling but highly rewarding — PLI students develop the knowledge, skills, and judgment to tackle the complex challenges of school improvement in California's most diverse communities. Throughout their program, in both coursework and leadership action projects, PLI students employ their new conceptual frameworks to interpret the leadership problems they encounter and to decide a course of action. They cultivate the communication skills needed to help a staff navigate complex problems related to student success and school improvement. The program's success has been cemented by its cohort model, which has resulted in a strong network of students and alumni across the region and the state.

~Judith Warren Little, Carol Liu Professor of Education Policy, emerita, Professor of the Graduate School, UC Berkeley



The University of California is dedicated to its mission of teaching, research, and public service, and UC educator preparation and professional development programs actively translate this mission into practice. Among its many charges as a public research institution, UC is responsible for influencing policy, informing practice, and shaping the research agenda in educator preparation and professional development. UC is uniquely positioned to bring its research and practice expertise to bear on these current and future challenges in education. To this end, UC is a leader at the state and national level, preparing educators to address educational priorities in the areas of K-12 curriculum standards and assessments, professional teaching standards, academic literacy, and ongoing professional development. In addition, UC engages with policy makers to craft improved working conditions and system changes for education at large.

The PLI programs illustrate one of the many ways that UC educator preparation and professional development programs are leaders in the field. Specifically, the programs have made four major impacts in the following areas: workforce, community, policy, and equity. Each impact is detailed in the section that follows.

PROFESSIONAL WORKFORCE IMPACT

Together, the two Principal Leadership Institutes have provided rigorous preparation for over 1300 diverse and talented educational leaders for the state of California and beyond. By focusing on regional partner district needs, the programs recruited successful and committed classroom teachers and provided coursework that focused on equity centered instructional leadership. These graduates boast high retention rates in the field of education. Furthermore, the demographic composition of both programs contribute to diversifying the workforce from a racial and gender perspective in the areas of preparation and leader induction.

RACIAL AND GENDER DIVERSITY

Nationally 80% of all principals are White, 10% of all principals are African American, 7% are Latino, and 3% are Other Races.³ Graduates of the two PLI programs provide much needed racial diversity to the leader workforce. Of the more than 1300 graduates, an average of 57% are people of color. Furthermore, graduates of the two PLI programs have higher rates than the national average for principals of each non white group: 13.5% of graduates are African American (3.5% higher), 27.5% Latinx (20.5% higher) and 16% for Other Races (13% higher). More information can be found in Table 1.

	UCB	UCLA	AVERAGE
WHITE	47%	34%	40.5%
AFRICAN AMERICAN	16%	11%	13.5%
AMERICAN INDIAN	0%	0%	0%
ASIAN	11%	13%	12%
LATINX	16%	39%	27.5%
MULTIETHNIC	5%	3%	4%
OTHER/DECLINE TO STATE	5%	0%	2.5%

Nationally, recent reports indicate that 48.4% of public school principals were male while rates of females in leadership increased from 24.6% in 1987 to 51.6% in 2012.⁴ The two PLI programs represent more accelerated rates of gender parity with an average of 65.5% female graduates. More information can be found in Table 2.

GENDER	UCB	UCLA	AVERAGE
FEMALE	65%	66%	65.5%
MALE	35%	34%	34.5%

The professional workforce impact extends beyond diversity to retention in the field of education. In the 2016-2017 school year, the national average tenure of a principal was 4 years; however, 35 percent of principals had worked at their current work site for 2 years and only 11 percent of principals served the same school for more than ten years.⁵ Research has shown that leader turnover has a negative effect on teacher turnover, and teacher turnover subsequently has a negative effect on student outcomes.⁶ Unlike trends in the field at large where leader attrition continues to climb, graduates of the Principal Leadership Institutes make long term commitments to the field. With retention rates averaging over 90%, PLI graduates stay in education, an important precursor to making equity centered change.

“Equity conscious, committed, self-reflective educational leaders are critical to meeting the challenges of complex schooling systems, particularly in the current landscape of California and U.S. schools. From teaching in and collaborating with the Principal Leadership Institute, I am truly impressed by how innovative, comprehensive, and systematic it is in preparing educators to meet these crucial leadership challenges.”

~*Jabari Mahiri*, Professor, Berkeley Graduate School of Education and William and Mary Jane Brinton Family Chair in Urban Teaching

³US Department of Education, 2016

⁴Hill, Ottem, DeRoche, 2016

⁵Levin & Bradley, 2019; Goldring & Taie, 2018

⁶Levin & Bradley, 2019; Learning Policy Institute, 2017; Burkhauser, 2017

“ UC Berkeley’s Principal Leadership Institute has been an essential partner to Oakland Unified School District. We depend on them to prepare racially diverse equity-minded school leaders and then hire their graduates who make long lasting impact in our schools.”

~Kyla Johnson-Trammell, Superintendent, Oakland Unified School District

LEADER INDUCTION

These highly trained, diverse, equity centered leaders provide a stable supply for the workforce for local districts. As stated by current Superintendent of Oakland Unified School District, “UC Berkeley’s Principal Leadership Institute has been an essential partner to Oakland Unified School District. We depend on them to prepare racially diverse equity-minded school leaders and then hire their graduates who make long lasting impact in our schools.”

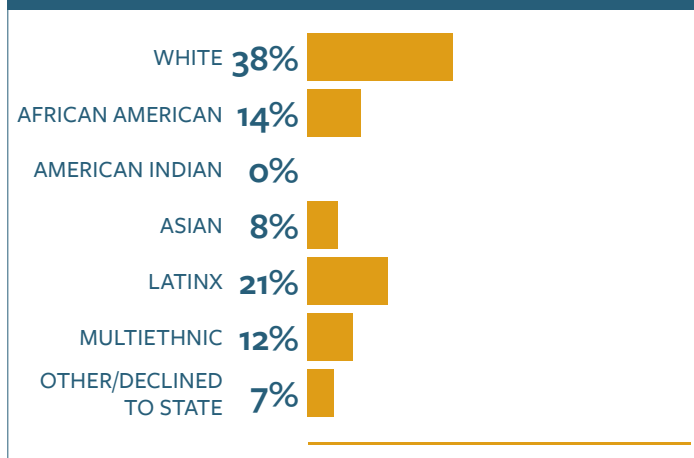
Beyond preparation, the two Principal Leadership Institutes initiated an unprecedented partnership between the sister campuses in 2014 to create a statewide model for leader induction that has two pathways: in person and hybrid online (in the hybrid online pathway, approximately 65% of the program activities are completed in-person and the other 35% are completed via video conferencing). This program provides high quality leader induction to both graduates of the preparation program and non-graduates who work in local school districts.

LSP is supporting 73 early career leaders across California in the 2018-2019 school year. Like the preparation program, LSP inducts a racially diverse leadership workforce. Of the current participants, 62 percent are leaders of color. Table 3 provides more details. Mirroring the preparation programs, nearly three quarters of the participants are female (74%) while the rest are male.

