



Working Together to Prepare Illinois School Leaders: School and University Partnerships



Illinois State Board of Education/Illinois Board of Higher Education

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District Leadership Mission

To ensure that each school is led by an outstanding principal. The Office of Principal Preparation and Development was created to:

- ❑ Enhance the quality of the pool of aspiring principals;
- ❑ Support the selection of outstanding principals at every school; and
- ❑ Support the success of principals from aspiring to retiring.

IL School Leader Taskforce Recommendations:

- ❑ Partnership between the district and principal preparation programs;
- ❑ Use of a highly selective admissions process;
- ❑ Engage high-performing current or former administrative practitioners;
- ❑ Extended, closely supervised residencies;
- ❑ Rigorous, systematic assessment of candidates;
- ❑ Mentoring and early career professional support and development of principals

District/Principal Preparation Program Collaboration: Working Together

- ❑ **CPS-sponsored Principal Preparation Programs**
 - Programs have aligned internship experiences and curriculum to the CPS principal competencies
- ❑ **NLNS, UIC, TFA/Harvard Provide Administer a Rigorous Selection Process**
 - Interviews, written responses, proof of results, etc.
- ❑ **Veteran Principals and AIOs hired as coaches**
 - Coaches provide one-on-one site-based and cohort learning experiences to novice and resident principals
- ❑ **One Year Residency Required by all District Sponsored Prep-Programs**
 - Candidates complete a one-year residency requiring a full-time commitment and completes a supervised instructional leadership change project
- ❑ **Principal Eligibility Process**
 - Candidates must show evidence of proficiency against each of the CPS principal competencies
- ❑ **New Principal Support**
 - Novice principals are provided with Leadership Coaches, induction training, professional development and cohort learning, and access to a Rapid Response Team for operational and technical issues
- ❑ **Ongoing Professional Development**
 - IAA course offerings and a variety of differentiated professional development opportunities

CPS-Sponsored Principal Preparation Programs

CPS currently sponsors 3 Principal Preparation Programs:

- ❑ New Leaders for New Schools (in collaboration with National Louis University)
- ❑ University of Illinois – Urban Education Leadership Program
- ❑ Harvard University / Teach For America

CPS-Sponsored Principal Preparation Programs

- ❑ **Rigorous Admissions Processes**
 - Scenario-based, individual presentations
 - Candidates must show evidence of results
 - Extremely selective programs
- ❑ **Combine theoretical and practical aspects of school leadership**
 - Coursework taught by both professors and practitioners
 - Heavy focus on how to use data to improve instruction
 - Align to competencies, with candidates using self assessment and designing internship to address gaps in leadership experiences
- ❑ **Intensive internship experience**
 - Outcomes focused
 - Partner with district to determine optimal internship sites
 - Leadership coaches in addition to site principal mentor

New Leaders for New Schools

- ❑ Graduates of the program earn a Type 75 and a master's degree
- ❑ Rigorous selection process including essays, interviews, writing assignments, case study analysis, role playing, and extensive reference checks
- ❑ Chicago NLNS have an average of seven years teaching experience

UIC – Urban Education Leadership

- ❑ Ed.D. program designed to produce transformative urban school leaders
- ❑ Highly selective admissions process: candidates must possess a master's degree, and have demonstrated records of outstanding classroom instruction, as well as, instructional leadership
- ❑ Three years of site-based coaching and mentoring for novice principals.

Harvard University/Teach For America

- ❑ Designed for outstanding veteran Teach For America alumni
- ❑ Candidates complete a master's degree in school leadership at the Harvard Graduate School of Education, and then advance to
- ❑ Full-year principal residency, completed at a low performing, traditional CPS school. The residency is supervised locally by TFA Chicago, a mentor principal, and a resident coach.

