

Preparing for the Principalship

CPS Principal Success Factor Development Guide



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The Key to Outstanding Schools is Outstanding Leaders.

Today's real life challenges require instructional leaders prepared to transform schools and ensure the success of every child. Chicago Public Schools has embraced high-quality school leadership as a priority for improving preK-12 learning and outcomes for all students. This guide is part of a systemic approach to identifying and developing outstanding leaders for Chicago Public Schools.

The specific knowledge, skills and abilities necessary to be a Chicago Public Schools principal are known as the CPS Principal Success Factors. During the Eligibility process, applicants are assessed for evidence of the Principal Success Factors. This guide provides specific development strategies current and aspiring principals can use to build their readiness for the Principal Eligibility Process and further develop the Success Factors.

Purpose of This Development Guide

This guide will help deepen your understanding of the CPS Principal Success Factors and identify additional development strategies you can use in becoming a transformational urban school leader. Developing leadership knowledge, skills and abilities is not only about acquiring the right leadership experiences but in *reflecting* and *acting* on those experiences to enhance professional practice and outcomes for students. This means you are able to think honestly and critically about your own experiences, skills and abilities and use your reflections to enhance your future effectiveness.

Leadership experiences are those in which an individual takes primary accountability for working collaboratively with others to establish and achieve shared purposes with identifiable, measurable outcomes. Each of your leadership experiences is an opportunity for learning and develops your ability to lead successfully in new situations. Effective leaders develop not only through their experiences, but through how they measure, evaluate and leverage that experience to improve their knowledge, skills and abilities and achieve positive outcomes for students.

Who Should Use This Development Guide

This guide is intended to help build the knowledge, skills and abilities necessary for transformational school leadership. You may find the guide helpful if you are a/an:

- Aspiring principal interested in developing your readiness for the principal role
- Teacher or other school leader interested in gaining the knowledge, skills and abilities critical for effective school leadership
- Current principal interested in understanding the CPS Success Factors and gaining further development in advance of the Eligibility Process
- University or other partner that prepares, develops and/or mentors aspiring principals and school leaders

How to Use this Development Guide

Aspiring principals and potential applicants for Eligibility should first familiarize themselves with the CPS Principal Competencies and Success Factors. They should also review what will be expected of them in the Eligibility process. Please download and review the *CPS Principal Competencies and Success Factors* and the *Overview of the Principal Eligibility Process* documents. Both documents are available at www.oppdcps.com.

This guide offers you a range of development strategies including leadership experiences, projects, readings, and reflections you can consider as you prepare for the principalship and look to further develop each of the CPS Principal Success Factors. We encourage you to be reflective, and use the Success Factor behavioral indicators, behavioral examples, reflections, projects and experiences to assess those Success Factors in which you may already be strong and those in which you may need additional development.

You do not need to complete *every* suggested development strategy in this guide in order to be prepared. You should build on the leadership experiences you already have and think about experiences you might want to have or actions you could take in your current role to enhance your leadership abilities.

Information Sessions

This guide provides additional information for you about how to prepare for the Eligibility Process. We also strongly encourage all potential applicants for Eligibility to attend information sessions about the Eligibility process. The information sessions provide additional information and guidance on the process and what is required. For a list of upcoming information session dates and locations, please visit www.oppdcps.com. To schedule an information session for a group or organization, please call OPPD at (773) 553-1515.

CPS Principal Success Factors Self-Assessment and Professional Growth Plan

We also encourage you to do the *CPS Principal Success Factors Self-Assessment* available on our website www.oppdcps.com. As you do your self-assessment, you may also want to solicit ideas and feedback from your principal, manager or another mentor, others familiar with your work, your university, your Eligibility cohort or CLASS, who offers tools and resources for member administrators preparing for the Eligibility Process.

You should use this guide in preparing a professional growth plan that builds on your strengths and addresses your development needs. A professional growth plan documents the development needs you identify and helps you create an action plan to achieve that development. Please see the document *CPS Principal Success Factors Professional Growth Plan* for more information and a template for planning your development.

Important Limitations: Use of this guide does not, in any way, guarantee Eligibility and/or admission to the Principal Candidate Pool. Nothing in this guide is intended nor shall be construed to create a private right of action against the Board or any of its employees. Furthermore, no part of this guide shall be construed to create contractual or other rights or expectations.