LSP boasts a high completion rate and retention rate among its graduates. In the past eight years of LSP, 98% (252 of 258) of participants of both pathways have completed the two-year program. And, further comparison of graduates reveals consistency in retention across pathways. Of those who completed LSP between 2012 and 2015, 84% of those who completed the in person pathway (San Francisco Bay Area) currently work in education, 98% in the greater San Francisco Bay Area. And, graduates of the hybrid pathway (Los Angeles Basin) boast a similarly high retention rate: 84% currently work in education, 100% of whom work in the greater Los Angeles Area.

TABLE 3:

Racial Demographics of Leadership Support Program 2018-2019



“ No single factor is more important to the transformation of schools than having effective leadership. Without it, teachers are stifled, staff feel adrift and demoralized, and the school community may disengage. If we are to see the day that all of our children – including and especially those in the communities most underserved in our society – receive the high quality education they deserve, then we must have the systems in place to ensure effective leadership in our schools. Thankfully, we at the Partnership for LA Schools have been lucky to find a great ally in this work with the Principal Leadership Institute at UCLA. With an unwavering commitment to social justice, and a drive to cultivate talent from within our schools, among staff who know the context and communities we serve, PLI has been not only a great partner for us, but an important cultivator of talent to ensure that our pipeline of leaders remains strong. We look forward to many more years of collaboration with PLI to identify, cultivate and support the next generation of school leaders who will carry the torch in our shared struggle for educational justice.”

~Joan Sullivan, CEO, Partnership for Los Angeles Schools, Los Angeles Unified School District

“As a superintendent in an urban school district, I know that PLI consistently graduates high-caliber individuals who are ready to lead. Effective educational leadership requires deep knowledge and a broad set of skills in multiple areas. The graduates of PLI embody the intellectual and interpersonal depth and breadth required of our next generation of leaders. Our students and staff cannot wait! PLI graduates understand that all learning is social, and that we must understand ourselves, our colleagues and our students in order to create vibrant, collaborative and rigorous learning communities.”

~Dr. Betsy Hamilton, Superintendent, Lawndale Elementary School District

COMMUNITY IMPACT

The two Principal Leadership Institutes have made substantial community impact through partnerships with local schools and school districts as well as selected international partners. Together, the two programs have served over 928 schools with an emphasis in hard to staff urban environments serving vulnerable and historically underserved communities such as Berkeley Unified School District, Centinela Valley High School District, Lawndale Elementary School District, Los Angeles Unified School District, Oakland Unified School District, San Francisco Unified School District, and West Contra Costa Unified School District.

Over 20 years, the programs have secured approximately \$7 million in funding from campus resources, foundations, the California Department of Education, and the US Department of Education to sustain various research and professional development projects with partners. A sample list

of project titles is provided here as an illustration of the wide variety of support:

- Alliance (CITA): Building Leadership Teams through a Focus on Mathematics
- Berkeley Arts Providers School Partnership
- Building Oakland Science Teacher Support (BOLTS)
- Forum: PLI Alumni Problem Solving Professional Learning Communities
- Griot Project
- Improving Induction for Urban School Leaders: The Leadership Support Program and the Challenges of Leadership
- Leadership for Multiple Pathways
- Oakland Language immersion Advancement in Science (OLAS)
- PLI Alumni – Changemakers in Troubled Times: Wellness, Radical Healing, and Civic Agency
- PLI@PLF (Partnership Leadership

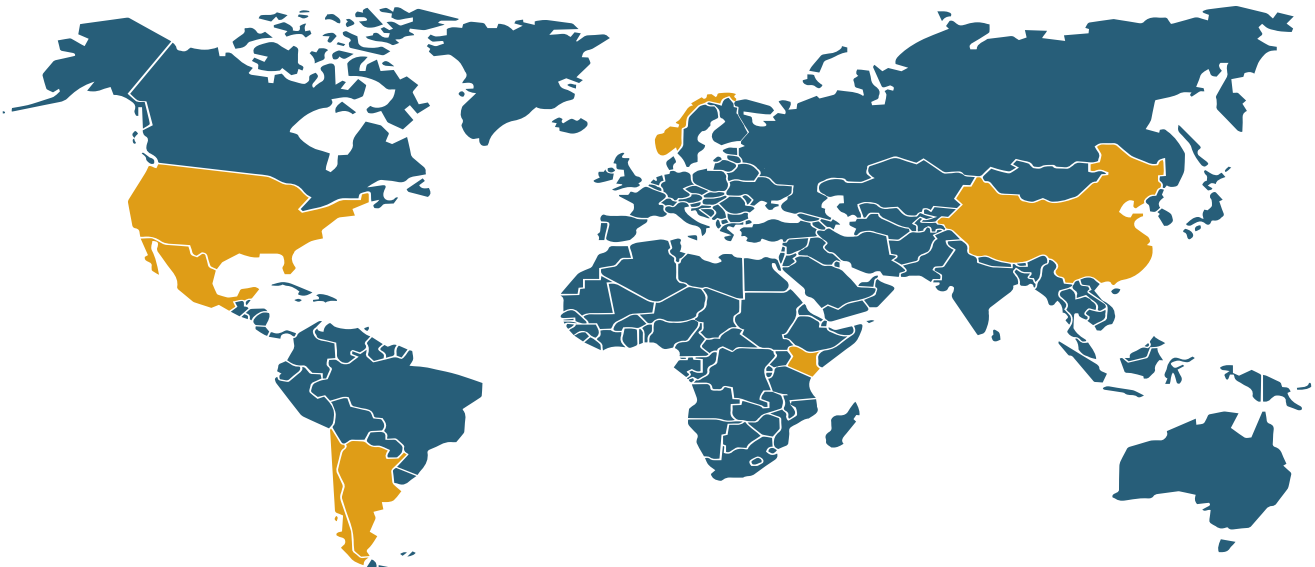
Fellows), UCLA PLI and the Partnership for Los Angeles Schools

- Strengthening Leadership Towards Berkeley’s 2020 Vision
- Teacher Residency Grant (IMPACT) Mentor development
- UCLA PLI and Lawndale Elementary Unified School District--Collaborative Inquiry Transformation

In addition to their focus on local school districts, both programs have engaged in international partnerships to support and strengthen the field of leadership preparation as well as the development of school leaders around the world. Partners include Ministries of Education, universities, non-governmental institutions, and other policy makers in Argentina, Chile, China, Kenya, Mexico, and Norway.

