A New Approach to Principal Preparation

Innovative Programs Share Their Practices and Lessons Learned

Rainwater Leadership Alliance
Gretchen Rhines Cheney, Jacquelyn Davis, Kelly Garrett, Jennifer Holleran
Acknowledgements

First and foremost, we want to thank Jacquelyn Davis and Jennifer Holleran, our dedicated project leaders, content experts and editors, and Gretchen Rhines Cheney, our devoted writer, who made sense of huge amounts of information from interviews, program materials and past drafts and, with incredible patience and persistence, created a strong product that allows other organizations to have a jump start in creating or revising their principal preparation programs. Saralyn Carrillo, Kelli Graham and Jeremy Smith, from the Rainwater Charitable Foundation organized us, arranged interviews, kept the larger RLA group on track and generally provided critical advice and feedback—thanks to them.

The Rainwater Leadership Alliance (RLA) as a group is responsible for the existence of this document. The teamwork and willingness to share work that all of the programs have shown throughout this project, as well as in the RLA gatherings, is tremendous and is a great example of adults in education working together to share what they have learned to move our country to be a place where all students can attend schools with strong leaders and excellent teaching and learning. The Advisory Committee members, (generally the leaders of their organizations and often lead contributors, in italics below) guided this project and involved their organizations, as well as each person who worked on a content area small group and contributed tremendously by sharing examples, reading drafts, chasing down information and generally being incredible at responding to what always seemed like time sensitive needs. This incredible teamwork is an illustration of what is possible when educators work together across different organizations. Thanks to them for their willingness, openness with their work and their responsiveness and dedication. Specifically, those who contributed are:

Gwinnett County Public Schools: Glenn Pethel, Frances Davis, Linda Daniels, Charisse Redditt, and Kendra Washington-Bass
KIPP: Kelly Wright, Jack Carey, Lara Knight, Terence Johnson, and Sehba Ali
New Leaders for New Schools: Jon Schnur, LaVerne Srinivasan, Ben Fenton, Drema Brown, Helen Dixon, Mark Murphy, Mike Moore, Rika Wilcox, Ronald Rapatalo, Stephanie Fitzgerald, Tonieh Schmitz, and Darlene Merry
NYC Leadership Academy: Sandra Stein, Vivian Brady-Phillips, Kathy Nadurak, Courtney Welsh, Holly Carmichael, and Ilene Friedman
RICE University’s Education Entrepreneurship Program: Andrea Hodge and Colleen Dippel
University of Illinois at Chicago: Steve Tozer, Peter Martinez, and Shelby Cosner
The University of Virginia’s Darden/Curry Partnership for Leaders in Education: LeAnn Buntrock and Dennis Woodruff
The New School: Karen DeMoss
School Leaders Network: Elizabeth Neale and Jody Roy
Education Pioneers: Frances McLaughlin
Long Beach Unified School District: Kristi Kahl
Teach For America: Heather Anichini
University of Chicago: Tim Knowles
University of Pennsylvania: Doug Lynch and Mike Johanek
Principals: Tatiana Epanchin and Michelle Pierre-Farid

We could not have done this project without the generous financial backing of the Rainwater Charitable Foundation, which funded and led all of the Rainwater Leadership Alliance convenings that inspired this work, and funded the dedicated time over the course of several months for us to pull mountains of information together into a coherent document. We also thank The Eli and Edythe Broad Foundation for all of their work in the area of principal preparation, as well as their early thought leadership and financial support that helped many of the RLA programs develop, as well as the significant early work researching, gathering information and preparing drafts for this document, specifically by Christine DeLeon and Alyssa Simon with guidance from Frances McLaughlin, Luis de la Fuente, and Dan Katzir. Thanks also go to the Wallace Foundation, particularly Richard Laine, and Jody Spiro for thought partnership as we initially launched this project.
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Introduction
### Logic Model Leadership Development

**SOURCE:** Gwinnett County Public Schools Quality-Plus Leader Academy

**Situation:** Principals are a major driver of school improvement and teacher quality, and second only to teachers in their impact on student achievement. Gwinnett County Public Schools Quality-Plus Leader Academy (QPLA) provides the leadership development model, coupled with coherent and successful programs, to drive improvement in seven major elements that ultimately lead to improvement in student achievement. These elements include pipeline development, recruitment, selection, training, placement, on-going support, and evaluation and assessment.

### Assumptions

- Pre-service and in-service school leaders who receive appropriate training and support will have a positive impact on student achievement when compared to others without comparable training and support.

### External Factors

- Inadequate preparation and support of school leaders through traditional preparation programs contribute to less than desired long range goals.

### Evaluation

- Individual activities will be evaluated for client satisfaction and alignment with stated objectives. Overall, the program will use internal evaluation and external or third-party evaluation to assess progress on objectives.

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**INPUTS**

**OUTPUTS**

**OBJECTIVES**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Participation</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with an interest in school leadership</td>
<td>Aspiring Leader Program (ALP); Teach for America Leadership Initiative</td>
<td>Teachers eligible for entry-level leader certification</td>
<td>Increase percent of placement of APs trained through QPLA</td>
<td>Increase percent of APs, trained through QPLA, who are retained in their position for at least 2 years</td>
</tr>
<tr>
<td>Assistant Principals with an interest in becoming principals</td>
<td>Aspiring Principal Program (APP); Assessment Center; Gallup Principals™</td>
<td>Assistant Principals with a minimum of 2 years experience</td>
<td>Increase percent of placement of principals trained through QPLA</td>
<td>Increase percent of principals, trained through QPLA, who are retained in their position for at least 2 years</td>
</tr>
<tr>
<td>Principals and Assistant Principals in the first 2 years of service</td>
<td>Leader Mentor Program; Just-In-Time Training; Certified Quality Leader Training</td>
<td>Principals and Assistant Principals in first 2 years of service</td>
<td>Provide on-going support to first and second year principals and assistant principals</td>
<td>Assess principal and assistant principal effectiveness through reliable and valid measures</td>
</tr>
<tr>
<td>All Principals and Assistant Principals</td>
<td>Leadership Seminar Series; Leadership Development I and II; Summer Leadership Conference</td>
<td>All Principals and Assistant Principals</td>
<td>Provide professional learning activities for principals and assistant principals</td>
<td></td>
</tr>
</tbody>
</table>

**Project Goal:** Measures of student achievement show statistically significant improvement
Leadership Model
SOURCE: Gwinnett County Public Schools Quality-Plus Leader Academy

Strategic Direction
- Vision, Mission, and Strategic Goals of GCPS
- Board of Education Beliefs and Commitments
- Strategic Vision for Results

Quality-Plus Leadership
- Leader Roles, Responsibilities, and Expectations
- Required Knowledge, Skills, and Talents
- Core Leadership Behaviors and Characteristics

Talent Development and Management
- Pipeline Development
- Recruitment
- Selection
- Training

Programs, Processes, Strategies
- Quality-Plus Leader Academy Aspiring Leaders Program (ALP)
- Teach for America (TFA) Leadership Initiative
- Job Fairs
- Web site/web page
- Targeted advertisement
- Leadership Screening
- NASSP Assessment Center
- Gallup PrincipalInsight™
- Quality-Plus Leader Academy Aspiring Principal Program (APP)
- Just-in-Time Training: 1st and 2nd Year Principals/Assistant Principals
- Quality Leader Training (QLT)
APPENDIX B

Competency Framework
Leadership Framework and Competency Model

SOURCE: KIPP School Leadership Program

Introduction

The KIPP Leadership Framework and Competency Model describes the competencies and behaviors considered most important to the performance of KIPP Executive Directors, Principals, Vice Principals/Deans and Grade Level Chairs/other teacher leaders, leaders in our regional shared services teams and KIPP Foundation staff.

Our leadership framework is the high-level category architecture that assists in organizing our competencies and showing how those competencies relate to one another. A competency can be defined as “a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Parry, 1996, p.50).

Every competency in this model includes key behaviors that make up the competency. The key behaviors within each competency describe the actions a leader takes that demonstrate proficiency in that competency.

This model lays the foundation for several associated tools that will enable us to more effectively select, develop, evaluate, retain, and promote leadership at KIPP. Leadership development tools associated with this model include evaluation tools, goal-setting tools, 360 feedback tools, proficiency and leadership development roadmaps, realistic job preview tools, interview protocols, and selection rubrics.

Description of the Framework and Competency Model

Effective KIPP leaders Drive Results, Build Relationships, and Manage People. They do so in order to Prove the Possible for our students. As such, we’ve organized our core framework and competencies into these four categories. Every individual also has critical role-specific competencies that may vary by role across regions and as you cross from school leadership into regional leadership. Essential competencies such as Instructional Leadership and Operations Management fit in this category.

The Role-specific Competencies category rings the core competencies because these competencies often make up a very visible part of an individual’s role and because they often rely upon many of the underlying core competencies.

The Prove the Possible category and Student Focus competency are at the middle of our model, helping to always center the efforts of our leaders with a constant focus on what’s best for students. The Drive Results category includes core competencies that are directly associated with the individual’s ability to produce exceptional outcomes and their ability to model and support others in producing exceptional outcomes. The Build Relationships category includes competencies that enable our leaders to work effectively with others. The Manage People category includes competencies that all leaders must demonstrate to ensure that staff and team performance are excellent. Role-specific Competencies include specialized knowledge and skills that are extremely important and highly visible to some, but not all leadership roles at KIPP. For example KIPP Executive Directors and Principals must demonstrate operational skills and knowledge that are not required for KIPP Grade Level Chairs. This category allows flexibility for regional organizations to apply this model to Shared Services Team members whose roles may also require essential domain expertise.
Background and Research Base
The KIPP Leadership Competency Model is both empirically derived and heavily research-based. To create this model we relied partly upon the practical experience of high performing KIPP leaders at all levels and those at KIPP Foundation who work with those leaders. Through both discussions and focus groups, our leaders offered perspective on what competencies are most important to their effectiveness. Focus groups validated this model by providing role-specific examples of every key behavior in the model. We also relied significantly upon research in the organizational, business, and education domains that indicated which competencies and behaviors are most tied to effective leadership, management and student achievement. This research helped us to both prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies.

Note: This example of one key area (Drive Results) is provided for illustration—each area is developed out in detail like this for the complete KIPP Competency Framework model.
**DRIVE RESULTS: Achievement Orientation**

**Key Behaviors: An Effective KIPP Leader…**

- **CHALLENGING GOALS.** Demonstrates high expectations by setting challenging goals for him or herself and others.
- **INITIATIVE.** Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.
- **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.
- **FLEXIBILITY.** Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.
- **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.

**DRIVE RESULTS: Continuous Learning**

**Key Behaviors: An Effective KIPP Leader…**

- **LEARNING.** Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.
- **RISK TAKING.** Takes calculated risks and teaches others to do the same.
- **DATA-BASED IMPROVEMENTS.** Uses data to accurately assess areas for improvement and teaches others to do the same.
- **RESEARCH.** Uses research to inform practices.
- **IMPROVEMENT.** Continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance.
- **INNOVATION.** Values and encourages creative and innovative ideas.
- **SHARING.** Promotes and contributes to a culture of sharing effective practices within the organization and across the KIPP network.

**DRIVE RESULTS: Critical Thinking and Problem Solving**

**Key Behaviors: An Effective KIPP Leader…**

- **GATHERING INFORMATION.** Gathers information from multiple relevant sources and stakeholders when problem-solving.
- **SORTING OUT COMPLEXITY.** Identifies useful relationships among complex data from unrelated areas.
- **ANTICIPATING PROBLEMS.** Anticipates and identifies problems in a timely manner.
- **BREAKING DOWN INFORMATION.** Breaks complex information and problems into parts.
- **ANALYSIS.** Analyzes, reflects upon, synthesizes, and contextualizes information.
- **WEIGHING OPTIONS.** Weighs pros and cons of multiple options to solve complex problems.

