How Districts and Universities Can Work Together to Improve Principal Preparation and Student Achievement

WEBINAR
May 30, 2018
2-3pm ET
Welcome!

Thank you for joining us for today’s webinar!

MODERATOR/HOST:
MaryAnn Jobe
AASA Director, Education and Leadership Development

@AASAHQ  @WallaceFdn
Logistics

• Access the audio for today’s webinar either via your computer or phone.
Webinar Participation

• We have allotted time for **Q&A**, but you can submit questions at any time.

• Please use the **chat window** to submit questions. In the dropdown menu, select “**All Participants**” and then type your question in the chat box.
Presenters

• Michelle D Young, UCEA Exec Director, Professor of Educational Leadership, University of Virginia (VA)

• Marguerita DeSander, Department Head and Associate Professor, Western Kentucky University (KY)

• Liz Kirby, Chief of Strategy and Planning for Chicago Public Schools (IL)
The Wallace Foundation

Leadership Initiatives – 2000 to 2018
Principal Pipeline Initiative (PPI)
Principal Supervisor Initiative (PSI)
University Principal Preparation Initiative (UPPI)
University of Virginia

Michelle D Young
UCEA Exec Director and
Professor of Educational Leadership
Two Sets of Standards
Two Revisions
Two Name Changes

• ISLLC & ELCC
• PSEL & NELP
## Draft National Educational Leadership Preparation (NELP) Standards

<table>
<thead>
<tr>
<th>Building Leader Standards</th>
<th>District Leader Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ethics and Professional Norms</td>
<td>2. Ethics and Professionalism</td>
</tr>
<tr>
<td>3. Equity and Cultural Leadership</td>
<td>3. Equity and Cultural Leadership</td>
</tr>
<tr>
<td>4. Instructional Leadership</td>
<td>4. Instructional Leadership</td>
</tr>
<tr>
<td>5. Community and External Leadership</td>
<td>5. Community and External Leadership</td>
</tr>
<tr>
<td>7. Professional Capacity</td>
<td>7. Policy, Advocacy and Governance</td>
</tr>
<tr>
<td>8. (The Internship)</td>
<td>8. (The Internship)</td>
</tr>
</tbody>
</table>
Why do we need another set of standards for preparation?

Why can’t we just use the new PSEL standards?
NELP Specifies the Level of Performance: Beginning

Professional Standards (PSEL)

Performance, Expectations & Indicators:
Building Leadership

- **Beginning** = Preparation Standards (NELP)
- Emerging
- Developing
- Distinguished
NELP is Specific to Each Leadership Position

- Performance Expectations & Indicators for: **Building** Leadership
- Performance Expectations & Indicators for: **District** Leadership
- Other Positions...
Role of national standards and state policies

- Provide focus and potential leverage
- Reinforce program content and internship priorities
- Links partnerships to program accreditation expectations
- Adds assessment expectations and potential feedback on program effectiveness
Partnering For Powerful Preparation

District

University

Partnership

Quality Content, Authentic Opportunities for Practice = Quality Leadership Preparation

Effective school leaders

@AASAHQ @WallaceFdn
Partnership outcome: Program quality and organizational innovation

- Content: More focus on instructional leadership and change and district operations
- Internships: Longer, intensive, impactful
- Experience: Authentic assignments and assessments linked to actual school leader tasks
- Context: Candidates are prepared to meet the requirements and needs of leadership within a specific district context.
- Personnel: Greater use of district leadership and staff in program delivery.
Western Kentucky University

Dr. Marguerita DeSander
Department Head and
Associate Professor
Organizing our Work

Visioning

Logic Models/Theories of Action

Scope of Work

Workplans

Early Wins

Milestones

Backward mapping

Member Checking

@AASAHQ  @WallaceFdn
Data Collection/Loop

• Priorities
• Leverage Discussions
• Mentoring/Coaching
Context

• NELP Standards

• Quality Measures – Reflection

• Provider Partner – University of Illinois-Chicago
Working Partners
Chicago Public Schools

Liz Kirby
Chief of Strategy and Planning
Chicago Leadership Collaborative
District/University Partnership for Student Achievement
#1 Academic Progress
Preparing our students for success in college, career and community requires a holistic approach. Our curriculum must evolve to include the courses demanded by today’s colleges and the skills demanded by today’s employers. Our educators must be supported and empowered, and our schools must be safe and nurturing learning environments for all students.