	UCB	UCLA
SCHOOLS SERVED:	486	442
COUNTRIES SERVED:	3	4

PLI INTERNATIONAL PARTNERSHIPS



“ The Principal Leadership Institutes have been powerful innovators in the development of school leaders for the last 20 years. With an unflinching focus on equity, the PLI programs have played a significant role in the redesign of administrator preparation policy in California and beyond. PLI leaders have served on multiple state level advisory panels and design committees, bringing the crucial insights that come from implementing a cutting edge program, and researching and documenting their impact as their graduates assume leadership positions in the schools. ”

-Dr. Mary Sandy, Executive Director, California Commission on Teacher Credentialing



POLICY IMPACT

Since 2009, the UC Berkeley and UCLA PLI Directors have been active leaders with state policy makers of the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC), an agency in the Executive Branch of California State Government that serves as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. The PLI Directors have participated on seven different working committees over the last nine years including the Administrative Services Credential Program Standards Committee, Administrative Services Credential Coaching/Induction Workgroup, and California Administrator Performance Assessment Design Team. During this period, the CTC set many new policies to improve and strengthen leadership preparation in California including mandating passing of a performance assessment for preliminary licensure and two years of leader induction as the single pathway to full administrative licensure.

In 2019, both programs were invited by the Learning Policy Institute, a leading nonprofit and nonpartisan group that connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness, to participate as founding members of the Educator Preparation Lab. The goal of the EdPrepLab is to build the col-

laborative capacity of educator preparation (both teacher and leader) programs, school districts, and state policy makers to strengthen the policy and practice of educator preparation in the United States, with a specific emphasis on teaching and leading for equity and deeper learning. Building on the science of learning and development, the center will engage in research, policy development, and the development and widespread sharing of practice.

EQUITY IMPACT

In 20 years, the two Principal Leadership Institutes have made a **professional workforce impact** on our local high needs schools and districts who now depend on the University of California for talented, highly trained, and diverse graduates to hire. They have created a statewide model for high quality leader induction that has supported hundreds of early career leaders in California. As a public institution, the programs have made significant **community partnership impacts** on strong and trusting working relationships that each campus has established with its local school districts. They have pursued funding to sustain deep research and professional development projects to nurture and sustain their community partnerships. Furthermore, they have reached beyond to international partnerships to support the development of school leaders around the world. The PLI programs have created a **policy impact** to promote best practices for leadership preparation and induction in California and are

now engaging as national leaders in the field. Together, the first three impacts culminate to a significant **equity impact** for California's K-12 public education students. By working together, the sister programs are addressing pervasive issues of inequality in the field at large.



“ PLI has been preparing leaders for schools in LA and beyond for many years. Its graduates are distinguished by their resourcefulness, commitment and passion for making a difference in education. At a time when schools are increasingly called upon to do more with less, and our most vulnerable students too often arrive at school with so many unmet needs, it is comforting to know that there is a courageous group of educational leaders serving in our schools who have the know-how and wherewithal to do the work required to ensure that every child receives the education they deserve.”

~[Pedro Noguera](#), Distinguished Professor, UCLA GSEIS, and Director of the Center for Transformation of Schools

Alumni Voices

In this section, we highlight 40 graduates—one from each cohort at UCB and UCLA. They represent the depth and breadth of the more than 1300 leaders trained. Their quotes describe how the PLI programs have impacted their leadership for equity and social justice.



“ It has been known for some time, and continues to become increasingly clear that when it comes to schools that are making a difference in the lives of students, leaders matter. In today’s educational climate the need for courageous, student-centered, and equity minded leadership is greater than it has been in our lifetime. To that end, I am proud to say that the Principal Leadership Institutes have been standard bearers in preparing leaders for today’s schools. With an unapologetic focus on social justice, PLI has produced an amazing cadre of leaders across the state of California. Countless lives of students are being positively shaped by the work of innovative school leaders who are products of PLI. The PLI leadership and Faculty are top notch, and the entire team has been fearless in providing us the leaders that our schools need and deserve. On this 20th anniversary for PLI, I would like to extend a big THANK YOU for all that you do in preparing leaders to make our schools safe, nurturing, caring, intellectually stimulating, and imaginative spaces for our students. ”

-Tyrone C. Howard, Professor, UCLA, Pritzker Family Endowed Chair in Education to Strengthen Children & Families

“ If ever there were a time to invest heavily in public education and its leaders, it’s now. Today’s schools can serve as critical sites for the socialization of citizens who are committed to ideals of equity, democracy, and social justice. The PLI is an exemplary university-based leadership preparation program that does that. The PLI helps prepare communities for our shifting political and economic landscapes, and it promotes the skills and commitments that are necessary to strengthen our democracy and our civil liberties. ”

-Tina Trujillo, Associate Professor, Berkeley Graduate School of Education



Dr. Karling Aguilera-Fort

Superintendent

Oxnard School District

PLI has equipped me with tools and strategies to name and to address the inequities present in our educational system. PLI has provided me with knowledge and resources that allow me to be very intentional when creating systems and structures that promote equity and social justice in the schools and at the district office level.

Berkeley
UNIVERSITY OF CALIFORNIA

COHORT 1 | 2001

Dr. Adrian E. Palazuelos

Superintendent

Fillmore Unified School District

The lessons and teachings that I gained through PLI enabled me to be successful as a site and district leader. The caring instructors and mentors in the PLI program challenged me to create positive change, while also providing guidance around balancing a family, career, and school. The net effect of PLI has empowered me to advocate for students; and, as a result, I feel that I have had a positive impact on numerous schools as a school leader and in my current role as a district leader.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Kevin Kerr

Director of Secondary Schools
San Rafael Unified School District

When I think back on the work I did with the PLI, one thing I was most proud of was my master’s thesis, which focused on the importance of student voice in the classroom. Now, nearly 20 years later, I am still leading student voice initiatives within my district. It was this initial opportunity to do research and publish my findings that led to a career long commitment to student voice as a vehicle for school change. In addition, as a student in the PLI, I was exposed to a number of amazing authors and thinkers, but one that always stood out to me throughout my career was Glenn Singleton and *Courageous Conversations*. I have been lucky to now work in a district that has allowed me to offer these types of trainings to teachers and principals. Working with the Pacific Education Group has enabled me, as a district leader, to expand the conversation around the importance of race, equity, and social justice in lasting school reform.

COHORT 2 | 2002

Lauren Kelly

Assistant Director of Educational Services
Eden Area Regional Occupational Program

Throughout the years, the knowledge and skills I gained in PLI have served as a guide on my path as a social justice educator. With these tools, I’ve found ways to improve the educational experiences for students of color, celebrate diversity, encourage students and teachers to challenge their own biases, and promote collaboration and distributed leadership on campus.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Alysse Castro

Director of High Schools

San Francisco Unified School District

I no longer remember how I heard about the PLI, but I remember leaving the info session certain...that this was what I was looking for. Now, it is almost impossible to find examples of ways the PLI hasn't impacted my leadership for equity and social justice. In my first AP role, I discovered that address verifications were triggered mostly by the unconscious bias of clerks who apparently believed that black and brown kids with problems in school must not really live in town. An easy win, just proposing a system with safeguard was enough to end that problem. Since then, I have served exclusively schools for kids not well served the first time around: continuation, independent study, pregnant and parenting, expelled youth, boys ranch, and in juvenile hall-- where we might get as little as one day with a student, and sometimes, that's enough to change a life.