CPS-Sponsored Principal Preparation Programs

□ New Leaders for New Schools

- CPS charter district, supporting candidates since 2001
- 109 candidates trained to date, including 21 interns this year
- 56 New Leaders grads serving as principals, three district leaders, and 14 Assistant Principals

□ UIC Ed.D. Program in Urban Ed Leadership

- CPS supporting program since its inception in 2003
- 60 candidates trained to date, including 13 interns this year
- 29 UIC grads serving as principals, three district leaders, and 10 APs

CPS Principal Eligibility Process

Raising the bar for school leadership through rigorous, performance-based assessments

Rationale for Eligibility Process

- ❑ School Reform Act passed by the General Assembly in 1988 granted the authority to hire and fire principals to the individual Local School Councils.
- ❑ Chicago School Board established the eligibility process to ensure that only the most highly qualified individuals would be chosen by the LSCs to lead CPS schools
- ❑ EP provides data on strengths and areas for leadership development
- ❑ EP contributes to a reflective process during leadership development
- ❑ EP ensures a baseline of readiness so new principal can succeed from day one

The CPS Principal Eligibility

Process Assesses:

- Level and impact of leadership experience
- Belief system focused on student learning
- Communication skills
- Knowledge of Board policies

Key Components:

- Writing Assessment
- Self-Assessment
- CPS Competencies Portfolio
- Oral Interview
- Policy Exam
- Background Check

How Does the District Define Excellence?

Chicago Public Schools Principal Competencies:

- Develop and Articulate a Belief System
- Assess the Quality of Classroom Instruction
- Engage and Develop School Faculty
- Facilitate and Motivate Change
- Practice Balance Management

Develop and Articulate a Belief System through Voice and Actions

- ❑ Engage staff, students, parents, local school council and community to work toward developing and implementing a common vision.
- ❑ Engage broad representation of school in strategic planning.
- ❑ Lead by example, exhibiting high ethics and moral leadership and a strong belief that all children can learn, regardless of gender, race, ethnicity, color, sexual orientation, religion, disability, and socio-economic status
- ❑ Involve parents and community in supporting and enhancing the instructional programs of the school

Assess the Quality of Classroom Instruction

- ❑ Direct the implementation of successful literacy and mathematic strategies school-wide.
- ❑ Model practice, and coach and assist teachers to support instructional improvement using a range of effective learning theories and practices.
- ❑ Lead standards-based instruction.
- ❑ Use data to improve instruction and student achievement for all students.

Engage and Develop Faculty

- Develop teacher leadership within school.
- Support staff development strategically to build internal capacity and capability.
- Align staff development with school goals and district priorities.
- Establish a community of learners.
- Recruit and retain competent teachers and counsel out low performers.