#2 Financial Stability
Student success remains the shared priority of the district and the Chicago community. Despite financial challenges that force painful choices, protecting and improving student achievement comes first. We must continue to streamline our spending, implement best business practices and advocate for equal treatment of our children under Illinois law.

#3 Integrity
Educating the next generation is a great responsibility, and it depends on strong relationships between the district, its schools, students, families and their communities. CPS will demonstrate integrity in all its relationships through clear, honest communication; by achieving results and by respecting the expertise in our diverse communities.

- High Quality, Rigorous Instruction
  Setting high academic standards for all of our students builds a strong foundation for a holistic education.

- Collective Impact
  Strong partnerships, with trust earned through transparent engagement, allow Chicago’s collective expertise to best support student success.

- Talented and Empowered Educators
  Talented teachers and administrators are a catalyst for student learning.

- Safety and Support
  Safe and supportive schools create an environment for successful learning.

- Financial Stability
  A “student first” budget builds a stronger financial future.
Chicago Public School students are achieving at record levels. By any measure and subgroup, the nearly 400,000 students that we serve are growing academically and this includes your child. In order to ensure that all students continue to progress, CPS will invest in additional evidence-based supports and strategies. According to UIC’s Paul Zavitkovsky, “You name the subgroup, and kids in Chicago are doing substantially better than other Illinois kids outside the city.” Below you will find a dashboard that we will update throughout the year with additional data.

**WHO WE ARE BY THE NUMBERS**

### Northwest Evaluation Association (NWEA)
**Measure of Academic Progress (MAP)**
- Students At/Above National Avg. - Reading:
  - 2015: 54.0%
  - 2016: 55.9%
  - 2017: 59.1%
- Students At/ Above National Avg. - Math:
  - 2015: 54.6%
  - 2016: 52.2%
  - 2017: 61.4%

### Percent of Freshman On-Track to Graduate
- 2012: 74.5%
- 2013: 79.8%
- 2014: 82.6%
- 2015: 87.4%
- 2016: 88.7%
- 2017: 88.7%

### Percent of Students Graduating in 5 Years
- 2012: 59.3%
- 2013: 62.5%
- 2014: 66.3%
- 2015: 73.5%
- 2016: 77.5%
- 2017: 77.5%

### Scholarship Dollars Earned
- 2012: $266,718,384
- 2013: $399,890,411
- 2014: $798,497,709
- 2015: $956,970,918
- 2016: $1,163,637,809
- 2017: $1,244,420,211

### Early College & Career Credentials
- **Creative Schools Certification** (Strong or excelling in the Arts)
  - 2015: 333
  - 2016: 377
  - 2017: 434
- **Supportive Schools Certification**
  - 2013: N/A
  - 2015: 18
  - 2017: 335

### Safe Passage Expansion
- 145 Safe Passage schools
- 75,000 CPS students served
- 1,300 Safe Passage workers
- 21 partnerships with community-based organizations
- 32 percent reduction in crime on Safe Passage routes since the 2012-13 school year

### Our Commitment to Families
- **High Quality, Rigorous Instruction**
  Setting high academic standards for all of our students builds a strong foundation for a holistic education
- **Collective Impact**
  Strong partnerships, with trust earned through transparent engagement, allow Chicago’s collective expertise to best support student success
- **Talented and Empowered Educators**
  Talented teachers and administrators are a catalyst for student learning
- **Safety and Security**
  Safe and supportive schools create an environment for successful learning
- **Financial Stability**
  A “student first” budget builds a stronger financial future

### Student Enrollment
- Total: 381,349 (2016-2017 20th Day Enrollment)
  - Preschool: 20,673
  - Kindergarten: 26,093
  - Elementary (1-8): 225,530
  - Secondary (9-12): 109,053