COHORT 3 | 2003

Dr. Mario A. Carlos

Director of Communications and Special Programs

La Habra City School District

After PLI, I felt a great sense of urgency and moral purpose to change lives through systemic, targeted and empowering change within the broader community. As an educational leader, I have built on what I learned through the leaders of the PLI program to lead great change, through collaborative leadership to empower parents, teachers, and staff for the betterment of student academic and social success. Now, as an Adjunct Professor at UC Irvine and CSUF, the same themes of Social Justice that I learned in PLI are continued within my teachings.



UCLA



Linda Kingston

Director

Sacramento City Unified School District

As a site leader, the PLI has continued to guide my practice. I find myself hiring other PLI alumni because I know their training has a solid foundation of equity. Working with a PLI team is the best way to do the work. Personally, PLI has given me the skills to be a reflective leader: to really understand that the work is about relationships, that we will get nowhere without quality first instruction, and, that it takes time and a team to move the work forward.

Berkeley
UNIVERSITY OF CALIFORNIA

COHORT 4 | 2004

Randy Palisoc

President

Ironbox Education

Not only did PLI provide a solid foundation for school leadership, it prepared me to design a new school, which I co-founded in 2004. In fact, PLI prepared to take on many educational roles, as I have worked as a Principal, Chief Academic Achievement Officer, Curriculum Designer, Professional Development Specialist, and most recently, a classroom teacher and President of Ironbox Education since graduating. Although it's been over fifteen years since I graduated from PLI, I carry with me the mindset, and the skills, to create educational equity in each of these roles.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Roma Groves-Waters

Principal

Oakland Unified School District

Because of PLI, I have spent over a decade providing the stability and consistency that West Oakland needs, pushing others with courageous conversations, doing right by children-- being their voice, and being their advocate. As a result of that work, I was asked by the district to replicate my STEM focus stratagems by leading the combination of my school with another; the outcome was forty points of growth in ELA and math, and a laser focus on community partnerships.

Overall, what I appreciate most about my time in PLI was going in depth to get to the nuts & bolts of the why, how and when of structures and systems; protocols for adult learning; the coaching and alumni networking opportunities. PLI impacted my life and my confidence so that I could thrive in the field of education.

COHORT 5 | 2005

Angie Woo

Principal

Los Angeles Unified School District

I am a social justice leader, leading with heart. As a UCLA PLI Cohort 5 graduate, I reflected on my own childhood and school experiences in LAUSD to help me determine what was truly important for students to succeed in an urban community. I concluded that high expectations, academic rigor, and accountability is meaningless without heartfelt connections. Consequently, my focus as a school leader is to create a school environment of social justice where we teach our students to make positive changes in the world through interpersonal connections and discuss real-world problems from multiple perspectives in a safe learning environment where students can take risks and have their voices heard. Delevan Drive Elementary was named one of the 2018 California Distinguished Schools.



UCLA



Veronica Valerio Duncan

Principal

Berkeley Unified School District

PLI was a major turning point in my career. I never thought I would be a Principal in public education, yet here I am six years later, leading a public school in Berkeley, California. Public education has become my passion. I love my students, staff and community. PLI has opened the doors to my charge as a leader for equity and access to all students in public education.

Berkeley
UNIVERSITY OF CALIFORNIA

COHORT 6 | 2006

Dr. Yadira Moreno

Principal

Anaheim Elementary School District

During my time in PLI, I was given the space to identify and discuss equity issues in urban schooling systems. It allowed me, a first-generation, Mexican American teacher, to believe that I could become an administrator in public education, where, statistically, Latinas are largely under-represented. It is an honor to know that the lens UCLA PLI provided me with years ago still matters now, as we continue to create conditions to support and inspire students of color, like me, succeed.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Dr. Jeremy Hilinski

Principal

San Francisco Unified School District

PLI was a true inspiration for me. It taught me how to think like a leader and understand myself as a leader. It inspired me to move into administration, where I remain a principal a decade later. Finally, PLI inspired me to continue lifelong teaching, leading, and learning. I am a principal, teach graduate classes, love learning, and even went on to complete the Ed.D. with the LEEP program at Cal.

COHORT 7 | 2007

Mauro Bautista

Principal

Los Angeles Unified School District

PLI has been an integral part of shaping me as a leader. It taught me how to create an environment where teachers, parents, and students also become leaders. I believe that while students' needs are front and center, teachers' needs must be met to ensure that students have the richest experience possible. I try to honor teachers' unique strengths to foster personal and professional growth. PLI shaped my vision of what it means to lead for equity and social justice. The training I received in PLI gave me the skills to collaborate with like-minded individuals and groups to successfully oppose the extremely unjust policy of randomly "wandering" students within LAUSD.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Jorge Melgoza

Administrator on Special Assignment
Mt. Diablo Unified School District

PLI has been a game changer for its ability to provide a lens and a framework not simply validating my lived and professional experience but marshalling that experience into a force of strength. As if it wasn't frustrating enough to navigate a public educational system designed to limit rather than provide opportunities, imagine the frustration and anger at then finding strikingly similar experiences once I became an educator. PLI did not treat me like any other educator; instead, it molded me into the instructional leader I am today. The program equipped me with the tools to understand and systematically interrupt disproportionality within a community of educators who realized that without caring there is no equity. It is the love for self and the community that makes PLI a game changer.

COHORT 8 | 2008

Tommy Welch

Secondary Schools Superintendent
Boston Public Schools

One of the most valuable lessons I learned during PLI is the importance of commitment to local community in educational improvement efforts. For example, the process of asset mapping the local community and the resources surrounding my school served as a launchpad for a series of initiatives I have since undertaken as a leader. PLI also taught me to think critically about equity, and the issues that impact our students' educational opportunities. PLI showed me the importance of being authentic, and "doing what you say you will do" in educational leadership, values I believe are core in improving student opportunities for success.



UCLA



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Laurie Roberts

Teacher on Special Assignment

West Contra Costa Unified School District

In all honesty, PLI impressed me during my interview when the first question asked was about race! I was happily surprised to know that these conversations were going to happen, and I have to say that my work from then to now has given me a permanent lens on race, equity and social justice. This lens has been helpful, considering that I have spent 23 years in West Contra Costa as a classroom teacher and currently as an EdTech Coach. Those same beginning lessons in PLI led me to this work-- how to directly support teachers and administrators so that teaching and learning stays at the forefront. Of course, this requires patience... going slow to go fast, and I have to continually create collaborative space to support kids wherever they are.