**DRIVE RESULTS: Decision-Making**

**Key Behaviors: An Effective KIPP Leader…**

- **PROCESSES.** Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.
- **CONSEQUENCES.** Considers both the longer-term and unintended consequences of potential decisions.
- **SENSE OF URGENCY.** Makes timely decisions, using intuition as well as data in the face of ambiguity.
- **COMMUNICATING.** Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.
- **DIFFICULT CHOICES.** Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

**DRIVE RESULTS: Planning and Execution**

**Key Behaviors: An Effective KIPP Leader…**

- **BACKWARD PLANNING.** Methodically backward plans to achieve short- and long-term goals.
- **RESOURCES.** Accurately scopes and secures resources needed to accomplish projects.
- **PRIORITIZING.** Manages time and resources effectively, prioritizing efforts according to organizational goals.
- **ACCOUNTABILITY.** Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- **CONTINGENCY PLANS.** Proactively develops contingency plans in advance of potential or unforeseen circumstances.
<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Meeting the Standard</th>
<th>Progressing toward the Standard</th>
<th>Not meeting the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Personal Behavior</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 Reflects an appropriate response to situations</td>
<td>Leader considers the consequence of his/her actions, anticipates possible responses or reactions, and accurately adjusts behavior accordingly. Leader understands and manages emotions and is aware of their impact.</td>
<td>Leader usually considers the consequence of his/her actions. Leader adjusts behavior accordingly. Although aware of impact on others, leader is unable to always manage emotions. It is evident that leader is continually working toward managing emotions.</td>
<td>Leader often responds and reacts emotionally. Leader seldom considers the unintended consequences of his/her actions.</td>
</tr>
<tr>
<td>1.2 Consistent with expressed belief system and reflect personal integrity</td>
<td>Leader’s behavior reflects core values at all times. Leader’s actions are transparent and there are no surprises.</td>
<td>Leader’s core values guide almost all behaviors. Leader’s actions are usually transparent and there are few surprises.</td>
<td>Leader’s behaviors are not driven by values that are recognizable. Leader’s actions are not transparent with expressed belief system and surprise others.</td>
</tr>
<tr>
<td>1.3 Complies with legal and ethical requirements in relationships with employees and students</td>
<td>Leader understands the intent of the law and uses it to ensure the rights of employees and students are fully protected.</td>
<td>Leader is sufficiently familiar with the intent of the law to ensure compliance in protecting the rights of employees and students.</td>
<td>Leader violates—even just one time—the legal and policy requirements for the relationship between leaders and employees and students.</td>
</tr>
<tr>
<td>1.4 Values different points of view within the organization</td>
<td>Leader actively seeks and makes use of diverse and controversial views. Leader welcomes and appreciates diversity in demonstrable ways.</td>
<td>Leader usually or when approached makes use of diverse and controversial views. Leader is continually working towards valuing diversity.</td>
<td>Leader avoids diverse and controversial views. Leader suppresses other points of view and discourages disagreement or divergent thinking.</td>
</tr>
<tr>
<td>1.5 Reflects appropriate professional demeanor</td>
<td>Leader expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.</td>
<td>Leader understands the norms, values, and culture of the organization but is not always consistent in behaving that way.</td>
<td>Leader’s actions and behavior does not consider the norms, values, and culture of the organization.</td>
</tr>
<tr>
<td><strong>2.0 Resilience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Reacts constructively to disappointment, admits error, and learns from mistakes and setbacks</td>
<td>Leader quickly transitions from emotional to strategic responses to mistakes and setbacks.</td>
<td>Leader generally successful in transitioning from emotional to strategic responses to mistakes and setbacks.</td>
<td>Leader’s emotional responses to disappointment, mistakes and setbacks inhibit transition to strategic responses.</td>
</tr>
<tr>
<td>2.2 Maintains mental focus and energy in the face of difficult situations</td>
<td>Leader is able to focus on solutions and integrate conflicting/competing directives to effectively solve problems. Leader demonstrates capacity to analyze, synthesize, and promote coherence.</td>
<td>Leader is clearly focused on problem solving. Leader is generally successful at analyzing, synthesizing, and promoting coherence.</td>
<td>Leader is unable to focus on solutions. Leader’s decisions are implemented without awareness of the need for integration.</td>
</tr>
<tr>
<td>Leadership Dimension</td>
<td>Meeting the Standard</td>
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<td>Not meeting the Standard</td>
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<tr>
<td>2.3 Handles disagreement and dissent constructively</td>
<td>Leader transforms disagreement and dissent into opportunities.</td>
<td>Leader is generally successful in using disagreement and dissent to create opportunities.</td>
<td>Leader is not successful in using disagreement and dissent to create opportunities.</td>
</tr>
<tr>
<td>2.4 Uses formal and informal feedback to improve performance</td>
<td>Leader seeks out feedback. Leader’s 360º feedback results in action plan aligned to leader’s strategic priorities.</td>
<td>Leader accepts feedback when approached. Leader’s 360º feedback is occasionally included in leader’s strategic priorities.</td>
<td>Leader avoids or does not value feedback. Leader’s 360º feedback is not evident in the leader’s priorities.</td>
</tr>
<tr>
<td>2.5 Is able to deal with ambiguities</td>
<td>Leader is able to take the information available and make decisions as appropriate.</td>
<td>Leader is hesitant to make decisions without seeking additional facts regardless of circumstances.</td>
<td>Leader is unable to take action without absolute clarity about all factors.</td>
</tr>
</tbody>
</table>

### 3.0 Communication

| 3.1 Two-way communication with students | Leader interacts with student body on a consistent basis. Leader both encourages and models to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning. | Leader interacts with student body. Leader is trying to encourage and model to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning. | Leader is not familiar with student body. Leader does not encourage nor model to staff to solicit ideas from students. |
| 3.2 Two-way communication with faculty and staff | Leader knows all staff members and publicly acknowledges individual contributions. Leader matches media with message. Leader always focuses staff meetings on instructional issues. | Leader knows all staff members and attempts to publicly acknowledge individual contributions. Leader generally matches media with message. Leader usually focuses staff meetings on instructional issues. | Leader knows some staff members. Leader uses limited media and does not appear able to match the media with the message. Public address system and other electronic devices often interrupt the educational process. Leader usually uses staff meetings for announcements. |
| 3.3 Two-way communication with parents and community | Leader establishes interactions with parents and community members. Leader develops clear processes for gathering and transmitting information from and to parents. | Leader is working on developing interactions with parents and community members. Leader periodically gathers information from and sends information to parents. | Leader reserves interactions with parents and community members for crisis situations. Leader lacks processes or interest in communicating with parents. |
| 3.4 Communication is clear and appropriate for the audience | Leader’s communication is clear and appropriate for the audience. Leader understands cultural patterns and adjusts his/her communication style accordingly. Leader consistently listens and checks for mutual understanding. Leader’s presentations are organized, logical, and include analysis of information; the style is engaging and dynamic. Leader provides clear, specific responses to audience questions. | Leader’s communication is planned to meet the needs of the audience and the occasion. Leader is working to understand cultural patterns and adjust his/her communication style accordingly. Leader generally checks for mutual understanding. Leader’s presentations are usually organized and logical; the style is generally engaging and dynamic. Leader attempts to provide clear, specific responses to audience questions. | Leader uses the same communication style regardless of the context or audience. Leader does not consider cultural patterns in communication. Leader does not listen or check for understanding. Leader’s presentations are loose and disorganized; style is not engaging. Leader does not respond clearly to audience or avoids questions from audience. |
### Leadership Performance Standards Matrix continued

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Meeting the Standard</th>
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<th>Not meeting the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.5 Communication with the public</strong></td>
<td>Leader communicates with individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and applies explicit process for engaging the public in controversial issues.</td>
<td>Leader attempts to communicate with public/individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and is able to engage the public in controversial issues.</td>
<td>Leader does not give the same attention, time, and respect to individuals. Leader avoids public dialogue, or appoints someone else to be the spokesperson and does not demonstrate the ability to engage the public in controversial issues.</td>
</tr>
<tr>
<td><strong>3.6 Communication reflects careful analysis and the ability to listen</strong></td>
<td>Leader attends and responds to subtle nonverbal cues in others. Leader deals with difficult issues honestly and directly, uses low-inference data and provides examples. Leader actively pursues disconfirming evidence for conclusions drawn.</td>
<td>Leader responds to common nonverbal cues in others. Leader deals with difficult issues promptly, uses low-inference data and provides examples. Leader often pursues disconfirming evidence for conclusions drawn.</td>
<td>Leader avoids difficult issues. Leader does not appear to communicate openly, uses high-inference, and is often accused of holding back information from others.</td>
</tr>
<tr>
<td><strong>4.0 Focus on Student Performance</strong></td>
<td><strong>4.1 Plans and sets goals for student performance</strong></td>
<td>Leader sets goals that are within the zone of proximal development for students, teachers, and the organization.</td>
<td>Leader is generally successful at setting goals that are within zone of proximal development for students, teachers, and the organization.</td>
</tr>
<tr>
<td></td>
<td><strong>4.2 Ensures continual improvement for students, teachers, and the organization</strong></td>
<td>Leader possesses working knowledge of current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can articulate effective instructional strategies. Leader implements these strategies and evaluates their effectiveness.</td>
<td>Leader is working towards understanding current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can generally articulate effective instructional strategies. Leader occasionally implements these strategies and evaluates their effectiveness.</td>
</tr>
<tr>
<td></td>
<td><strong>4.3 Demonstrates understanding of the relationship between assessment, standards, and curriculum</strong></td>
<td>Leader facilitates the analysis and alignment of assessment tools and the curriculum. Leader organizes around instructional priorities to address standards that will leverage student learning.</td>
<td>Leader does not understand nor articulates the relationship between assessment, standards, and curriculum.</td>
</tr>
<tr>
<td></td>
<td><strong>4.4 Is transparent in reporting student achievement results</strong></td>
<td>Leader gathers and uses multiple indicators of student success that reveal patterns, trends, and insights. Leader creates systems to make data accessible and understood by students, parents, and teachers.</td>
<td>Leader gathers multiple indicators of student success. Leader is in the process of creating systems to make student achievement data accessible and understood by students, parents, and teachers.</td>
</tr>
<tr>
<td></td>
<td><strong>4.5 Uses student performance data to make instructional leadership decisions</strong></td>
<td>Leader uses student performance data for instructional decision making. Leader provides structure for looking at student work to identify instructional next steps for teachers and students.</td>
<td>Leader is creating the system to use student performance data for instructional decision making. Leader is creating the structure for looking at student work to identify instructional next steps for teachers and students.</td>
</tr>
</tbody>
</table>

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<table>
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</thead>
<tbody>
<tr>
<td>4.6 Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness</td>
<td>Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader infuses specialized knowledge and skills into general practice.</td>
<td>Leader occasionally monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader is in the process of infusing specialized knowledge and skills into general practice.</td>
<td>Leader does not monitor intervention strategies for effectiveness. Leader does not infuse the expertise of special education providers into general practice.</td>
</tr>
<tr>
<td>4.7 Continually reads and interprets the environment to identify patterns in student performance indicators</td>
<td>Leader uses a multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.</td>
<td>Leader is learning about multidimensional environmental analysis of student performance indicators. Diagnosis is ongoing.</td>
<td>Leader relies on one-dimensional factors to explain student performance.</td>
</tr>
<tr>
<td>5.0 Situational Problem-Solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Uses evidence as basis for decisionmaking</td>
<td>Leader interprets and analyzes multiple sources of state, district and classroom level student performance data to make decisions.</td>
<td>Leader generally interprets and analyzes one or more forms of state, district, and classroom level student performance data to make decisions.</td>
<td>Leader makes decisions without the use of student performance data.</td>
</tr>
<tr>
<td>5.2 Clearly identifies decision-making structure</td>
<td>Leader builds professional relationships, empowers and engages staff in decision-making. Leader is able to make decisions alone when required.</td>
<td>Leader generally builds professional relationships, engages staff in decision-making. Leader makes decisions alone only when required.</td>
<td>Leader does not build professional relationships nor engage staff in decision-making. Leader is unable to make decisions alone.</td>
</tr>
<tr>
<td>5.3 Links decisions to strategic priorities</td>
<td>Leader links decisions to goals, objectives, and priorities. Leader consistently evaluates decisions for effectiveness in furthering strategic instructional priorities. Leader consistently raises decisions that are not working.</td>
<td>While goals and priorities are clear, leader does not consistently link them to decisions. Leader usually evaluates decisions for effectiveness in furthering instructional priorities. Leader can discuss decisions that are not working.</td>
<td>Leader is unaware of or disconnected from the goals, objectives, and priorities. Leader does not evaluate decisions. Leader is unable to identify ineffective decisions and when confronted sticks to old decisions.</td>
</tr>
<tr>
<td>5.4 Exercises professional judgment</td>
<td>Leader reflects on and is mindful of rules, procedures, and regulations. As a result of this process, leader's decisions reflect the values and beliefs of the organization.</td>
<td>Leader reflects on and is mindful of rules, procedures, and regulations. Despite the reflection, leader’s decisions do not align with values or beliefs of the organization.</td>
<td>Leader makes decisions without consideration of appropriate rules, procedures, and regulations.</td>
</tr>
<tr>
<td>6.0 Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Applies research trends in education and leadership</td>
<td>Leader consistently uses research to inform instructional and organizational decisions. Leader creates a system for communicating this knowledge via reading, learning, and reflecting with the staff.</td>
<td>Leader demonstrates occasional use of research to inform instructional and organizational decisions. Leader is in the process of creating a system for communicating this knowledge via reading, learning and reflecting with the staff.</td>
<td>Leader does not use research to inform instructional or organizational decisions.</td>
</tr>
</tbody>
</table>
### Leadership Performance Standards Matrix continued