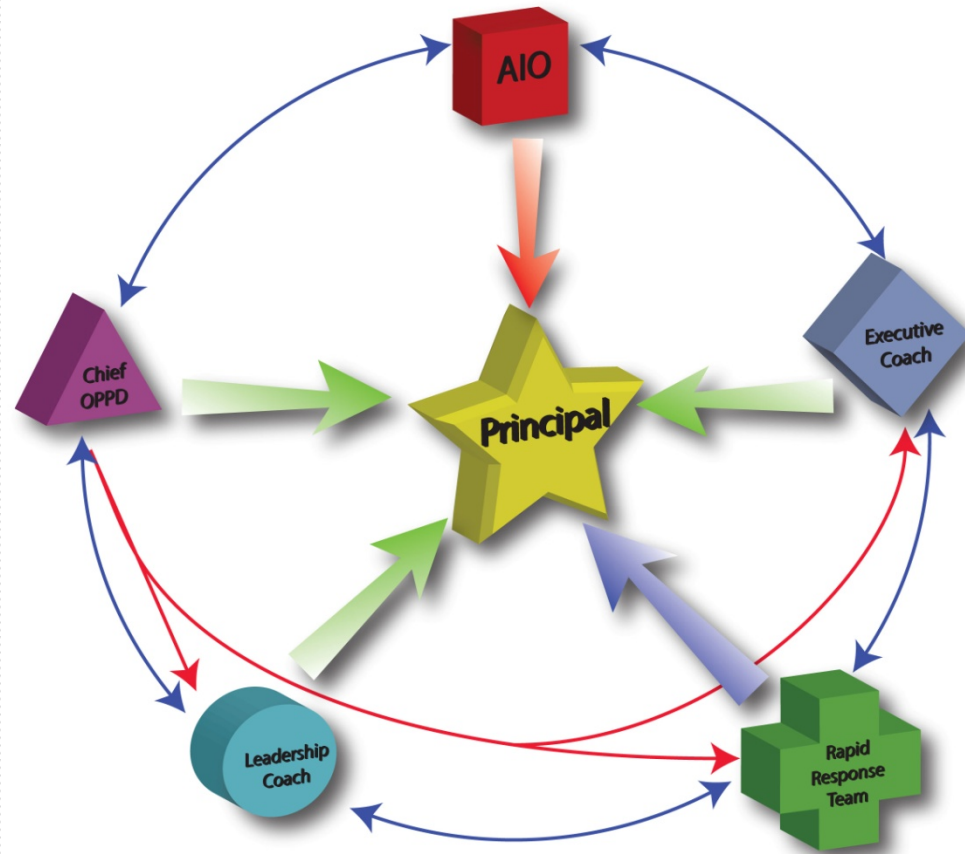
Facilitate and Motivate Change

- Lead the change process both for individuals and for organizations.
- Set high expectations for all students.
- Be a self-starter and solid problem solver.
- Exhibit strong interpersonal skills and ability to work with a diverse group of people.
- Reflective learner, consistently assessing his or her own work with an analytical eye in order to continuously grow.
- Facilitate shared accountability for results.
- Use data in strategic planning, demonstrating the ability to influence people to improve their practice.

Balance Management

- ❑ Delegate effectively to achieve school objectives.
- ❑ Manage budget, aligning resources with instructional priorities.
- ❑ Manage operations to support instruction.
- ❑ Analyze, design and implement classroom and school-wide management and safety plans to create a safe, student-centered environment.

The CPS Comprehensive System of Support for New Principals



Leadership Coaches

Selection Process

Demonstrated Transformative School Leadership

Application and Response to Essay Prompts

Three – Step Personal Interview Process

Use of an Evidence-Based Scoring Rubric

Interview Protocol

Role Play

Social Emotional Intelligence Survey

Leadership Coaches

- *“Every principal, novice and veteran alike, is in and out of “hot water” all the time. These situations provide all the ingredients for personal and professional growth; difficulties, a context for resolving them, and a person who really wants them resolved. These moments of conflict hold great potential for learning.”*

- -Roland Barth

Leadership Coaches

What is the Work of an OPPD Leadership Coach?

- To help new principals
 - Pre-think Decisions
 - Consider Intended / Unintended Consequences of Decisions
 - Reflect Upon Decisions
- To help new principals put student learning and helping children grow at the center of all decisions
- To help new principals further the district mission and vision by creating the conditions in their schools under which student learning is accelerated
- To help new principals establish collegial networks of support and form meaningful relationships in community with other principals who are in search of solutions to common challenges

Cohort Learning

- ❑ Supportive collegial networks of 6-8 New Principals facilitated by an OPPD Leadership Coach
- ❑ Sharing of common issues / concerns
- ❑ Use of Conversation Protocols
- ❑ Elaborations of Chicago New Principal Academy content

Induction Training & Professional Development

- (4) Day Summer Induction
- Understanding Myself in the role of Principal
- Understanding My School
- Understanding My System of Support
- Relationship Retreat w/ Leadership Coach

Induction Training & Professional Development

- (5) Facilitated Sessions
- Combination of:
 - Set Curriculum
 - Change Leadership (2006) Wagner, Kegan et al.
 - Southern Regional Education Board
 - Responsive Curriculum
 - CPS Systems and Departments and Units
 - Consulting Tables
 - Cohort Learning

Rapid Response Team

- Operational and Technical Support deployed to the school site, at a time convenient to the new principal, to address matters that distract the principal from her / his primary instructional focus such as budget, staffing, use of e-systems, etc.

District/Principal Preparation Program

Collaboration: Working Together

Key components of CPS principal preparation and development

Highly selective admissions process by prep programs
Full-year paid principal residency supervised by mentor principals

Use of high-performing former school administrators as coaches

Rigorous CPS Principal Eligibility Process to ensure high quality principals screened for LSCs selection,

Coaching, professional development, cohort learning & Rapid Response Team support for novice principals

Differentiate learning opportunities for principals from the aspiring to the retiring phase.

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Reaching Every Child, Every School