COHORT 9 | 2009

Michael Coutinho Rodriguez

Special Education Administrator for the Pathways
for Adult Living Skills

Perris Union High School District

PLI was a transformative experience for me as an educator and leader. I learned about barriers and systems in place that affect our students of color, and, more importantly, how to develop the knowledge and skills to identify and break down these barriers for our communities. PLI shaped my vision of how to address problems of access and inclusion by building leadership capacity, collaboration, and establishing a culture of care across staff, which, I believe, is directly related to the success I've had as a leader in special education and as an assistant principal since graduating.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Pamela Thomas Lamcke

Program Administrator
Summit Public Schools

One of my biggest learnings from PLI was the importance of aligning school policies and systems to values and mission. This learning pushed me as a school leader to strive toward policies and systems that were truly equitable, and that balanced high expectations with support and care for students. I have taken this same mindset into the work I do now. I have spent the past five years designing and building a teacher residency program for Summit Public Schools. This opportunity allowed me to step back and really design a program from scratch that was aligned to core values, and then to live those values out by the way in which we implemented the program.

COHORT 10 | 2010

Elias Miles

Principal
Las Virgenes Unified School District

PLI helped me develop a deep understanding of how theory can guide practice. Specifically, understanding theory helped me know how to tailor instruction to support specific groups of students. During PLI, I learned a great deal about approaching education from a social justice perspective and supporting traditionally marginalized students. PLI gave me a better understanding of marginalization, and the language to talk about it, as well as the skills and knowledge to support these students, and their parents throughout the years.



UCLA



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Natasha Flint-Moore

Principal

Oakland Unified School District

PLI has made a profound impact in preparing and providing me with the critical skills needed to serve as a successful school leader for social justice and equity. First, a foundation in what it means to be a courageous leader committed to interrupting systems of oppression that adversely impact students of color. Second, a deep sense of belonging and pride for an incredible network of powerful educators throughout the state who continually challenge inequities by advocating for students who have been historically underserved by schools and society. Third, a commitment to integrity and distributive leadership that enrolls teacher leaders and parents as key stakeholders in the decision-making process. Lastly, the ability to establish a theory of action, as well as to build robust teams with a collective efficacy towards continuous improvement, and provides a lasting footprint. I credit PLI with playing a key role in shaping my moral compass and guiding my leadership actions, thereby allowing me to survive and thrive, and so too, my students, staff, and community.

COHORT 11 | 2011

Ed Zurita

Instructional Technology Facilitator

Los Angeles Unified School District

PLI has shaped how I serve in the Los Angeles Unified School District. As a member of the Division of Instruction's Instructional Technology Initiative (ITI), I lead for justice by advocating for quality learning opportunities for all students, and work to remove educational barriers that typically underrepresented students, including girls and students of color, encounter related to instructional technology. For example, we work to engage all students in STEAM activities, and create multiple modalities for learning. Looking towards the future, PLI's influence will continue to shape my leading for justice vision and to positively impact the students and schools that we serve.



UCLA



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Joseph Truss

Principal

San Francisco Unified School District

One assignment that stands out from my time in PLI and has remained powerful and impactful, as it relates to my stance as an equity and social justice leader, is the vision statement. PLI provided me with the tools and skills needed to maintain my core values through my vision, even when the vision must be co-created or there is pushback. As a leader, I have to create and hold space, and lead by example in order for change to occur. That tone is set by a vision that is not apolitical in nature, but radical and provocative since the goal is to serve kids, to serve the most marginalized. When I've looked back at this assignment, I am astounded to realize that I have stayed true to it despite the obstacles. As an example, my school spent half the year unpacking white supremacy culture and how it affects adult interactions and practices and classroom practices. Doing this work requires me to have deep and explicit habits that set the stage for adults to make pedagogical shifts through policy changes and curricular choices. The results are many: decreased disproportionality, doubled enrollment, improved school perception and retention of staff.

COHORT 12 | 2012

Miguel Espinoza

Principal

Mountain View Whisman School District

Graduating from UCLA's Principal Leadership Institute in 2012 has given me the wings to lead in some of the most low and high socio-economic areas in the state of California. UCLA's PLI makes me wonder which systemic barriers I must address in order to ensure that all, especially marginalized students, are provided equitable access to an excellent education. My passion is social justice leadership and my participation in UCLA's PLI has strengthened me and my peers with the ideal tools and knowledge I need in order to continue the good work. The UCLA PLI professors are world-class and the staff is extraordinary! I am honored to be a part of such a wonderful family.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Michael Essien

Principal

San Francisco Unified School District

PLI gave me the why and the how to disrupt the predictable outcomes in public schooling for black and brown students and their families by developing systems that allowed for more student and teacher voice. Through the coursework and discussions, I gained insight to the nuances of the social reproductive nature inherent in the public schools. First, I had to get a handle on the ambiguous “they” that contributed to the acculturation, socialization and interactions that persisted at my site. The “they” was all the adults and how our collective thoughts implemented the rules and policy, and ultimately surfaced the values and beliefs about our students and their potential for achievement or failure. As a result, I invested in distributed leadership and a whole school approach to training around trauma, de-escalation, and project-based learning; a peer resource class; monthly principal talks; push-in services; and a community school coordinator to handle restorative practices and redefining what is considered discipline for the students and their families. The outcomes have been extraordinary: over 90% reduction in referrals and suspensions and accompanying gains in test scores, increased staff retention, recognition by the NEA, and the opportunity to testify to Congress about our resulting efforts.

COHORT 13 | 2013

Violeta Ruiz

Coordinator for Human Resources, Certificated Performance

Los Angeles Unified School District

Being part of PLI impacted my professional life in different ways. For example, prior to starting PLI, I had a narrow understanding of what true leadership entailed. I thought that being a leader meant making all the decisions and having those you lead follow them. Through the PLI program, I learned that being a leader is the opposite of what I thought. PLI challenged me to identify my own leadership style, and, most importantly, to build collaborative professional relationships that allowed me to be successful in leading diverse groups of individuals. This provided a solid foundation for my role as an Assistant Principal at a large urban school following PLI. In this role, I had the confidence, knowledge, and skills, to lead in a way to increase academic achievement and safety on the campus.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Tonia Coleman

Assistant Principal

Berkeley Unified School District

PLI created a space wherein I could dismiss my self-doubt and believe that I could be a powerful change maker within the system. As an administrator, I immediately used my leadership skills to build a dynamic team. Within three years we drastically dropped the suspension rates from 100+ students to thirteen. We were able to detrack classes and provide a zero period accelerated option for any interested student. Contradicting the deficit mindset that plagues the public schools and aids the school to prison pipeline, our strategy provided opportunities for our marginalized students to engage in leadership through the student council, school wide assemblies, and dances. This culture shift led to increased academic achievement and the California Distinguished School designation two years later. The equity-focus rooted in PLI is a blueprint for instructional leaders in the 21st century. We are the change makers that are shifting policies and practices that support students to having access to curriculum, educational pathways and aligning resources to support equitable outcomes.