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Meeting the Standard</th>
<th>Progressing toward the Standard</th>
<th>Not meeting the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Understands the role of a learner</td>
<td>Leader is able to identify and take ownership of professional and leadership development needs. Leader understands that the best ideas emerge and are acted upon regardless of the source. Leader values mistakes in the service of learning and moves from the known to the unknown. Leader uses feedback and self-reflection to enhance own learning.</td>
<td>Leader is able to identify and/or take ownership of professional and leadership development needs when prompted. Leader is working towards understanding that the best ideas emerge and are acted upon regardless of the source. Leader occasionally values mistakes in the service of learning and generally moves from the known to the unknown. Leader uses feedback and self-reflection to enhance learning inconsistently.</td>
<td>Leader is unable to identify learning needs. Leader evaluates ideas based on the source. Leader believes his/her own ideas are most worthy. Leader does not value mistakes. Leader resists feedback and does not value self-reflection in the service of learning.</td>
</tr>
<tr>
<td>6.3 Understands and utilizes theories of learning and change</td>
<td>Leader uses knowledge of theories of learning and change to respond strategically to immediate and long term challenges. Leader understands that learning drives the system and every action is in the service of learning.</td>
<td>Leader uses knowledge of theories of learning and change to respond to challenges. Leader understands that learning drives the system and most actions are in the service of learning.</td>
<td>Leader does not understand the change process. Leader may believe in learning but does not structure the environment in the service of learning.</td>
</tr>
<tr>
<td>6.4 Develops plan for professional growth</td>
<td>Leader actively pursues personal professional development that is directly linked to organizational needs.</td>
<td>Leader engages in personal professional development.</td>
<td>Leader does not understand the need for continuous learning.</td>
</tr>
<tr>
<td><strong>7.0 Accountability for Professional Practice</strong></td>
<td><strong>7.1 Continually reads and interprets the environment of professional practice in order to identify patterns, needs for development, and leverage points for actions</strong></td>
<td>Leader organizes a system for identified learning based on observed patterns and feedback. Leader provides opportunities and resources for learning to take place. Leader can lead multi-dimensional environmental analysis for adults and the organization.</td>
<td>Leader identifies learning needs based on observed patterns. Leader is working to provide opportunities and resources for learning to take place. Leader is learning about multidimensional environmental analysis for adults and the organization.</td>
</tr>
<tr>
<td>7.2 Employs strategies to maximize learning opportunities</td>
<td>Leader uses time and provides focus, coherence, and synthesis to maximize learning opportunities.</td>
<td>Leader is learning to use time, provide focus and provides coherence to maximize learning opportunities.</td>
<td>Leader does not see the value in using time and providing learning opportunities to the staff.</td>
</tr>
<tr>
<td>7.3 Matches learning to the learner</td>
<td>Leader employs strategies to differentiate learning opportunities for adult learners. Leader is aware of the various adult learning styles and supports the use of a variety of approaches and strategies to maximize learning.</td>
<td>Leader employs some strategies to differentiate learning opportunities for adult learners. Leader is developing a familiarity with the various adult learning styles and is trying to support the use of a variety of approaches and strategies to maximize learning.</td>
<td>Leader does not understand the importance of differentiating learning opportunities for adult learners.</td>
</tr>
<tr>
<td>7.4 Employs feedback mechanisms for adult learners</td>
<td>Leader puts a variety of structures in place (macro and micro) for the community to engage in feedback that is focused on improving performance.</td>
<td>Leader provides some opportunity for the community to engage in feedback that is usually focused on improving performance.</td>
<td>Leader allows for feedback to be formulaic, sporadic, and unspecific.</td>
</tr>
<tr>
<td>Leadership Dimension</td>
<td>Meeting the Standard</td>
<td>Progressing toward the Standard</td>
<td>Not meeting the Standard</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td><strong>8.0 Supervision of Instructional and Non-instructional staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 Is able to make decisions and deal with consequences</td>
<td>Leader exhibits willingness to make tough decisions and deal with the difficult circumstances. Leader employs strategies for implementing tough decisions and considers possible consequences and opportunities following the decision.</td>
<td>Leader exhibits willingness to make some tough decisions and deal with the difficult circumstances. Leader occasionally tailors strategies for implementing tough decisions to the needs of individuals.</td>
<td>Leader is not willing to make tough decisions and deal with the difficult circumstances. Leader makes decisions in haste, anger, or out of emotion.</td>
</tr>
<tr>
<td>8.2 Values reflective practice</td>
<td>Leader creates environment in which everyone can question own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.</td>
<td>Leader creates environment in which some staff are comfortable questioning own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.</td>
<td>The environment does not encourage others to question their assumptions. The leader’s actions do not support understanding of the need for reflective practice. Leader does not engage in reflective practice.</td>
</tr>
<tr>
<td>8.3 Sets a system for clear expectations</td>
<td>Leader has established performance and behavior expectations for adults and students that are consistent with best practice, high professional standards, and educational research. Leader frequently checks for understanding.</td>
<td>Leader has established performance and behavior expectations for adults and students that are consistent with regulatory requirements. Leader is developing ways to check for understanding.</td>
<td>Leader is not clear about performance and behavior expectations for students or staff. Leader’s own behavior is inconsistent with expectations for others.</td>
</tr>
<tr>
<td>8.4 Cultivates a system of evaluation</td>
<td>Leader creates systems to provide a variety of ways to meet with teachers, share expectations, provide feedback and clearly check for understanding. Leader organizes environment to hold staff accountable. Leader uses observation information systematically to identify patterns needing improvement. Leader actively coaches instructional staff for improvement in classroom practice.</td>
<td>Leader uses a variety of ways to meet with teachers, share expectations, provide feedback, and clearly check for understanding. Leader is working towards organizing the environment to hold staff accountable. Leader uses observation information to identify patterns needing improvement. Leader occasionally coaches instructional staff for improvement in classroom practice.</td>
<td>Leader only uses “formal observations” to provide information to teachers. Leader’s behavior indicates a lack of understanding of the value of coaching the staff to improve. Leader has not organized for staff accountability. Leader is inconsistent about using observation information for improvement. Leader does not coach the staff to improve classroom practice.</td>
</tr>
<tr>
<td><strong>9.0 Leadership Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1 Develops leadership in others</td>
<td>Leader provides formal and informal leadership opportunities for others and encourages them to exercise appropriate authority in those areas for which they are held accountable.</td>
<td>Leader provides some formal and informal leadership opportunities for others and lets them occasionally exercise authority in areas for which they are held accountable.</td>
<td>Leader reserves almost all decisionmaking authority, confuses delegating tasks with leadership development and leaves others unable to exercise independent judgment.</td>
</tr>
<tr>
<td>9.2 Identifies and nurtures potential future leaders</td>
<td>Leader routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders. Leader models the behavior that he/she expects and wants to see in others.</td>
<td>Leader tries to identify and makes effort to provide occasional opportunities to mentor, guide, and develop emerging leaders. Leader occasionally models the behavior that he/she expects and wants to see in others.</td>
<td>Leader appears to be indifferent to the need for leadership development in others.</td>
</tr>
</tbody>
</table>
### Leadership Performance Standards Matrix continued

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
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</thead>
<tbody>
<tr>
<td><strong>10.0 Climate and Culture</strong></td>
<td>Leader models, encourages, and reinforces efficacy in individuals to produce results and persevere even when internal and external difficulties interfere with the achievement of strategic goals. Leader generates a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.</td>
<td>Leader encourages and attempts to reinforce efficacy in individuals to produce results. Leader attempts to generate a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.</td>
<td>Leader has not been able to model efficacy or motivate the staff. Leader is personally discouraged.</td>
</tr>
<tr>
<td>10.1 Motivates and encourages others to achieve strategic goals</td>
<td>Leader develops consistent patterns of rituals and routines and understands how they enable the leader’s vision and strategic priorities. Leader understands and honors the organization’s existing culture of rituals and routines.</td>
<td>Leader’s rituals and routines can be observed and often support strategic priorities. Leader is developing the understanding of organization’s existing culture of rituals and routines.</td>
<td>Leader’s rituals and routines are not evident or existing rituals and routines are implemented without awareness of their potential for enabling vision. Leader does not understand or disregards organizational climate and culture.</td>
</tr>
<tr>
<td>10.2 Appreciates rituals and routines as enablers of vision</td>
<td>Leader has clearly established boundaries for behaviors that are considered fixed and immovable.</td>
<td>Leader has established boundaries for many behaviors that are considered fixed and immovable.</td>
<td>Leader has not established boundaries for behavior.</td>
</tr>
<tr>
<td>10.3 Clearly articulates non-negotiables</td>
<td>Leader plans projects using clear and written lists of milestones, deadlines, and persons responsible.</td>
<td>Leader is becoming successful at planning projects using clear and written lists of milestones, deadlines, and persons responsible.</td>
<td>Leader’s project and team management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.</td>
</tr>
<tr>
<td><strong>11.0 Time/Task/Project Management</strong></td>
<td>Leader is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
<td>Leader usually manages the selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
<td>Leader does not manage nor is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
</tr>
<tr>
<td>11.1 Consistently manages time in relationship to priorities</td>
<td>Leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.</td>
<td>Leader is personally proficient in technology and advocates for the use of instructional technology.</td>
<td>Leader does not display personal competence in technology applications and does not link the installation of technology to specific teaching and learning objectives.</td>
</tr>
<tr>
<td>11.2 Sets clear objectives and coherent plans for complex projects</td>
<td>Leader is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
<td>Leader usually manages the selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
<td>Leader does not manage nor is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.</td>
</tr>
<tr>
<td>11.3 Manages resources to complete projects</td>
<td>Leader is a new approach to principal preparation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Building a Candidate Pool
## Recruitment Strategy

**SOURCE:** New Leaders for New Schools

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>Key Strategies</th>
<th>Key Tactics</th>
</tr>
</thead>
</table>
| Successfully recruit 150 high-quality candidates to apply to ensure matriculate 12–15 diverse, high quality candidates into program. 10–12 for district, 4–5 for charters | Identify high potential candidates | Build and leverage a strong nominator network  
- Engage regional outstanding public district and charter school principals who have improved their schools.  
- ID through word-of-mouth, improved student outcomes over their tenure, awards they have won, district leadership or charter networks  
- Engage PO organizations, nonprofits, Asst. Superintendents, trainers or others who have direct contact with teachers, teacher leaders, and APs either in school buildings or through other programs where they see their skills  
- Engage nonprofits and special programs (e.g. NASA teacher corps, Carnegie Science Teachers) to learn about their teacher pool  
- Review teacher, teacher leaders and AP award winners over past 5 years  
- Work with Teach For America and The New Teacher Project to review all their alumni in the region who might be ready this year, and next 2  
- Track teachers with high student achievement gains  
- Track down names of teacher leaders, Dept. Chairs, instructional leaders—who have helped improve their schools. Get roster from districts and charters. Cross reference against school improvement data. |
| Target high-potential candidates | Target each high potential candidate with appropriate communication, information, and support from staff and New Leaders throughout the process  
- Send out nomination letters/emails and make calls to each, inviting them to attend an info session.  
- Offer Targeted Follow Up Options:  
  - Connect them with program graduates  
  - Take them on planned school visit to talk with program graduate principal about new model of principal leadership  
  - Have them speak to Executive Director or other senior program leader  
  - Have a district or charter leader contact them  
- Hold special info sessions with Teach For America, The New Teacher Project and other organizations with high-performing teachers and teacher leaders  
- Track in database what is learned about candidates—their likelihood of applying, their interests, their questions. Follow up regularly, especially with strong candidates who appear persuasive or seem really interested.  
- Identify strong prospects for next few years—who may not yet be ready this year—and provide feedback that allows them to develop to meet selection criteria. |
| Spread the word broadly | Solicit earned media, including a Back to School article in the newspaper, highlight successful principals  
- Utilize and include external partners in the selection process (especially Finalist Days)—so they become familiar with program and profile of right fit candidate to become future nominators  
- Develop advertising fliers to post at schools, other appropriate venues, mail to all principals and request they post at schools  
- Hold Information Sessions  
- Email principals, charter leaders about opportunity for their teams.  
- Blast email letter about opportunity to all PD and training organizations, education nonprofits, community leaders, teacher lists, charter lists, district leaders. |
| Kick off recruiting after Labor Day to have 30% applicants for December and 70% March deadlines | Update Database over summer | Clean up database and collect information on candidates. Tag with tiering system with high-potential to apply and high-potential to be selected.  
- Review what sources had the highest yield in selection process.  
- Develop a recruitment calendar, including information sessions and other events, that reflects prospects’ needs and supports high potential candidates throughout the process. |
APPENDIX D

Selecting Candidates
Full Selection Criteria

SOURCE: New Leaders for New Schools

The following Selection Criteria summarize the characteristics shared by every New Leaders principal and are the basis for all admissions decisions.