If you have any questions about any of the suggested development strategies or questions about the Eligibility process, please call the Office of Principal Preparation and Development at (773) 553-1515.

Preparing for the Eligibility Process

1. Do a self-assessment of your leadership experiences and the Success Factors. Use the *CPS Principal Success Factors Self-Assessment* (available at www.oppdcps.com), behavioral indicators, behavioral examples, reflections, projects and experiences to determine in what Success Factors you may have strengths, and those in which you may need more development as a leader.
2. Work with your principal, leader or mentor to set goals and a development plan that builds on your strengths and targets specific Success Factors for development. It should include how you will document evidence that you have demonstrated the Success Factors. You can find the *CPS Principal Success Factors Professional Growth Plan* template on the OPPD website (www.oppdcps.com).
3. Choose leadership experiences which impact a whole school, set of schools or multiple classrooms. Many of these experiences can be acquired in your own role by volunteering to lead a school-wide team or committee or manage a program or initiative. The Eligibility process will measure your ability to lead a whole school so being able to demonstrate these experiences is critical. For more ideas about experiences, please review each Success Factor's suggested experiences contained in this document.
4. Throughout the Eligibility process you will be asked to discuss what you've accomplished, i.e. the results and outcomes of what you yourself did. You will also be asked how you measured success. Measures of success include quantitative and qualitative data you collect to determine effectiveness. Decide how you will measure your success so you can collect and document the right quantitative or qualitative data.
5. Consider starting a portfolio if you do not already have one. A portfolio helps you to collect evidence about your accomplishments. While it may include artifacts, your portfolio most importantly documents your leadership experiences, actions and outcomes. When you apply for Eligibility, you can then easily review and reflect on your experiences which have helped build your proficiency in the Success Factors. You should include the following information:

Who	Who was on your team? Who were your stakeholders? Who else was involved in the situation?
What	What were you managing? What problem/issue did you solve? What was the situation?
Where	Where did the experience occur and what was the context?
When	When did the experience occur? In what order did you take action or plan tasks and activities?
Why	Why do you have the situation, problem or issue identified? Why did you choose the course of action or solution that you did?
How	What actions did you take?
Results/Outcomes	What quantitative or qualitative data you used to measure effectiveness? What were the outcomes?

The CPS Principal Competencies and Success Factors

The CPS Principal Competencies and Success Factors describe the knowledge, skills and abilities applicants need to demonstrate in order to be an effective principal from the first day on the job. The CPS Principal Competencies define excellence. The CPS Principal Success Factors describe *how* that excellence is achieved. Success Factors are measurable, observable actions and behaviors.

For each Success Factor on the following pages, study carefully the *behavioral indicators*. The behavioral indicators define each Success Factor and reflect what the Eligibility process measures. A behavioral indicator is behaviors or actions an individual would demonstrate that provide evidence of that Success Factor. A *behavioral example* is how that Success Factor and the associated behavioral indicators may be observed in professional practice. The behavioral examples are not an exhaustive list, but represent some specific examples. For example:

Success Factor: Accountability

Indicators → *Set high expectations for students and staff; hold self and others accountable for meeting performance standards; achieve instructional objectives and deliver on commitments; take responsibility for issues and resolution.*

Behavioral Examples:

- Set and clearly communicate high expectations for students, faculty and the entire school community
- Serve as a role model by personally adhering to professional standards and demanding the same from others
- Create a metrics-driven culture that holds self and others accountable for measuring school and student progress and meeting performance objectives

On the following pages, are *Suggested Readings, Reflections, Experiences and Projects* that you can do to enhance your development of each Success Factor. As you use these development resources, document evidence and be mindful of how your leadership actions, behaviors and professional practice impact instruction, student achievement and outcomes for the entire school community.

Effective leaders leverage the knowledge base and professional capacity of others and keep abreast of best practices. The *Suggested Readings*, while aligned to a specific Success Factor, may be a valuable resource in developing multiple Success Factors and learning more about effective strategies used by principals and other leaders.

The *Reflections* will help deepen your understanding of each Success Factor, how that Success Factor is demonstrated in professional practice and help you reflect on your own experience, actions, behaviors and outcomes.

Experiences and Projects are suggested leadership experiences or initiatives you could take that build your proficiency in that Success Factor. Depending on the experiences you have acquired, you may want to consider additional roles you can take on in your current position or explore other positions that may help you further develop your leadership skills and build proficiency in the Success Factors.