COHORT 14 | 2014

Dr. Shamara Graham

Assistant Leader

KIPP Philosophers Academy

PLI helped me become an effective leader, especially in regard to self-awareness and self-improvement, and laid the groundwork for my current work as a doctoral student in education focusing on equitable discipline practices. PLI has given me the tools to feel empowered to find ways to bring awareness and voice for those who are voiceless through my daily work as a principal, my writing, and my research.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

John Nepomuceno

Assistant Principal

San Francisco Unified School District

PLI has had such a profound effect on my education career as a social justice and equity advocate and leader. The academic rigor attached to the program helped me be more confident as a leader than I have ever been in my nearly ten years as an educator in the East Bay. The classes required tenacity, and coupled with the intentional grouping within our cohort, pushed all of us in the program to challenge our ideals, check our lenses, and remind ourselves daily that the hard work we are preparing to do, is for the students first, foremost, and forever. Second, I can say that the networks within PLI have positively impacted my pursuit of doing better as a social justice leader, granting me the opportunities to join others within my own Cohort, prior cohorts, and new PLI'ers--especially in SFUSD where the network of like-minded social justice and equity leadership is deep. We developed a sense of camaraderie, all sharing our war stories of being in PLI, LSP, and on the frontlines of instructional leadership. I feel that my fortunes have truly turned for the better as I navigated my first year as an Assistant Principal in San Francisco.

COHORT 15 | 2015

Lisa Baggio

Principal

Wiseburn Unified School District

Since graduating, in roles as an assistant principal and a principal, I've used what I've learned in PLI to help teachers examine their own biases, implement restorative justice programs, incorporate culturally relevant pedagogy and socio-emotional learning into the curriculum, and establish other initiatives and practices to support social justice on campus. PLI has been the most impactful and life-changing experience for me both professionally and personally; thanks to PLI, my life mission is to serve as a social justice leader in whichever role I assume.



UCLA



Christy Chen

Vice Principal

West Contra Costa Unified School District

Five years ago, I was a RSP/SpEd teacher and teacher leader with absolutely no plans to become an administrator; and then, I was invited to an informational meeting for PLI with the result being my application and acceptance into the program.

That first summer was like bootcamp, but the outcome has been my development from shy, introverted teacher happy to cooperate and collaborate with colleagues to a leader who speaks up to her principal and speaks out for her students and staff. PLI gave me a voice. I learned I had a voice as a Filipina, as an immigrant, and that it was important to share my voice for my kids and my co-workers. PLI facilitated my belief that if you want change, you have to put yourself in a position to make the change. I can ask for what I need. I can recognize what I bring to the table as an organized, detail-oriented, systems thinker. I can make a difference. PLI gave me that.

COHORT 16 | 2016

Yvette Fraga

Restorative Justice Teacher Advisor

Los Angeles Unified School District

From using technology for collaboration and graphic design to drawing from improvement science to inform problems of practice, I use the practical skills that I acquired in PLI on a daily basis. However, beyond the skills, it is the understanding I gained as a PLI student that has given me a clear perspective from which to make decisions with stakeholders where, together, we can disrupt systems of inequity at all levels. PLI fostered within me the confidence to serve my school community with empathy, knowledge, foresight, and love. And for that I am forever grateful.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Jennifer Herges

Program Administrator

San Francisco Unified School District

In my role as Program Administrator of Related Services, I support the Deaf and Hard of Hearing (DHH) programs throughout SFUSD. One way that PLI has impacted my work as a leader is through the Leadership Connection Rubric that was developed and implemented by PLI. This has not only supported my work as a leader, but also drives my work within the schools. For example, through my community mapping project, a partnership between UCSF Pediatric Hearing and Speech Clinic and SFUSD has blossomed within the DHH Services Department. Through collaboration between the UCSF medical team and the SFUSD DHH Service providers, terminology regarding DHH students is positively evolving and the teams are working in partnership for the benefit of the child, both educationally and medically. Another way PLI has impacted my leadership for equity and social justice is through the deep reflection of my own identity as a leader within a school district. As a Hard of Hearing individual, the vision of my role was to be a bridge between the Deaf and Hearing worlds. By critically questioning beliefs of those with limited experience to Deaf Education, I can begin to educate and move towards equity for our DHH students.

COHORT 17 | 2017

Roxanna Sosa

Dual Language Specialist

Los Angeles Unified School District's Dual Language/Bilingual Programs Office

PLI has impacted me greatly by helping me ground my leadership in pillars of social justice to become, each day, a leader of learning of the principles of Dual Language Education. PLI gave me the courage and understanding to develop a vision, alongside my fellow educators, that, when crafted with the engine of Dual Language Education will uplift historically underperforming school communities of color. As a call to action, based on my findings, as a new Dual Language Specialist for the LAUSD, I am able to design district-wide data-informed, equity-based improvement projects in the areas of math, language development and biliteracy. Most importantly, PLI has given me the conviction to believe in the power of Dual Language Education to transform the lives of students, alter the landscapes of historically underperforming schools and create greater possibilities for academic success of every learner.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Josh Heideman

Assistant Principal
Seneca Family of Agencies

PLI transformed my thinking as a leader. The coursework, the discourse, the research made concrete the ideas I already had around social justice and equity. The program gave me the vocabulary, the skills and structures to progress my leadership practice from good to great. As one of the few in my cohort who were working administrators, I was able to put most assignments into practice immediately. The reading, the resources and professors made me confident to carry out the work and empowered me to make change where I could. In the last year, I worked with my staff to create a reflective space to examine culturally responsive pedagogy and teaching practices. This allowed teachers to better assess student need and respond to student need. I truly wish I still had access to the amazing “group-think”, the support and challenge of PLI.

COHORT 18 | 2018

Dan Thalkar

Teacher
Los Angeles Unified School District

PLI empowered me with the language and concepts to name what I intrinsically recognized as unjust in our educational system, and provided me with the lens and the tools to actually work towards affecting change on a systemic level. I don't know where my journey in education will take me, but I do know that, thanks to PLI, when faced with inequity in schools, I now cannot help but question the systems conspiring to create such conditions. And then, of course, I must try to change them.



UCLA



Berkeley
UNIVERSITY OF CALIFORNIA

Leah DeArmey

Vice Principal

Education For Change

The PLI program, through both the classwork and readings, shaped how I carry myself as a leader of color. PLI encouraged me to be more reflective of how I carry myself and to understand my positionality within my school. It gave me the language to support change, and challenge inequitable discourse. I was able to navigate my role and transition from long-time faculty member, who had formed many meaningful relationships with colleagues, to a leader who could see the underlying implicit bias in what was now my staff. PLI gave me the tools to have uncomfortable conversations and to then gather data that helped me push further and quicker to address disproportionality in our discipline systems. PLI has solidified, grounded and rooted me in social justice work as a leader.

COHORT 19 | 2019

Karen Green Robinson

Itinerant Theatre Arts Instructor and Peer Coach

Los Angeles Unified School District

Transformation is a word we've heard a lot during our year in PLI. We have learned to transform the lives of our students by supporting their academic and personal growth, to transform schools into equitable spaces, and to transform society as we seek to destroy systems of oppression. However, no transformation has meant more to me than in my own thinking and the incredible professional growth I've experienced during PLI. PLI has broadened my awareness about the many forms of marginalization, helped me better understand the human side of education, and has equipped me to better advocate for our most vulnerable students as a social justice leader.