Beliefs and Orientation

Belief and Urgency that All Students will Excel Academically
- Demonstrate the belief that every student, regardless of background, can excel academically
- Demonstrate a sense of urgency to achieve dramatic gains in student learning and close the achievement gap
- Hold self and other adults accountable for ensuring high academic achievement for every student

Personal Responsibility and Relentless Drive
- Hold self personally accountable for outcomes and results
- Demonstrate relentless drive and determination to achieve outcomes and results
- Exhibit willingness to engage in difficult conversations and make hard decisions
- Exhibit resilience to overcome setbacks and remain constructive despite resistance or failure
- Lead in a way that reflects stated values and beliefs
- Demonstrate a commitment to urban school leadership and management

Results Orientation
- Has a track record of achieving goals and results
- Demonstrate and maintain a focus on goals and results
- Demonstrate resourcefulness to achieve goals and results
- Demonstrate willingness and ability to adjust strategies and practices in order to reach goals

Teaching And Learning

Knowledge of Teaching and Learning
- Demonstrate ability to drive dramatic improvements in academic achievement for all students
- Provide evidence of ability to align objectives and instructional activities to students’ academic goals
- Understand and use a variety of instructional strategies to meet students’ diverse learning needs
- Assess student learning and use data to guide and modify instruction
- Provide clear feedback to students and guide students in assessing their own learning
- Demonstrate the ability to distinguish among poor, mediocre, solid and outstanding teaching
- Articulate clear and compelling instructional expectations for classroom settings

Strategic Management

Problem Solving
- Identify, analyze and prioritize complex problems and key issues
- Analyze and diagnose complex issues
- Develop a strategic plan with concrete outcomes
- Develop effective solutions
- Demonstrate ability to evaluate results and use data to drive decision making

Project Management to Deliver Results
- Articulate a clear vision and goals
- Able to manage time effectively, prioritize, and organize strategies to reach goals
- Multi-task and balance detailed steps with the big picture to ensure successful project completion
- Delegate decision-making and authority in an effective manner
- Monitor a project by assessing milestones and modify plans based on data.
Leadership Qualities

Adult Leadership
- Mobilize adults to take action toward common goals
- Develop clear direction and shared purpose that guides and unifies the team
- Engage and empower others to take responsibility to achieve results
- Make clear decisions while considering diverse perspectives to reach the best solutions
- Demonstrate the ability to teach other adults and commit to adults’ growth and development
- Build effective teams to meet the needs of the task

Communication and Listening
- Clearly articulate point of view, ideas and rationale
- Possess written and verbal skills to communicate in a clear and concise manner, which is appropriate for and understood by intended audiences
- Demonstrate poise, confidence and professionalism in diverse situations
- Actively listen to and engage with others
- Possess a leadership voice; inspire and lead through communication and presence

Interpersonal Skills
- Successfully build relationships
- Promote diversity in communication, understanding and engagement
- Treat every adult and student with respect, dignity and understanding
- Diffuse anger and find common ground to move people toward solutions
- Exhibit confidence, competence and a sense of possibility, including when under pressure
- Accurately read group dynamics to maximize individual strengths

Self-Awareness and Commitment to Ongoing Learning
- Accurately identify technical and interpersonal strengths and areas for development
- Reflect on experiences to grow and develop
- Seek feedback and take action to develop personally and professionally
- Demonstrate humility and willingness to continually improve
- Demonstrate awareness of impact on and perception by others
Path to Principalship
SOURCE: Gwinnett County Public Schools Quality-Plus Leader Academy

Selection as Principal
- Selected applicant interviewed by Chief HR and Chief Academic Officers
- Selected applicant referred to CEO/Superintendent
- Selected applicant interviewed by CEO/Superintendent
- Selected applicant recommended to BOE by CEO/Superintendent

Aspiring Principal Program
- Individual completes online application for principal position
- Individual submits updated resume, letter of interest, and new Behavioral Recommendation Form
- Individual completes Principalsight™ the web-based interview designed by the Gallup Organization
- Individual applies to Aspiring Principal Program

Selection as Assistant Principal
- Selected applicant scheduled by Human Resources for leadership screening
- Applicant successfully completes leadership screening process
- Applicant placed on list of eligible candidates for Assistant Principal
- Process ends

Application
- Individual completes online application
- Individual completes Principalsight™ the web-based interview designed by the Gallup Organization
- Individual submits resume, letter of interest, and college transcript(s)
- Individual's most recent principal completes and submits Behavioral Recommendation Form (downloadable)

Credentials
- Individual possesses Master’s degree from an accredited university
- Individual takes & passes GACE (Ga. Assessment for the Certification of Educators) in Educational Leadership
- Individual has evidence of successful teaching experience
Leadership Screening Fact Sheet

**SOURCE: Gwinnett County Public Schools Quality-Plus Leader Academy**

Gwinnett County Public Schools’ (GCPS) vision for leadership states that our “Quality-Plus” leaders focus on results. They lead by example, energize others, and execute plans that turn vision into reality. They promote a performance culture by helping other employees see how their work contributes to excellence in teaching and learning. Lifelong learners, they continually improve their own performance so that the organization continues to improve, and accept responsibility for effective communication of the system’s direction.

As one of Gwinnett County Board of Education Strategic Goals for the school system, GCPS is committed to recruit, employ, develop, and retain a workforce that achieves the mission and goals of the organization. In order to achieve this goal, Gwinnett County Public School employs a rigorous screening process for prospective leaders. The purpose of leadership screening is to assess leadership skills and behaviors that are essential to being an effective leader in GCPS.

The process consists of four levels.

**LEVEL 1**
**Credential review**
- Completed application
- 2 references
- PrincipalInsight™—Web-based assessment
- Georgia leadership certificate

**LEVEL 2**
**Written Exercise**
- Computer-based written in-basket exercise

**LEVEL 3**
**Structured Interview**
- 60-minute interview with a Panel of GCPS Leaders

**LEVEL 4**
**Approved Applicant**
- List After successful completion of the structured interview, an applicant’s name will be placed on an approved list for employment.

Leadership is the fundamental element in creating a coherent organization that is capable of achieving and sustaining phenomenal success. The Gwinnett County Public Schools’ Leadership Development Team is dedicated to recruiting, employing, developing, and retaining highly qualified leaders to meet the needs of a growing student population.
Protocol for the Classroom Instruction Video

SOURCE: University of Illinois at Chicago

Our purpose in viewing this videotape with you is to get a better sense of how you view classroom instruction and how you might communicate your views to teachers. There is no single correct way to interpret what you will see in this video; there are multiple ways to interpret what is going on in the classroom. We want to hear your interpretation.

Scenario: Assume that one of your practices as a principal is the “3-minute walkthrough.” Your purpose in visiting several classes a day for 2-4 minutes at a time is NOT to give immediate feedback to the teacher, but to get a sense of what is going on in classrooms in the school as a whole, so you can talk to the entire faculty, or to grade level teams, about what you are seeing and engage them in conversations about teaching. After viewing a teacher on multiple occasions, you may choose to have an individual conversation with that teacher, and you would schedule a more in-depth visit after having such a one-on-one conversation.

This tape, however, is a record of your visiting the classroom 6 or 7 times, as you gather your thoughts about instructional issues it raises for discussion with the teaching staff in general and with this teacher in particular.

Questions for you to ponder as you view this tape:

1. What did you like, and not like, about the samples of classroom instruction you observed in several visits to this classroom?

2. What instructional issues arise for you, positive and negative, that you think may be worth discussing with the teaching staff in general in the school (and how would you frame such issues in raising them for staff discussion)?

3. What instructional issues arise for you that you think are worth discussing with the teacher as an individual, both to get a better understanding of what she is doing and to provide feedback to her? Taking those issues into account:
   a. What questions do you have for this teacher?
   b. What kind of feedback would you be willing to give her at this point?
   c. What would you most be looking for if you did a one-hour in-depth observation of this teacher’s teaching? Why?
   d. No matter how strong or weak this teacher’s teaching, what strategies would you employ to help this teacher continue to develop her effectiveness? What further learning or professional development would you need to do as an administrator to provide the best possible support for this teacher’s development?
Facilitated Group Interview

**General Directions** Approximate time, want to learn about how you approach problems, put self in place of the principal, don't use “what my principal did”, ask questions if you don't understand directions, there is not a specific correct answer, take notes if that is your style, notes not collected

**PART ONE Read the scenario and give directions to participants.**

You are placed in April as the principal of a mid-size NYC public school. The previous principal was removed after serving as the head of the school for 9 months.

The school serves an ethnically diverse population of students, mainly from low-income families. The majority of your students are scoring at levels 2 and 3 on standardized tests. However, few students, regardless of performance level, are making one year of progress. Your new network leader tells you that the school’s inquiry team studied this problem and discovered that the students in the self contained special education classes seemed to be struggling the most with making progress. The team recommended going to a CTT model as the best way to support those students as well as the overall statistics for the school. The network leader tells you that he sees some merit in this but it is your decision to make.

What are the implications of implementing this model? What concerns you the most?

5 minutes reflection, 10 minutes discussion

What additional information do you want to have before making this decision? How will you get it?

Discussion is immediate, 5 minutes

The next sections are for facilitator only. You are to read the pieces of the scenario and the participants will have to take notes on whatever information they see as important. Push on individual responses.

Based on the recommendation of the inquiry team and the additional information you acquired you have decided to implement the CTT model for September.

What is your communication plan? Include the audience, the method as well as the main points of the message. Discussion is immediate, 10 minutes

The reactions you get from your decision are as follows:

- Parents of the students in the special education classes support it but are concerned
- Teachers are, for the most part, opposed to the change.
- Network leader is unhappy with the calls he is getting from the UFT and concerned parents
- OSEPO has decided to send you additional students who need self contained special education classes since you now have room
How do you feel about your decision now? What else might you have considered? Are there any adjustments you might make? Discussion is immediate, 5 minutes.

**PART TWO** Read the scenario and give directions to participants.
It is the first week of July. You wanted to include several items in your budget that you consider critical to the success of implementing the new model. You had some preliminary discussions with your staff, SLT and PTA. Unfortunately, your final budget is now in and is $120,000 less than what you planned on having available.

<table>
<thead>
<tr>
<th>Item</th>
<th>Prior Spending &amp; Rationale</th>
<th>Additional Relevant Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>This $75,000 program was designed to support teachers who are implementing the CTT model as well as all staff with differentiation of instruction.</td>
<td>The plan includes dollars for substitutes to allow for inter-visitations as well as per session dollars for planning and training.</td>
</tr>
<tr>
<td>Enrichment Programs</td>
<td>$25,000 was set aside for music and art consultants. $30,000 for after school and Saturday programs. $10,000 for instructional materials.</td>
<td>Many parents were concerned that the inclusion of special education students in the classroom would deny their children the attention they need to go beyond the basic curriculum. You guaranteed that you would set aside dollars for cultural programs after school and Saturdays as well as an art and music program.</td>
</tr>
<tr>
<td>Part time coordinator</td>
<td>This position was intended to alleviate some of the administrative burden caused by program change. Making sure IEPs were updated and all approvals accounted for as well as an analysis of students’ needs are part of the job responsibilities.</td>
<td>The half time position was budgeted for $40,000 in salary and $12,000 in fringe benefits. This position was designed for a senior teacher who has been very supportive of the changes you are making and is viewed as a leader by the rest of the staff. You saw this as a way of beginning to distribute leadership in the school.</td>
</tr>
</tbody>
</table>

Which programs would you cut and why? You have 5 minutes to make your plan.
Discussion: 15 minutes

Ask the following questions. What did you consider in making your decision?
Who would you have spoken with? What are the consequences of your decision and how will you deal with them?