### Student Makeup
- **5%** Hispanic
- **10%** Multi-Racial
- **46%** Caucasian
- **11%** Native American/Alaskan/Hawaiian/Pacific Islander
- **10%** Not Available
- **38%** African American
- **3%** Asian
- **2%** Not Specified

### Student Demographics
- **17%** English Language Learners (ELL)
- **14%** Students with IEPs
- **80%** Economically Disadvantaged Students

### Free Meals Served to All Students
- **43 Million LUNCHES**
- **26 Million BREAKFASTS**

---

“On pretty much every measure you can think of, the schools have improved not only for students overall but for every demographic subgroup.”
— Stanford’s Sean Reardon
Since 2013, nearly 300 new-to-role principals have been hired by Chicago Public Schools (CPS). These principals have come from a variety of sources, including the Chicago Leadership Collaborative (CLC), launched in 2011 to sustain the pipeline of school leaders prepared to meet the city’s needs well into the future.

The CLC is an initiative created by Mayor Rahm Emanuel.

Through the CLC, CPS invests approximately $5 million dollars and supports 40 Residents every year.

Currently, CPS partners with 8 principal pipeline program to execute the CLC.
Quick History

2001 - 2011

- CPS decided to invest in principal preparation and piloted a program with two partners - University of Illinois Chicago and New Leaders

2012 - Present

- CPS increases investment by expanding to four partners (2012) - University of Illinois Chicago, New Leaders, Teach for America, and Loyola University Chicago.

- Partner expectations are contractually codified and expectations are increased

- Program expands to 10 partners (2014)
Chicago Leadership Collaborative Partners

• DePaul University
• Northeastern Illinois University
• National Louis University
• Teach for America - Harvard
• Loyola –Chicago University
• UIC – University of Illinois
• UIUC – University of Illinois - Champaign
• New Leaders
Residency Breakdown

- CPS supports 40 Residents annual
- Residents are placed with a mentor principal in a traditional CPS school for a full year (July to June).
- The Resident functions as a full CPS school-level administrator
  - Conducts teacher evaluations
  - Meet with parents and community members
  - Lead team meetings
  - Supports school operation and instructional processes
CLC Post-Resident Placement

- A majority of Resident are placed in a leadership role following their residency year
- A typical place of a CLC Resident in the year following the residency is a CPS assistant principal
- 78% of CLC Alumni are working as principals or assistant principals in CPS schools
- 53% of CLC Alumni are working as principals
- CLC Residents are unlikely to serve as leaders in Charter schools
Strategies for Building Strong Partnerships

• **CLC Application Process**
  – Residents apply to the program
  – Principals interview potential residents
  – Day of mentor matching

• **Monthly Team Meeting**
  – Monthly team meeting with partners
  – Partners identify a school for a visit where they exemplify their work.

• **EOY performance sessions:**
  – Review of data over time of residence performance
  – Looks at school performance
Strategies for Building Strong Partnerships

- Quarterly Reviews of Residents:
  - Triad Meeting (resident, coach, CPS)
  - Survey (review of progress within principal competencies)
  - Resident endorsement and recommendation
  - Wrap-Up and release from the residency
Impact of CLC

• From SY 14 – SY 17 30% of all new principals came from the CLC.

• The percent of residents serving as principals increases over time.

• After four years, 78% of CLC alumni are serving as principals or assistant principals.

• The typical placement of a CLC resident in years 1 and 2 post-residency is assistant principal.
Q & A and Panel Discussion

Join the conversation!

@AASAHQ  @WallaceFdn
Contact Information

- Michelle D Young mdy8n@virginia.edu
- Marguerita DeSander marguerita.desander@wku.edu
- Liz Kirby eakirby@cps.edu
- MaryAnn Jobe mjobe@aasa.org
Resources

The Wallace Foundation
www.wallacefoundation.org

AASA, The School Superintendents Association
www.aasa.org/content.aspx?id=10536
Thank you for your participation!