UCLA



Soo Hyun Han-Harris

Talent Development Associate
Oakland Unified School District

Two things come to mind when I think of why I applied to PLI and what I hope to gain as a future leader who positively impacts social justice and equity for students. The first is my personal, lived experience. As a child of working-class immigrants, with all of the trauma and triumph that entailed, social justice and equity were not theoretical ideas, but ways of striving and surviving that absolutely influenced the sort of work to which I was drawn. Becoming a substitute teacher put me on a trajectory to pursue my teaching credential, which led me to fully understand the trust that families put into the public school system, most without choice. Schools are charged with the education, socialization, care and nurturing of students and yet, even those with the best intentions can contribute to the cultural disconnect and disempowerment of students and families. How then can I contribute to make public education the best it can be? Now, through PLI, I'm eager to develop some solid skills and understanding of adult collaboration and systems-building in service of a vision of quality public education that is the envy of any private system.

COHORT 20 | 2020

David Valenzuela

Teacher
El Camino Real Charter High School

It is with an open heart and open mind that I begin UCLA's Principal Leadership Program to learn to transform public education, upset institutional power structures and to empower students and communities of color to question those systems. I hope to leave UCLA with the tools necessary to question current prevailing practices at my existing site and implement practices that are culturally relevant and speak to the needs of the students and the community. Lastly, I hope to learn from educators who have the same passion, energy, and commitment to social justice school reform in Los Angeles.



UCLA

Future Forward

BUILDING THE PRINCIPAL LEADERSHIP INSTITUTES AS PUBLIC INSTITUTIONS

by [John Rogers](#), Professor, UCLA, Faculty Director, Center X, PLI Co-Faculty Director, Director, UCLA IDEA

As the Principal Leadership Institutes approach their twentieth birthday, it is an opportune time to reflect on their historical foundations.

In March of 1999, California’s state legislature passed Assembly Bill 2, requesting that the University of California Regents establish Principal Leadership Institutes at UCLA and Berkeley. The legislature’s 1999 rationale for the Principal Leadership Institutes might have been written today. Asserting that “a strong principal is an essential component in school success,” the legislature pointed to “districts around California ... experiencing a growing shortage” of leaders capable of meeting the demands of this “very challenging career.” By creating the Principal Leadership Institutes, the legislature hoped to “make a principalship a more attractive and visible option for the most talented individuals to pursue.”

The faculty at UCLA and Berkeley, who took up the charge to construct the Principal Leadership Institutes two decades ago, committed to establish programs befitting a great public university.

They built upon philosophical and moral foundations as old as the University of California itself—a vision for public higher education in the service of the public. Of course, at the University’s founding, the scope of this vision was severely limited by exclusionary ideologies and public policies. And while many have led valiant struggles to realize a more expansive understanding of the public throughout the University’s history, much work remains.

What does it mean for a public university to design programs that serve the public? It is instructive to look at the words of University of California’s second president, Daniel Coit Gilman, even as we acknowledge his failure to fully live up to his own rhetoric. In his 1872 inaugural address, President Gilman articulates three ideas about the University’s public purpose that continue to shape the work of our Principal Leadership Institutes today.

First, the University must embrace a social justice mission by “open[ing] the door of superior education to all.” The Principal Leadership Institutes develop the capabilities of school leaders to expand access to high quality teaching and learning, and to carry forward the principle that all California residents are fully deserving of such educational opportunities.

Second, the University, as an institution “of the people,” must both reflect and connect to the broader community. Gilman reminds his audience that the University of California is the “University of this state [and so] must be adapted to these people.” The Principal Leadership Institutes draw students from urban communities in southern and northern California—many of whom grew up in the neighborhoods where they now teach and lead. Throughout the programs, educators forge the skills and commitments to bridge between the formal curriculum and the distinctive cultural practices and linguistic capabilities of the communities that they serve.

Third, the University must play a critical role in safeguarding and deepening democracy. The University of California, Gilman tells

“Highly effective instruction delivered by caring, capable, well supported teachers is at the heart of student success. We believe UC should be doing its part to serve the state and continue to invest in the preparation of educators for the benefit of California’s students.”

~Senator Carol Liu, 25th District and Former Senator Loni Hancock, 9th District

us, should stand “for the people,” promoting inquiry, informed public discourse, and the general “diffusion of knowledge.” The Principal Leadership Institutes foster leadership practices that amplify the voices of students and families. The Institutes also encourage school leaders to adopt a public-facing stance, speaking out on behalf of their students and against injustice.

In 1999, California’s legislature hoped that the newly created Principal Leadership Institutes would solve a short-term problem and bring new energy and expertise to our schools. These goals remain important. But, as we stand now two decades later, we see all around us threats from injustice, division, and rising authoritarianism. The idea of a public university in service of the public seems more important than ever. And so too do the Principal Leadership Institutes.

Names of Graduates

(Cohorts 1-19)

BERKELEY COHORT 1

Matin Abdel-Qawi
 Karling Aguilera-Fort
 Dhameera Ahmad
 Angélica Alamillo-Pérez
 Marisa Alfieri
 Susan Audap
 Christine Baker
 Katherine Castleberry
 Theresa Clincy
 Edward Colación
 Susan Couch
 Mark Delepine
 Virginia Dold
 Marcus Jamal Fields
 Jerome Gourdine
 Anne Johnston
 Ana Lunardi
 Selia Melero
 Margaret Minicozzi
 Jane O'Brien
 Chelda Ruff
 Charles Shannon
 Shoshanna Towers-Cabrera
 Elizabeth Veal

UCLA COHORT 1

Richard Da Sylveira
 Christine Ferreira
 Breck Foster
 Matthew Fraijo
 Laura Galido
 Ernestina Gandera
 Jennifer Gomeztrejo
 Jeffrey Hazeltine
 Eric Huang
 Maria Hwang de Bravo
 Janet Kiddoo
 Susan Kogan
 Patricia Lopez
 Erica Marlowe
 Sonia Miller
 Tricia Newman
 Adrian Palazuelos
 Carlen Powell
 Richard Ricci
 Nellie Rios-Parra
 Nancy Robinson

Janet Seary
 Katherine Venturoso
 Lori Vollandt
 Scott Wilbur

BERKELEY COHORT 2

Evan Anderson
 Theresa Armada
 Maureen Benson
 Jessica Bogner
 Margaret Clark
 Anita Comelo
 Hillary Crissinger
 Brent Daniels
 Kristen D'Andreis
 Mary Dybdahl
 Randall Enos
 Sandra Escobedo
 Enrique Flores
 Vidrale Franklin
 Carolyn Gramstorff
 Patricia Harmon
 Denise Hawke
 Sharon Jeffrey
 Kevin Kerr
 Gregory Ko
 Deborah Mar
 Mimi Melodia
 Christopher Moore
 Ho Nyugen
 Robert Patrick
 Kenneth Purser
 Mark Rader
 Stephen Retzlaff
 Freda Robinson
 Angela Stevenson
 Clara Tarango
 Lemuel Vergara
 Andres Versage
 Wendy Warda
 Carrie Wilson