**Total interview time should not exceed 60 minutes.**
## Interview Schedule

**Source:** University of Illinois at Chicago

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Prompt</td>
<td>Assessment of writing ability and administrative qualities. Interviewee is given a reading upon arrival and has to answer the 3 questions regarding leadership approach to issue.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Review of application materials</td>
<td>Panel of interviewers upon arrival are given packet of materials to review prior to interviewee coming into the room. Panelist should develop questions from materials as well review for any missing information.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Candidate Presentation &amp; Questions</td>
<td>Candidate explains strategy for turning around a failing Chicago Public School. Interviewee was sent two case studies one grammar school and one high school they should pick one and develop a strategy for turning the failing school around in three years.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Video Review &amp; Questions</td>
<td>Interviewees are informed upon arriving for the interview that they will watch a 5 minute video and be asked to: 1). Explain what you saw (instruction, classroom environment, etc). 2). What suggestions would you give the teacher regarding instruction, professional development and classroom environment. Provide recommendation for the teacher.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Review and Discuss Portfolio</td>
<td>Candidate should provide evidence of potential as a transformative instructional leader through pictures, artifacts and narrative. Portfolio structured in the Problem, Action, Result or Situation, Task, Action, Result format to show leadership, team building, communication skills. Must include copies of all certifications in the back of portfolio.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Final Q &amp; A for Candidate</td>
<td>Panel of UIC coaches, mentors, and faculty will ask questions concerning the skills, abilities and qualities of the candidate as it relates to successful completion of the program.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Candidate Questions</td>
<td>Candidate has 10 minutes to ask any further questions regarding the program, UIC, the College of Education, faculty, etc.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Completing Rubric</td>
<td>Panelists complete individual rubrics and discuss candidate qualities.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Total time:</td>
<td>Two hours in interview room and 45 minutes prior to entering interview room for writing prompt.</td>
<td>2 hours and 45 minutes</td>
</tr>
</tbody>
</table>
**Results Orientation** Is the candidate focused on goals and results related to student achievement?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Does not demonstrate any resourcefulness</strong></td>
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<tr>
<td><strong>Is not willing to adjust strategies and practices to reach goals</strong></td>
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<tr>
<td><strong>Does not identify situations/issues that require change and/or takes no action to make change</strong></td>
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<tr>
<td><strong>Struggles to demonstrate resourcefulness to achieve goals and results</strong></td>
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<tr>
<td><strong>Is willing at times but struggles to adjust strategies and practices to reach goals; strategies may be ineffective</strong></td>
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<tr>
<td><strong>Identifies situations/issues that require change, but takes limited or highly ineffective action to initiate change</strong></td>
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<tr>
<td><strong>Sometimes demonstrates resourcefulness to achieve goals and results</strong></td>
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<tr>
<td><strong>Often adjusts strategies and practices in effective ways, when appropriate, to reach goals</strong></td>
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<tr>
<td><strong>Takes initiative that may result in positive change in the school, classroom, or work environment</strong></td>
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<tr>
<td><strong>Demonstrates resourcefulness to achieve goals and results</strong></td>
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<tr>
<td><strong>Consistently adjusts strategies and practices in effective ways, when appropriate, to reach goals</strong></td>
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<tr>
<td><strong>Takes initiative that results in lasting, positive change in the school, classroom, or work environment—the initiative reflects creativity and resourcefulness</strong></td>
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</tbody>
</table>
Influence with the specific intent to increase the short and long-term effectiveness of another person.

1. Provides specific feedback, both positive and negative, to help others improve.

2. Expresses positive expectation for future performance after a setback, and either provides much more specific advice for tackling challenging assignments or provides negative feedback in specific not global terms.

3. Ensures that others obtain the experiences and training they need to develop new skills and levels of capability. Or gets others to fix problems and figure out solutions themselves. (Does not include signing off on required training.)

4. Gives full responsibility for very challenging work to others as “stretch” experiences, with full latitude for choosing work steps and making mistakes from which to learn. May promote others as a reward for development or as a developmental opportunity.
<table>
<thead>
<tr>
<th>Sample Selection Matrix</th>
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</thead>
<tbody>
<tr>
<td><strong>Belief and Urgency</strong></td>
</tr>
<tr>
<td><strong>Personal Responsibility and Relentless Drive</strong></td>
</tr>
<tr>
<td><strong>Results Orientation</strong></td>
</tr>
<tr>
<td><strong>Adult Leadership</strong></td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
</tr>
<tr>
<td><strong>Self-awareness</strong></td>
</tr>
<tr>
<td><strong>Communication and Listening</strong></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resume screen</th>
<th>On-line application</th>
<th>Essays/Written assessments (LOI)</th>
<th>References/Recommendations</th>
<th>Commercial assessments</th>
<th>Phone interview</th>
<th>In-person Interview</th>
<th>In-basket exercise</th>
<th>Selection/Group Interview Day</th>
<th>Leaderless Group Discussion</th>
<th>Video exercise</th>
<th>Role play</th>
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<tbody>
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</table>
APPENDIX E

Training and Developing Fellows
Residency Compact

SOURCE: NYC Leadership Academy

The purpose of the Residency Compact is to outline the Leadership Academy’s expectations for the mentor principals and the Aspiring Principals during the residency year. It is our expectation that the mentor principals will share, think-through and provide opportunities for participants to practice the skills necessary to be effective instructional and transformational leaders. The following activities have been assigned by the Academy:

- Complete a minimum of one written classroom observation per week, one of which must be with the mentor principal and conducted on a monthly basis;
- Complete a minimum of three walk-throughs with the mentor principal per semester that focus on student learning;
- Participate in the CFI Inquiry team;
- Participate in the Quality Review Process;
- Participate in or start an additional school-based team or committee with an instructional or operational focus;
- Participate in reflective debriefs with the mentor principal;
- Maintain a portfolio that reflects key learnings of the residency;
- Develop and complete a comprehensive school-specific residency project aligned to the instructional needs of the school.

By the end of the residency year, the Aspiring Principal must demonstrate leadership stance and a working knowledge and implications of standards, instruction, assessment, and curriculum design.

In addition to his/her responsibilities at the residency site, it is the Academy’s expectation that the Aspiring Principal complete all Academy assignments; attend all Tuesday and Thursday Academy sessions and participate in the Residency switch.

Learning Goals of Aspiring Principal

This Compact also provides an opportunity for the Aspiring Principal to identify and outline individual learning goals and objectives for the duration of the internship. All learning goals align with NYC Leadership Performance Matrix and NYC School Leadership Competencies.

In addition to the aforementioned expectations, the Aspiring Principal should identify and map personal learning goals for the residency year. Specific activities that will focus on these goals should be developed and listed on page 2 of this document. Activities in the residency should address learning goals in the areas of: Curriculum and Instruction (C), Supervision of Instruction (S), and Administration (A). The learning goals outlined in the Leadership (L) area must be demonstrated in all aspects of the work undertaken by the Aspiring Principal.
### Area Activities

<table>
<thead>
<tr>
<th>Area</th>
<th>Activities</th>
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<tbody>
<tr>
<td>A*</td>
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<td>c</td>
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<tr>
<td>B/C*</td>
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<td></td>
<td>c</td>
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</table>

*NYC Core Competencies: (A) Personal Leadership, (B) Use of Data, (C) Curriculum & Instruction, (D) Development of Staff, (E) Use of Resources

**Specific Activities Aligned to Learning Goals**

**INSTRUCTIONS:** The mentor principal and the Aspiring Principal should collaboratively establish specific activities to be accomplished in order to meet the Aspiring Principal’s learning goals.
Agreement & Signatures

A. The Aspiring Principal, mentor principal, and NYCLA strand facilitator will review the progress made on this compact and modify as necessary for the purpose of ensuring that the terms have been or will be met before the conclusion of the 2009–2010 residency year.

B. As an Aspiring Principal, I agree that I have identified the skills and competencies stated in the compact and will undertake the specific activities outlined in this compact in order to meet these learning goals. I also agree to support the learning goals of my residency partner (if applicable), the NYC Leadership Academy strand network team and the activities my partner and team will undertake to meet their goals over the course of the residency year.

Aspiring Principal (Signature)

Aspiring Principal (Print Name) Date

C. As a mentor principal, I agree to support, collectively and individually, the Aspiring Principal(s) named above in performing the specific activities outlined in this compact in order to achieve their learning goals during the 2009–2010 residency year.

Mentor Principal (Signature)

Mentor Principal (Print Name) Date

D. NYCLA Strand Facilitator

NYCLA Strand Facilitator (Signature)

NYCLA Strand Facilitator (Print Name) Date
## Individual Learning Plan Summary Document

**Source:** New Leaders for New Schools

### Five Standards:

1. **Learning and Teaching:** The New Leader drives a rigorous curriculum aligned with high standards, delivered through research-based, data-driven instructional practices, and informed by robust assessment to achieve targeted student learning goals.

2. **School Culture:** The New Leader inspires a vision and builds relationships with parents, staff, and the community to create a culture that advances the belief that all children can achieve at high levels and that all adults are responsible for student achievement.

3. **Aligning Staff:** The New Leader ensures the recruitment, selection, development, and evaluation of a staff that is aligned with the vision and philosophy about learning, teaching and culture that drives dramatic gains in student achievement.

4. **Systems and Operations:** The New Leader implements, maintains, and monitors operations and systems to support learning and school culture that drives dramatic gains in student achievement.

5. **Personal Leadership:** The New Leader takes responsibility to set a personal example, demonstrates self-awareness, builds trust, and maintains an urgent, relentless focus on student achievement.

The coach and New Leader develop an individual learning plan using the following template:

<table>
<thead>
<tr>
<th>Areas for Growth</th>
<th>Next Steps</th>
<th>Timeline</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School Culture</td>
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<tr>
<td>Aligning Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems and Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summer Intensive Themes
SOURCE: NYC Leadership Academy

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Themes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation/Analysis of Data</td>
<td>How do we look at schools? What data do we select? How is the organization of data an expression of one’s mental model?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Standards, Curriculum and Assessments</td>
<td>How do we take a deeper look at the school? What additional information do we need and how do we use it to support student learning?</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Social Context of Schooling</td>
<td>How do we assess and understand the school tone, culture and climate? How do we understand systems thinking in the context of the school?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Resource Allocation/Managing Vision</td>
<td>How do we organize money, people, time and structures to articulate and support the school vision?</td>
</tr>
<tr>
<td>Week 5</td>
<td>Capacity Building</td>
<td>How do we leverage assets to develop staff in order to improve student learning? Where do we want to go? Where do we begin? How do you get there?</td>
</tr>
<tr>
<td>Week 6</td>
<td>Transition to a New Role/Entering Residency</td>
<td>How do I make the shift? How do I address the needs of my school as well as my own learning needs?</td>
</tr>
</tbody>
</table>
### Summer Intensive Sample Days

**Source:** NYC Leadership Academy

#### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mini-Lessons (Purpose, What Are We Doing And Why)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AM Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Frame for Week 3</td>
<td>Debrief leads into frame for week 3: Political/Social/Cultural/Economic context of schooling and how they play out in schools.</td>
</tr>
<tr>
<td>Stand by My Quote Activity</td>
<td>Stand by My Quote Activity</td>
</tr>
<tr>
<td><strong>Academic Language</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose: To articulate and share beliefs about the impact of classroom language on student learning. Quotes are taken from readings for the day; one posted in each corner of the room. Participants stand by the quote that resonates with them. Group shares out why they congregated around a specific quote.</td>
</tr>
<tr>
<td><strong>Introduce Progress Report-Parent Presentation Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce Assignment – Explain Progress Report to Parents and review rubric and assignment expectations.</td>
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</tr>
<tr>
<td><strong>PM School Analysis feedback</strong></td>
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<tr>
<td></td>
<td>Purpose: To help participants see how the same data may lead to different conclusions and the way values inform data analysis.</td>
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<tr>
<td></td>
<td>Set up: fishbowl (2 reps from each project team form an inner circle, the rest form an outer circle) OR cross-project team share (half of project team presents to a visiting half of project team or carousel), Take on the role of a principal and present findings. Participants are responsible for presenting in &quot;one voice.&quot;</td>
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<tr>
<td></td>
<td>Assignment conversations: all participants engage in rigorous conversations about their data driven analysis. The rationale and justifications must come from available data.</td>
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<tr>
<td></td>
<td>This activity allows participants to practice being concise, present data to an audience, highlight data to make a point, present a hypothesis with supporting evidence, and look at data in different ways. Participants need to think about whether or not they need a visual to support their data. Who will present? How are they going to present the information?</td>
</tr>
<tr>
<td></td>
<td>Facilitators should ensure the analysis is steeped in the challenge of the scenario school</td>
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<tr>
<td></td>
<td>Guiding questions:</td>
</tr>
<tr>
<td></td>
<td>▶ What data sources have you considered and/or have you not looked at?</td>
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<tr>
<td></td>
<td>▶ What evidence did you consider to support your conclusions? (quantitative, context)</td>
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<tr>
<td></td>
<td>▶ What are you learning from triangulating the data? (points of leverage)</td>
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<tr>
<td></td>
<td>▶ Has it led to the identification of leverage points?</td>
</tr>
<tr>
<td></td>
<td>▶ Use the ladder of inference (mental models) to evaluate the conclusions your peers made.</td>
</tr>
<tr>
<td></td>
<td>▶ Were there points at which conclusions were based on assumptions?</td>
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<tr>
<td></td>
<td>▶ Did the analysis confirm/disconfirm what was thought/found earlier?</td>
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<tr>
<td></td>
<td>▶ What judgments/values guided your peers’ decision-making?</td>
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<td></td>
<td>Focus debrief on the way values inform data analysis and prioritization.</td>
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<tr>
<td></td>
<td>▶ How do you account for differences in the conclusions between the two principals?</td>
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<tr>
<td></td>
<td>Project Team Work</td>
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<tr>
<td><strong>Project Team Work</strong></td>
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</tbody>
</table>
**THEME FOR WEEK 3 Focuses On The Following Ideas:** The Social Context Of Schooling
How Do We Assess And Understand The School Tone, Culture And Climate? How Do We Understand Systems Thinking In The Context Of The School?