UCLA COHORT 2

Laura Alluin
 Noel Alpin
 Lavydya Anderson
 Barbara Avilez
 Cyril Baird

Felipe Barragan
 Teresa Battenburg
 Diane Beach
 Paul Burns
 Roderick Castro
 Manuel Colon
 Mary Beth Defer
 Ron Del Cid
 Paula Denen
 Cindy Duong
 Christina Escovar
 Melanie Frazier
 Charles Gelsinger
 Jeffrey Geltz
 Megan Guerrero
 Jason Harley
 Cynthia Headrick
 Jacquelyn Herst
 Kimberly Indelicato
 Lauren Kelly
 Llonald King
 Phillip Koch
 Beryl Kopple
 Bill Lord
 Janet Mack
 Sue Park
 Ana Ponce
 John Press
 Lori Rangel
 Juan Reyes
 Jorge Rios
 Anne Schnee
 Deborah Siemer
 Treshelle Taylor
 Sharon Tomback
 Esperanza Trujillo
 Carlos Valdovinos
 Kirsten Walker
 Kenny Yau
 Jennifer Yoo
 Brandy Zwemer Byers

BERKELEY COHORT 3

Sondra Aguilera
 Shervaughnna Anderson-Demiraz
 Susan Archuletta
 Michael Barglow
 Jean Marie Barrera
 Felicity Bensch
 Mark Bolton
 Stephen Brady
 Denise Brown
 Patricia Browne
 Alysse Castro
 Verna Castro

Katie Cobb-Von Husen
 Mary Lou Cranna
 Glenn Dennis
 Nicole Didonato
 Tasha Doyle
 Thomas Fairchild
 Fernando Figueroa
 Margo Fontes
 Susan Gaylord
 Louis Grice, Jr.
 Bonnie Hansen
 Jean Hansen
 Matt Huxley
 Kyla Johnson
 Nicole Lamare
 Hanna Ma
 Kelly McGuire
 Mark Neal
 Lauren O'Leary
 Katerina Palomares
 Olga Pineda
 Benjamin Stephen Redmond
 John Rusk
 Greg Santiago
 Nancy Schlenke
 Eyana Spencer
 Michael Walker
 Lauran Waters-Cherry
 Richard Yee
 Richard Zapien

UCLA COHORT 3

Olivia Adams
 Beth Anderson
 Virginia Arenas
 Adam Bachmann
 Roberto Baeza
 Scott Boggs
 Linda Brookover
 Kevin Buchanan
 Mario Carlos
 Jose Castelo
 Kelly Castillo
 Tommy Chang
 Rene Chavez
 Janet Davis
 Gregory Diggs-Yang
 Renee Dolberry
 Julie Espinosa
 Sharon Griffin-Galamba
 Graham Gurney
 Janet Hackett
 Mikela Harris
 William Herrera
 Kimberly Holland
 Barbara Honig

Leonard Isenberg
 Craig Knotts
 Kurt Lowry
 Wendy Mayea
 Kimberly Mitchell
 Jacob Muniz
 Carla Newman
 Richard O'Neill
 Michael Oliver
 Sharon Oved
 Bianca Philippi
 Ellen Pickering
 Maricela Ramirez
 Shanley Rhodes
 Rowel Salvador
 Joe Salvemini
 Felicia Sexsmith
 Michael Slagle
 Donelle Soto-Magat
 Michelle Cortez Torres
 Elizabeth Torgersrud
 Valentino
 Jose Vidal
 Maria Villegas
 Steven White
 Craig Wiblemo

BERKELEY COHORT 4

Larissa Adam
 Paul Auday
 Donna Baker
 Elisa Barrera
 Heidi Boley
 Joshua Brankman
 Curtis Brock
 George Bullis
 Maureen Byrne
 Michael Case
 Lorna Cross
 Shamar Edwards
 Nya Flores
 Carmelita Goldsby
 Monica Guzman
 Eulalia Halloran
 Nancy Ivey
 Trent Kaufman
 Dongshil Kim
 Linda Kingston
 John Lammon
 Cheryl Lana
 Serene Lee
 Adam Liebow
 Moraima Machado
 Jonathan Mayer
 Irma Muñoz
 Alicia Orner

Kevin Pattison	Timothy Sippel	Larry Boone	Lisa Jimenez-Cameron	Elizabeth Schaefer
Han Phung	Brandee Stewart	Carrie Ricketts Broquard	Edith Jordan	Dean Simpson
Jon Pierce	Andrew Van Horn	Alexis Cala Keigwin	Joel Julien	Taquan Stewart
Abigail Querubin	Raissa White	Jill Chandler	Lisa Lasky	Nanette Terrenal
Paul Renaud	Alison Yoshimoto-Towery	Rami Christophi	Aubrey Layne	Mario Villanueva
Staci Ross-Morrison		Maura Crossin	Linda Lee	Lynn Vineyard
Luma Seminario	BERKELEY COHORT 5	Lila Daruty	Elicia Lorona	Marjorie Waxman-Resnick
Ron Smith	Gloria Andres-Newman	Brian Gibbs	Eric Lowy	Casey Yeazel
Sheila Smith	Marisol Arkin	Paula Giglio	David Luongo	
Lori Vella	Amanda Asdel	Teresa Gonzalez	John MacDevitt	BERKELEY COHORT 7
Barbara Walker	Jennifer Black	Kara Heinrich-Daugherty	Sonya Martin	Judith Alcala-Reveles
Thomas Webb	Neal Bloch	Clara Herran	Ardarius McDonald	Lisa Allphin
Theresa Young	Patricia Ceja	Karen Jin	Sylvia Morales	Peter Avila
	Silvia Cordero	Daniel Kim	Pamela Nelson	Catherine Borquez
UCLA COHORT 4	Randall Covey	Justin Lowe	Alejandro Ramos	Robert Broecker
Jacqueline Armstrong	Harry Culbertson	John Maisterra	Michael Ray	Yolanda Bulls
Marie Becki Blanco	Jeanne D'Arcy	Carlos Martinez	Ellen Reller	Matthew Burnham
Paula Carbone	Steven Daubenspeck	Kenneth Martinez	Reginald Richardson	Gabriel Chilcott
Barry Cohen	Sara Dieli	Nancy Martorelli	Ronald Richardson	Ricardo Cooke
Sandra Cavellheiro DeBarros	Natalie Eberhard	Christina Rodriguez Mendez	Vincent Ruiz	Luis Covarrubias, Jr.
Celia Domingue-Pettus	Monica Einuadi	Brenda Montaine	Pasquale Scuderi	Patricia Crespo
Anna Dorado	Debra Eslava-Burton	Rosamaria Murillo	Anne Shin	J.C. Farr
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