<table>
<thead>
<tr>
<th>Readings</th>
<th>HW</th>
<th>Notes</th>
<th>C.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aronson, J. (2004). <em>The Threat of Stereotype.</em></td>
<td>School Analysis &amp; Presentation (project team)</td>
<td></td>
<td>(A)</td>
</tr>
</tbody>
</table>
### Summer Intensive Sample Days continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mini-Lessons (Purpose, What Are We Doing And Why)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, July 20 Day 11 9am-3pm</strong></td>
<td></td>
</tr>
<tr>
<td>AM Connections</td>
<td>Starpower Activity (Refer to Facilitator’s handbook)</td>
</tr>
<tr>
<td>Starpower</td>
<td>Purpose: (1) To help participants see how they’re influenced by power. (2) In order to change behavior, it may be necessary to first change the system.</td>
</tr>
<tr>
<td></td>
<td>Debrief: What can be learned from this experience? In what ways did issues of race, class and other socioeconomic biases/barriers surface?</td>
</tr>
<tr>
<td>Writing prompt</td>
<td>Facilitator’s Choice: Facilitator may want to use a writing prompt prior to the debrief if the room is very charged. It enables participants to have an individualized reflection period. How does this play out in schools? What are the challenges of leadership?</td>
</tr>
</tbody>
</table>

A NEW APPROACH TO PRINCIPAL PREPARATION
<table>
<thead>
<tr>
<th>Readings</th>
<th>HW</th>
<th>Notes</th>
<th>C.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGrath, D., &amp; Kuriloff, P. (1999). “They’re Going to Tear the Doors Off This Place”: Upper-middle Class Parent School Involvement and the Educational Opportunities of Other People’s Children.</td>
<td></td>
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<tr>
<td>Sobel, A., &amp; Gale Kugler, E. (2007). “Building Partnerships with Immigrant Parents”.</td>
<td></td>
<td>Role Play offers participants a chance to inhabit, and to experiment with different ways of inhabiting a future professional role-in our case, that of a principal.</td>
<td></td>
</tr>
<tr>
<td>Scenarios:</td>
<td></td>
<td><strong>Scenarios:</strong></td>
<td></td>
</tr>
<tr>
<td>➤ Politically connected parent</td>
<td></td>
<td>➤ Parent that doesn’t speak English</td>
<td></td>
</tr>
<tr>
<td>➤ Wealthy parent who’s moving into the neighborhood and looking for a good school</td>
<td></td>
<td>➤ Parent of little means whose child scored level 4 on the ELA and Math assessments</td>
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</tr>
<tr>
<td>➤ Parent who wants to give a gift or a check to the principal because he wants to ensure that his child continues to receive a good education</td>
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</table>
# Foundational Year Scope & Sequence

**Source:** New Leaders for New Schools

<table>
<thead>
<tr>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
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<tbody>
<tr>
<td><strong>Learning &amp; Teaching</strong></td>
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<tr>
<td>Curriculum aligned to both state and college-readiness standards</td>
<td>Nat’l standards in lit &amp; math</td>
<td>Curricular frameworks for district &amp; state standards</td>
<td>District Grade level expectations for each grade/</td>
<td>What is being taught and what planning practices are there in Res sight</td>
<td>Gap analysis measuring current state and desired state–incl cultural biases</td>
</tr>
<tr>
<td>Consistent and quality classroom practices, routines, and teaching strategies</td>
<td>RBT KB, Content specific strategies in literacy/num, Coaching/leading teachers for rigor</td>
<td>What are the practices that the districts recommends, Local teacher eval system, teacher obs/analysis contracts</td>
<td>obs/analysis beginning of year–starting school right, informal observations begin, Assessing Teacher Competency–Developmental stages of teachers, launching Mastery Case Study work</td>
<td>Clarity, CEIJ, Conferencing, monitoring, expectations/ linking formative assessment w/ student outcomes, (mock?) “formal” observations begin including pre/post conf–red flags for MP</td>
<td>Action plan for problem teachers, finalizing Mastery Case Study work</td>
</tr>
<tr>
<td>Utilization of diverse student-level data to drive instructional improvement</td>
<td>DDI cycle, rubric to gauge implementation of model, Assess the quality of aligned interim assessments, diagnose problematic planning/execution</td>
<td>Local assessment cycle, what are the data sources, platforms, types of questions, schedule for returns on data, digging into Res site data</td>
<td>Determine status of DDI at Res site (including disag, AYP, staff knowledge, etc) developing data team, data calendar and assessment prep plan</td>
<td>Barriers, Interim Assessments driver of rigor, deep Interim Assessments, Data displays, setting performance goals w/team</td>
<td>Looking at student work, assignments,</td>
</tr>
<tr>
<td>Individual and common planning for effective instruction</td>
<td>Decision making and consensus building, using data for collaborative planning</td>
<td>Backwards design–translating standards into daily instruction</td>
<td>Establishing expectations, building capacity, monitoring collaborations</td>
<td>Aligning Resources and Options to support individual planning.</td>
<td>Collect and process data on success of plan</td>
</tr>
<tr>
<td>Pyramid of academic interventions</td>
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**A New Approach to Principal Preparation**

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<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources/experts are in the district to support P to close gaps</td>
<td>Learn about stages of curricular implementation</td>
<td>How do you monitor a curriculum?</td>
<td>Action planning</td>
<td>Curriculum aligned to both state and college-readiness standards</td>
<td></td>
</tr>
</tbody>
</table>

Build capacity of others in unpacking standards, identifying mastery objectives, determining evidence of mastery, and planning instruction.

Deep dive on RBT knowledge base, Launching Expectations Case Study | Observing and processing formal eval | Establishing common practices and expectations for all teachers—including beginning of year, Finalizing Expectations Case Study | Discipline, principals of learning & leadership | Consistent and quality classroom practices, routines, and teaching strategies |

Constantly observing classroom instruction, Workshopping Teacher Evaluations and conferencing w/cohort | Fixing gaps in DDI cycle within small cohort of teachers, naming gaps in the school | Addressing gaps in school | DDI model—planning Res site school improvement for next year | Time Mgmt, DDI culture, action, assessment, difficult conversations, Collecting data and determining next steps for team |

Reflecting on their own performance and that of team, comparing school process w/district process | Holding teachers accountable for high quality planning | Scheduling for Common Planning | Individual and common planning for effective instruction |

Building spirit of evidence and accountability for adults in intervention plans | Differentiated learning needs and systems for special education students | Teaching Teachers to use Action Research to provide intervention, collect data, assess effectiveness | Year end analysis of data | Pyramid of academic interventions |

Establish and use benchmarks for assessing effectiveness of interventions and sharing out w/ Leadership Team/ team of teachers | | | | | |
<table>
<thead>
<tr>
<th>Foundational Year Scope &amp; Sequence continued</th>
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<tr>
<td><strong>Culture</strong></td>
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<tr>
<td>Adults and students champion school vision and mission</td>
<td>Culture vs climate</td>
<td>District indicators of school culture, analyze school vision/misssion statement to see what is written that sets up culture</td>
<td>Best practices for orienting students, 1st week of school, establishing routines/rituals</td>
<td>Collect evidence that vision and mission is alive and well (or not), determine high impact actions to improve culture (high expectations/achievement in cohort of S&amp;T,)</td>
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<tr>
<td>Adults demonstrate personal responsibility for student connection and student success</td>
<td>Steven Jones, Jeff Howard–social justice–tone, expectations, advocacy. Youth Development intensive for secondary.</td>
<td>Assess beliefs, relationships in Residency site–explore whether beliefs/ tone/ is reflected in contract, job descriptions, or teacher eval system (what is said and not said in these docs)</td>
<td>Launching belief work, Assess tone of school, structures for adult-student interaction, Establishing structures and supports for adult/student relationships</td>
<td>Dimensions/Components of School Culture–4 Frames, Sources of Authority, etc</td>
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<tr>
<td>Adults and students live a code of conduct aligned to the school's vision, mission, and values</td>
<td>5 keys for effective school culture, guided discipline vs punishment, diac strategies</td>
<td>District policies on student discipline, due process, students’ rights/ responsibilities, attendance, suspension (including special ed)</td>
<td>Best practices for orienting students, first week of school, orienting new teachers, Determine Residency site school discipline policy.</td>
<td>Observation &amp; feedback regarding discipline, mgmt, and tone (connect w/RBT KB–areas: Space, Time, Routines, Momentum, Discipline)</td>
<td>Gap Analysis (including Data) comparing school discipline policy, process, appeals, etc w/ideal state (accountable, supportive, school-wide)</td>
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<tr>
<td>Adults insist and support students in having high aspirations for themselves</td>
<td>Social, emotional devel–YD</td>
<td>District policies for social/ emotional support/ intervention</td>
<td>Social/emotional needs and developmental appropriate strategies/ structures Kids owning their own behavior, connect to RBT attribution retraining, 20 ways to communicate high expectations</td>
<td>Plan for students to set personal goals for achievement</td>
<td>Implementing system for monitoring and problem solving around student self-perceptions</td>
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<tr>
<td>Families engaged in supporting their child’s/youth’s learning, conduct, and college/career planning</td>
<td>District policy concerning parent involvement, homeless context in city-district policy</td>
<td>Best practices for parent engagement including–who are they, options for engagement, motivators for engagement, etc (Joyce Epstein, Anne Henderson, Met Life Engaging Parents, Family, Community)</td>
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<td>Supporting and monitoring teacher engagement w/parents, best practices homelessness/ social emotional crisis intervention (substance abuse, domestic violence, etc)</td>
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<tr>
<td>Implementing action plan, collecting evidence, problem solving, building capacity of teachers</td>
<td>Reflect on learnings and takeaways—how to apply when principal?</td>
<td>Develop action plan for implementation share out at weekly meetings</td>
<td>Adults and students champion school vision and mission</td>
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<td>Assessment of cohort relationships—sharing out in weekly meetings</td>
<td>Reflecting on learnings from work w/ cohort relationships—prioritize key actions/ obstacles</td>
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<td>Adults demonstrate personal responsibility for student connection and student success</td>
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<tr>
<td>monitoring burgeoning relationships and problem solving—connect w/RBT KB expectations, class climate, personal relationship building—connect w/Expectations case study</td>
<td>Continuing to close gaps in current system, assessing remaining learning needs</td>
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<td>Adults and students live a code of conduct aligned to the school’s vision, mission, and values</td>
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<tr>
<td>Robert Debruyne—tools for principal as disciplinarian—last stop, de-escalating (not escalating)/ Developmentally appropriate best practices</td>
<td>Reflection-prioritizing high impact actions and plans for next year</td>
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<td>Adults insist and support students in having high aspirations for themselves</td>
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<td>Trouble-shooting around student self-perceptions</td>
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<td>Supporting and monitoring teacher engagement w/parents, best practices homelessness/social emotional crisis intervention (substance abuse, domestic violence, etc)</td>
<td>Reflecting on what worked, learning strategies from colleagues</td>
<td>Developing a plan for parent engagement</td>
<td>Families engaged in supporting their child’s/youth’s learning, conduct, and college/career planning</td>
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## Aligned Staff

- Recruitment, selection, and placement of aligned staff
- District job descriptions, selection/Rec. practices at Res site, ID
- Characteristics of quality feedback (timely, descriptive, data generated, objective)/ Diagnosing Teacher Learning Needs
- Practice/Reflection on Feedback Strategies/Mastery Case Study
- Novice/Vet, Open/Resistant, role of age in feedback dynamics

## Consistent feedback and professional learning drive instructional improvement

- CEIJ, Systemic Expectations and Feedback
- Gap analysis and plan for improvement

## Monitoring and management of staff performance

- RBT OAT, identifying systemic expectations, non-negotiables,
  - Build capacity of the LIA team
  - Build the capacity of other
- Stating expectations, enforcing expectations, molding, examining MP practice to articulate & monitor expectations (gap analysis)
- Using RBT observation & supervision to manage teachers, create individual teacher profiles–management & support
- Process & performance check–enough power, enough skill? Review of contract–district lawyer, others re legalities

## High-performing instructional leadership team (HPILT)

- LT interaction with other teams & structures, stages of team development
- How this team operates/interacts w/other teams in building. Avoid being subsumed by governance
- Launching LT in small cohort/articulating vision for team
- FL strategies applied and processed
- Assessing RPR Progress and processing w/ LT and then NL colleagues

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**Foundational Year Scope & Sequence continued**

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<td>Gap analysis and plan for improvement</td>
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<td>Gap analysis and plan for improvement</td>
<td>Interview questions</td>
<td>Recruitment strategies, materials</td>
<td>Job Design, Recruiting, Selection</td>
<td>Job design/org chart workshop</td>
<td>Recruitment, selection, and placement of aligned staff</td>
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<tr>
<td>Launch recruitment/selection for residency site or own school if placed</td>
<td>Holding Teachers Accountable to Professional Development Learning–Stage 4 Guskey—are they applying what they’ve learned w/ quality &amp; fidelity?</td>
<td>Informal Teacher Development Opportunities</td>
<td>CEIJ Conversations</td>
<td>360 Feedback Cycle at Residency site &amp; Reflection</td>
<td>Difficult Conversations</td>
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<td>Consistent feedback and professional learning drive instructional improvement</td>
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<td>Pick a problem teacher and “participate” in formals (mock evals, etc)</td>
<td>“Participate” as MP counsels out or removes un-aligned teacher (follow the process closely)</td>
<td>Cohort-processing reviewing the learnings of contractual process-removal of teachers</td>
<td>Final Reflection</td>
<td>Monitoring and management of staff performance</td>
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<td>Making Adjustments, monitoring progress on RPR</td>
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<td>Plan for LT in residency site next year-sustainability post-resident/ plans for LT in principalship</td>
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### Foundational Year Scope & Sequence continued

**Systems and Operations**

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<tr>
<td>Tracking of clear and focused school goals and strategy adjustment based on progress</td>
<td>Diagnosis Tool</td>
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<td>w/MP: Action plan for Res site including goals for cohort of students, benchmarks, re-evaluate against budget, resources, early results, etc., connecting work of teacher cohort to school improvement plan–team achievement goals for year. (Math &amp; Literacy projects)</td>
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<td>Gap Analysis Between Diagnostic and School Improvement Plan</td>
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<tr>
<td>Time use aligned to school-wide goals</td>
<td>Pd requirements in district/contract/state teacher planning, seat time for students, max teaching time, out of content teaching, curricular teaching-time requirements</td>
<td>Assessing time on different content areas, time on task in instruction, adult collaboration structures</td>
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<td>Budget, external partnerships, and facilities aligned to strategic plan</td>
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<td>Political context and school system relationships managed to ensure a focus on learning</td>
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**June**

- **Tracking of clear and focused school goals and strategy adjustment based on progress**
  - Diagnosis Tool

**July**

- **Gap Analysis Between Diagnostic and School Improvement Plan**
  - Pd requirements in district/contract/state teacher planning, seat time for students, max teaching time, out of content teaching, curricular teaching-time requirements

**August**

- **Assess existing School Improvement Plan–process w/NL cohort: alignment of HR, budget, resources, stakeholders, etc, Diagnostic tool applied to residency site**
  - Assessing time on different content areas, time on task in instruction, adult collaboration structures

**September**

- **w/MP: Action plan for Res site including goals for cohort of students, benchmarks, re-evaluate against budget, resources, early results, etc., connecting work of teacher cohort to school improvement plan–team achievement goals for year. (Math & Literacy projects)**

**October**

- **Use Diagnostic Tool on School Visits**
  - Collaborative adult times, Data, Dialogue, Decision Making, how to navigate the contract– maximizing time w/teachers,
  - w/LT, build calendar mapping assessments, academic interventions, PD, team mtgs, etc
  - drivers and inhibitors to maximizing instruction

**November**

- **Gap Analysis of budget to school improvement plan**
  - Make suggestions to the MP on aligning budget and other resources to goals
  - Assess school budget w/NL cohort, building relationship and engaging around budget with governance board/school improvement team,etc (stakeholder/decision makers around budget)
  - The Political Frame, attend district/governance board meeting and identify topics, implications, players, etc/existing MP process to engage community in vision/goals for school, gap analysis of current engagement dynamics
  - Meeting w/community leaders, district leader, report out on political frame in practice/negotiating landscape of all the players/decision makers in budgets and facilities/make recommendations to MP around ways to improve community/stakeholder engagement
**December** | **January** | **February** | **March** | **April** | **May**
---|---|---|---|---|---
**Systems and Operations**

- **Strategies for maintaining focus on goals, examining benchmark data**
- **Using data/data displays**
- **Reflections/Lessons Learned**
- **Personal and School Goals for Principalship—make recommendations for significant changes to existing school improvement plan (School Improvement Plan project—if applicable)**
- **Tracking of clear and focused school goals and strategy adjustment based on progress**

**Use Diagnostic Tool on School Visits**

- **Collect Data on Effectiveness of current school schedule**
- **Monitoring success and useability of calendar**
- **Gap Analysis of school calendar-plan for next year**
- **Recommendations to MP about path to consistent whole-school schedule**
- **Time use aligned to school-wide goals**

**Budget planning for next year w/MP**

- **Nuts and bolts of budget process**
- **Unspoken, political, subtextual aspect of budget negotiations**
- **Help MP to build the actual budget (if placed, map their own budget)**
- **Budget, external partnerships, and facilities aligned to strategic plan**

**Meeting w/community leaders, district leader, report out on political frame in practice/negotiating landscape of all the players/decision makers in budgets and facilities/make recommendations to MP around ways to improve community/stakeholder engagement**

- **Select key coalition/partnership to strengthen, begin representing school interests independently, problem solve w/NL cohort**
- **Unspoken, political, subtextual aspect of budget negotiations**
- **4 Frames revisited**
- **Lessons Learned, goal setting**
- **Political context and school system relationships managed to ensure a focus on learning**

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**APPELLIX E**

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### Foundational Year Scope & Sequence continued

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<tr>
<td><strong>Personal Leadership</strong></td>
<td><strong>Belief-based, Goal-driven Leadership:</strong> Leader consistently demonstrates belief in the potential of every student to achieve at high levels</td>
<td><strong>Holding Adults Accountable for student Achievement, Efficacy</strong></td>
<td><strong>Assess Beliefs at Residency Site</strong></td>
<td><strong>Areas to Communicate Expectations, Attribution Retraining</strong></td>
<td><strong>Confronting Low Expectations, Changing Beliefs, Problem Solving w/NL Cohort</strong></td>
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<td>Dynamics of Difference, Race/Culture/ Poverty/Diversity Analyzing Culture, examining biases &amp; privileges, expanding cultural knowledge, values &amp; behaviors–policies &amp; practices The 13 Skills</td>
<td>Demographics/ racial/gender/ sexuality/diversity issues in district/city</td>
<td>Demographics/ diversity issues at residency site/ what are common excuses for/ trends in poor performance (related to race, culture, sexuality, gender, etc?)</td>
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<td>Facilitative Leadership practices : building consensus, collaborative problem solving, team building, honoring each team member, Providing opportunities for and facilitate stakeholder group members to collaborate, exhibit and develop leadership, and guide the direction of the school Communicate effectively with all stakeholders, including listening actively and connecting conversations and meetings to school goals</td>
<td>Self assessment of interpersonal skill set</td>
<td><strong>Assess interpersonal dynamics and group processes in residency site–sense of empowerment for individuals</strong></td>
<td><strong>Launch Facilitative Leadership Practices w/teacher cohort–problem solve and report out w/NL colleagues</strong></td>
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<td>Balcony/dance floor, Zone of disequilibrium, “Protect Voices without Authority,” “Give Work Back to the People,” Pressure cooker, Ripening issues, “Work avoidance behavior,” Regulate level of stress, Case in point protocol</td>
<td><strong>Assess self and others-impact on student achievement. Assesses residency site challenges for root causes.</strong></td>
<td><strong>Difficult conversations List of adaptive challenges and list of technical challenges, introduces adaptive model to team, Identify other adaptive leaders</strong></td>
<td><strong>Application of 5 principals, leading broadly</strong></td>
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<td><strong>Resilient Leadership:</strong> Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement</td>
<td><strong>Strategies and attitudes for feedback</strong></td>
<td><strong>Impact on others</strong></td>
<td><strong>Disappointments &amp; setbacks–strategies for management</strong></td>
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**Notes:**
- June: Balcony/dance floor, Zone of disequilibrium, “Protect Voices without Authority,” “Give Work Back to the People,” Pressure cooker, Ripening issues, “Work avoidance behavior,” Regulate level of stress, Case in point protocol
- July: Self assessment of interpersonal skill set
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<td><strong>Expectations Case Study</strong></td>
<td><strong>Expanding cultural knowledge</strong></td>
<td><strong>Culturally Competent Leadership:</strong> Leader develops deep understanding of their urban context and actively moves the expectations of others in order to ensure high academic achievement for every student</td>
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<td>Gap analysis of current state of all diversity issues in school/midpoint self-assessment on difficult conversations, biases, etc.</td>
<td>Solve for gaps</td>
<td><strong>Interpersonal Skills, Facilitative Leadership:</strong> Leader builds relationships and facilitates active communities of adults and students dedicated to reaching school goals</td>
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<td>Launch Facilitative Leadership Practices w/teacher cohort—problem solve and report out w/NL colleagues</td>
<td><strong>Adaptive Leadership:</strong> Leader drives and manages the organizational change process to increase student achievement</td>
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<td>Messenger and listener, decision making: ethics, values, &amp; results</td>
<td>Technical vs adaptive revisited</td>
<td><strong>Resilient Leadership:</strong> Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement</td>
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<td>Matching leadership style to stage of school development</td>
<td>process of continuous improvement (data, dialogue, decision)</td>
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Residency Summary
SOURCE: KIPP School Leadership Program

Overview
The School Residencies place Fisher Fellows in high-performing KIPP, charter, traditional public, and private schools across the country to observe and participate in their leadership and operation. The School Residency experiences are customized to allow Fisher Fellows to focus on their own individualized leadership needs.

Goals
By participating in their School Residencies, participants will:
- Gain behind-the-scenes insight into the instructional, operational, and people management practices of successful school leaders
- Gather and synthesize ideas from high-performing schools to inform their own School Design Plans
- Reflect upon and implement learnings from Summer Institute and Intersessions in a school setting
- Contribute to the host school utilizing the leadership competencies outlined as strengths on their Individualized Leadership Plans (ILP)
- Take on roles and/or manage projects that allow them to practice the areas of development on their Individualized Leadership Plans
- Perform tasks that are aligned with individualized learning goals
- Integrate into the culture, activities, and daily life of the host school
- Share feedback with host site
- Be respectful of the culture, relationships, and systems in place at the school

KIPP Leadership Competencies
Residencies will be designed to address specific KIPP Leadership Competencies based on the Fisher Fellow’s individual leadership strengths and areas for development.

Structure
Fisher Fellows typically complete 10 total weeks of Residencies in a variety of high-performing schools across the country. However, each Fisher Fellow will have an individualized residency plan that incorporates feedback from the Fisher Fellow Selection Interviews, input from the KSLP team, and recommendations from their Executive Director.

Residency Expectations
Fellows
- Meet with School Leader prior to the start of the first day onsite
- Set and refine Residency goals with host School Leader, using ILP as guide
- Determine how to best accomplish goals by developing a set of agreed upon outcomes
- Perform tasks that are aligned with individualized learning goals
- Integrate into the culture, activities, and daily life of the host school
- Share feedback with host site
- Be respectful of the culture, relationships, and systems in place at the school

School Leaders
- Meet with Fellow prior to the start of the first day onsite
- Review Fellow’s Residency goals
- Determine how to best accomplish goals by developing a set of agreed upon outcomes
- Plan meaningful projects for Fellow to help him/her achieve learning goals
- Provide ongoing feedback to Fellow, meeting at least once per week to:
  - Discuss Fellow’s key lessons learned and observations made
  - Provide Fellow with feedback and questions for reflection
  - Provide feedback via the ILP at end of residency

Residency Summary
SOURCE: KIPP School Leadership Program

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Fellows
- Meet with School Leader prior to the start of the first day onsite
- Set and refine Residency goals with host School Leader, using ILP as guide
- Determine how to best accomplish goals by developing a set of agreed upon outcomes
- Perform tasks that are aligned with individualized learning goals
- Integrate into the culture, activities, and daily life of the host school
- Share feedback with host site
- Be respectful of the culture, relationships, and systems in place at the school

School Leaders
- Meet with Fellow prior to the start of the first day onsite
- Review Fellow’s Residency goals
- Determine how to best accomplish goals by developing a set of agreed upon outcomes
- Plan meaningful projects for Fellow to help him/her achieve learning goals
- Provide ongoing feedback to Fellow, meeting at least once per week to:
  - Discuss Fellow’s key lessons learned and observations made
  - Provide Fellow with feedback and questions for reflection
  - Provide feedback via the ILP at end of residency
Recommendations on Identifying and Choosing Coaches

SOURCE: Rainwater Leadership Alliance

A first step is identifying the coaching talent pool. RLA programs focus on actively recruiting the right people for the complex job of coach. Potential talent pools used by RLA programs include:

- Recently retired principals within the target district or CMO that have the kind of experience and knowledge that you want to impart to fellows—and drove student achievement gains in their schools.
- External sources, like universities, other organizations or other districts
- Executive coaches, if the goal is for coaches to supplement training specifically on personal leadership
- Former executives like CEOs or EDs who know how to run organizations

Out of the available pool, RLA members thoughtfully select the best coaches. Finding the ideal coach is not easy. Coaches need to understand the challenges of the modern day principalship as well adult development. The coach ideally should recently have been a successful principal him or herself, and should receive training from your program. That said, just because someone was an effective principal does not mean they will be an effective coach. It is not helpful for a coach to always tell the fellow what to do, but instead a coach needs to be able to step back and let the fellow explore the issues, come to decisions, and make his or her own mistakes.

Prior success as a principal should not be the only factor in selecting a mentor principal or a coach. Some traits to look for in both are the following:

- Shares belief that all children can learn at high levels
- Generates trust; builds relationships
- Communicates effectively; explains thinking/decision-making
- Facilitates action and results (action-oriented)
- Has strong follow-through
- Has credibility among his/her peers
- Feels accountable for fellow success
- Collects, analyzes, and shares data effectively
- Demonstrates clear record of transforming K–12 student learning
APPENDIX F

Supporting Principals
Mentor Program Fact Sheet
SOURCE: Gwinnett County Public Schools Quality-Plus Leader Academy

New principals and assistant principals in Gwinnett County Public Schools are supported by mentors during their first two years. The Leader Mentor Program provides individualized support for new leaders through one-on-one meetings, small group support sessions, and just-in-time training on essential leadership topics.

**Purposes of Mentoring**
- To provide continuous, personalized support for new school leaders.
- To engage new leaders in learning about and understanding job expectations and responsibilities.
- To encourage the professional growth of new school leaders through the identification and implementation of research-based leadership strategies that have demonstrated a positive correlation with increased student achievement.
- To establish non-evaluative partnerships between new leaders and experienced leaders who have consistently demonstrated the characteristics of Quality-Plus Leaders.
- To enhance the interpersonal, leadership, and management skills of new leaders through opportunities for practice, analysis, and reflection.

**Characteristics of Mentors**
- Mentors have a proven track record of serving as effective principals.
- Mentors demonstrate the ability to understand and communicate how experience can serve as a guide.
- Mentors model principles of continuous learning and reflection.
- Mentors understand and are committed to the vision, mission and strategic goals of Gwinnett County Public Schools.
- Mentors strive to help others surpass their present level of performance.

**Responsibilities of Mentors**
- To provide guidance that aligns with the vision, mission, and strategic goals of Gwinnett County Public Schools.
- To facilitate opportunities for the ongoing leadership development of new leaders.
- To support new leaders through regular one-on-one meetings.
- To listen to the questions and concerns of new leaders in order to provide appropriate clarification and direction.
- To collaborate with new leaders as they analyze current challenges and formulate plans for school improvement.
Summer Leadership Conference

SOURCE: Gwinnett County Public Schools Quality-Plus Leader Academy

CEO/Superintendent J. Alvin Wilbanks states: “Stability, continuity, sustainability, consistency...” For 33 years, the annual Summer Leadership Conference has been a signature piece of the leadership development focus in Gwinnett County Public Schools, and, in fact, our school system's culture. I would contend that this annual gathering is the single most important leadership development activity of our year and a key to GCPS’ success. Summer Leadership gives us an opportunity to learn from distinguished, nationally known speakers, but, perhaps more importantly, from each other as our own “in-house experts” share best practices in choice sessions. This shared experience of our leadership team further supports our efforts as a coherent organization that is focused on our core business of teaching and learning.”

Conference Detail
▶ The conference spans two and a half days of collaborative and intense learning.
▶ The conference is convened at The Instructional Support Center, Suwanee, Georgia.
▶ School principals, assistant principals, and district-level leaders participate each year, with attendance typically over 750.
▶ Nationally known and recognized experts present relevant and insightful keynotes each day of the conference.

Conference At-A-Glance
Over 85 choice sessions, developed and delivered by leaders and teachers focused on:
▶ Closing the Achievement Gap
▶ Continuous Quality Improvement
▶ Quality-Plus Teaching Strategies
▶ Safe, Secure, and Orderly Schools
▶ Using Assessment Results to Shape Instruction
▶ Development and Support of Staff

Representative Keynotes
▶ Dr. Robert Marzano, “School Leadership that Works: From Research to Results”
▶ Dr. Anthony Muhammad, “Transforming School Culture”
▶ Dr. John Antoinetti, “The Engagement Cube: What’s Engaging Today’s Learners?”
▶ Dr. Robert Barr, “The Kids Left Behind: Catching Up the Underachieving Children of Poverty”
▶ Kati Haycock, “Improving Achievement and Closing Gaps Between Groups”
▶ Dr. Victoria Bernhardt, “Using Data to Improve Student Learning”
▶ Dr. Mark Milliron, “A New Generation of Learning: Diverse Students, Emerging Technologies, and a Sustainability Challenge”
Sample Network Meeting Plan

SOURCE: School Leaders Network

**Meeting Objectives**

- Collaboratively identify a common problem of practice worded as a question focused on student learning

**Pre-Work:** Complete *A Data Picture of Our School*

**Opening (30 minutes)**

- Informal Unscheduled Relationship Building Time: Meet and Greet
- Formal Relationship Building Activity and Check-In
- Logistics: Announcements & Good News
- Re-Establish the Norms

**Managing the Immediacy (30 minutes)** Organize members into pairs with new principals paired with more experienced principals. Tell members that each person will have seven minutes to describe one pressing issue they are facing today. The second member will get three minutes to ask you clarifying questions. Concluding the questions, there will be five minutes of open discussion for problem solving, sharing or support. After completion, the process switches and the other person has time to process.

**Developing Content Outcomes (80 Minutes)**

Share the objectives for today’s meeting.

Ask members to review their theory of change. (A theory of change is a brief statement of how the practice of the principal leads to increases in learning and performance for students. The theory of change is created using a series of If/then statements.)

Ask members to get into groups of three with different people then they partnered with during the Managing the Immediacy Section. Give each member three index cards. Ask each member to share their recordings from the pre-work “A Data Picture of Our School.” Ask members to also share their “soft data” represented in the ideas, opinions and perceptions of their team members (a.k.a. your craft knowledge) what they believe to be the greatest impediment to increased student achievement. Based on the data and the members’ theory of change, have each individual member write one to three problems on index cards that once solved would be the greatest lever to student achievement.

Invite all members back together. Ask members to organize the index cards based on commonalities. What problems are alike? Move the similar problem together; student culture problems, teacher professional development problems, community building problems etc. Ask members to see what kinds of problems are most common for this group.

Tell members that “a problem of practice is a problem, formatted as a question, summarizing a situation related directly to student learning.” The identified problem of practice may or may not align with the district initiatives. It will be the problem that we will seek to solve for one leader this year and seek to inform our own learning of this issue at each of our schools.

Get consensus from the group around the kind of problem that is most common to the group. Ask individual members to try to write a problem statement that is applicable to his or her school about this kind of problem. Ask members to answer: What problem are we trying to solve? What is nature of this problem? Is it adaptive or technical? Is it meaningful and significant? Would solving this problem...
be good for kids? Make sure the problem of practices is small enough to win, but large enough to matter.

Try to avoid these common pitfalls when crafting your network’s problem of practice; being too vague or global, phrasing problems as causes, or phrasing problems as solutions.

These are examples of a problem of practice, formatted as a question:

- Can high expectations for student work be seen in class work and instruction?
- How is teacher planning time affecting classroom practice?
- Are the instructional strategies, lessons, and assessments used by the classroom teacher appropriately rigorous and sufficiently relevant?
- To what degree do faculty members have common expectations for student learning and a common framework for instruction?
- What evidence do we have that teachers practice according to the Open Court Reading teacher’s manual?
- Why do we have significant variability in performance results on standardized tests in 9th grade math?
- Do all teachers have a positive attitude about all students’ academic potential and social behavior?
- Do our teachers feel empowered and demonstrate the necessary skills to succeed in a multicultural environment?

Take a vote or use another consensus gathering strategy to decide on what problem of practice the group would like to study throughout the year.

Encourage your members to select a problem of practice that is a) focused on student learning and b) observable during instructional rounds. If members are drawn to things like parent participation or attendance, please suggest using the descriptive consultancy protocol at another meeting time outside of the inquiry process.

**Dining (30 minutes)** Encourage members to trade seats and sit next to someone that they want to connect with about their identified issue of immediacy.

**Reflecting (30 minutes)**

- Ask for deep listening. Present the poem “Mother to Son”.
- Provide a moment of silence to journal as reflection. Ask, “How will solving this problem of practice as a group have impact on your learning? How will it have impact for students? How will you know?”

**Closing (30 minutes)**

- Wrap-up, summarize, debrief
- What are you taking away from this meeting?
- Session Critique: How did we do as a community of practice?
- Write Evaluations

**Planning (10 minutes)** Future Dates, Venues, Topic and Responsibilities

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SLN recognizes the organic and synergistic nature of providing opportunities for quality learning. We appreciate the expertise of each facilitator and the development of each community of practice. With that in mind, the network meeting plans were designed to provide an illustration of what a network meeting could like as members move through different phases. These meeting plans are meant to be used with flexibility and balance to best meet the needs of members.
Gwinnett County Public Schools’ (GCPS) commitment to continuous quality improvement is embedded in the system’s vision, mission, and strategic goals. The vision for leadership states that our “Quality-Plus” leaders focus on results. They lead by example, energize others, and execute plans that turn vision into reality. They promote a performance culture by helping other employees see how their work contributes to excellence in teaching and learning. Lifelong learners, they continually improve their own performance so that the organization continues to improve, and accept responsibility for effective communication of the system’s direction.

A critical component necessary for a school leader’s success is the ongoing support provided by our Leadership Development staff and our Leader Mentors. Our newest school leaders are provided with one-on-one support, as well as training opportunities in group sessions through Just-in-Time Training. This training allows a newly appointed principal and/or assistant principal the opportunity to work with experienced leaders to develop an understanding of the school community and culture, achievement results, operations and processing, and school initiatives.

**Representative Sessions for Principals**

- FTE and Budget
- Monitoring and Updating the Local School Plan for Improvement
- Planning and Delivering Effective Staff Development
- Evaluating the Impact of Actions Taken to Improve Student Achievement
- Developing a Staffing Plan
- Selecting and Retaining Quality Personnel
- Persistently Successful Principals
- End-of-Year and Beginning-of-Year Procedures

**Representative Sessions for Assistant Principals**

- Goals for Teachers & Creating a Positive Learning Environment
- Benchmarks/Using Data
- Strategies for Supporting Teachers
- RTI Process
- Organizational Strategies
- Dealing with Difficult People
The Rainwater Charitable Foundation

Richard Rainwater established the Rainwater Charitable Foundation, based in Fort Worth, TX, to help children in the United States live a good life, specifically targeting those children who are born into poverty. His goal is to support educational programs with a demonstrated track record of success targeting programs that train and support school leaders, programs that prepare young children for success in elementary school and beyond, and programs that engage children in their schooling and develop in them a life-long passion for learning.

Richard Rainwater, a prominent investor, directs the funds from the Rainwater Charitable Foundation. He was the key figure in the formation of several major corporations, including Columbia/HCA Hospital Corporation, Crescent Real Estate Equities, and Pioneer Natural Resources. His love for children and his deep caring for families in difficult circumstances have inspired his commitment to positive solutions for children.