CPS Principal Competency: Develop a Belief System Through Voice and Action

Success Factor: Strategic Thinking

Foster the school vision and mission; identify plans for achieving school and district objectives; see the big picture and identify patterns and trends from complex or conflicting data and information; prioritize to spend time and resources on most critical issues.

Behavioral Examples

- Develop a student-centered, compelling vision for driving educational achievement
- Engage key stakeholders (e.g., parents, staff, community) in developing and implementing a strategic vision, mission and goals for the school
- Develop school vision, goals and action plans focused on student achievement and serving the needs of the whole student
- Direct time and resources to critical issues that impact instruction and facilitate student achievement
- Keep abreast of data, patterns, trends, and best practices that potentially impact school performance
- Incorporate concepts of diversity, values and experience of the school community into overall strategy.
- Consider school and district priorities, stakeholder needs and impact on others when making decisions



Suggested Readings

- Daresh, John. Beginning the Principalship, 2nd Edition. Corwin Press, 2004.
- Fullan, Michael. Turnaround Leadership. Wiley Press, 2006.
- Greer, John T. and Donn W. Gresso, Eds. How to Turn A School Around: What Principals Can Do. Corwin Press, 1999.
- Owings, William. Best Practices, Best Thinking, and Emerging Issues in School Leadership. Corwin Press, 2003.



Reflections

- Based on your school's data, vision and school improvement plan, what 2-3 specific priorities should you be immediately focused on? What are obstacles you anticipate? How can you impact achievement of those priorities as a leader in your school?
- Identify your school's vision and how that vision supports climate, culture and enhanced student achievement. What would you observe in your school if it achieved its vision and goals? What would teachers, parents, students and other stakeholders be doing differently?



Experiences and Projects

- Take on leadership roles which are school-wide or support multiple grade levels; includes leadership roles in managing Area or district programs or initiatives. You can take a leadership role within your current position, for example, by leading a school-wide committee or leading the implementation of a new program.
- Identify your school's SIPAAA goals and how you can support those goals and objectives as a leader. Identify specific measurable outcomes and document results. Chair or provide significant leadership on a committee which ensures the cohesion of all components of the strategic plan (e.g. SIPAAA coherence committee) and meets regularly to review progress. Collaborate with stakeholders to monitor the development of each component of the improvement plan for alignment to shared vision.
- Develop and implement a leadership action plan for your school or department and discuss with your principal, mentor or other leader. Agree on what parts of the action plan you will help lead, implement or

facilitate. Choose action plans in which you can see measurable results in a defined timeframe. Execute your action plan and measure results using quantitative and qualitative data.

- Lead a team which develops or revises a vision for the future. Your vision could support an entire school or a grade level, content area, process, program or department. How does your vision align to your school, Area or overall department vision? Develop materials and communications that describe the vision. Lead the team in drafting and implementing 1-2 immediate action plans which will help achieve that vision and document results.
- Identify and execute leadership actions you can take to support your school's vision with your principal or supervisor or other mentor or coach. Leadership actions are those in which you lead an initiative, program or process or manage or motivate a team of others to accomplish goals. Document how your leadership actions connected to achievement of that vision and your results and outcomes.
- Collect and analyze the data in terms of your school's vision or goals. Use your school report card, CPS Dashboard, REA website and other available data to explore your school's data and compare conclusions with your principal or a mentor. Data could include standardized tests, assessment data, attendance/mobility data, demographic data, sub-population data, student-level data, human capital data and climate survey data. Based on analysis of your school's data, identify additional data you will collect or analyze. Present your findings to teams or stakeholders and develop and implement an action plan to address identified needs or gaps.

Success Factor: Service Leadership

Demonstrate commitment and service to children and the community as a matter of personal responsibility; inspire trust through personal demonstration of high ethics and integrity; put needs of others ahead of personal agenda; value and demonstrate respect for individual differences; continuously identify and pursue opportunities for self-development.

Behavioral Examples

- Demonstrate commitment to understanding the needs of students, parents, staff and others
- Create and support a culture that fosters high standards of ethics and integrity
- Lead by example, exhibiting high ethics, moral leadership and a strong belief that all children can learn, regardless of gender, race, ethnicity, color, sexual orientation, religion, socio-economic status or perceived ability
- Honestly assess own strengths and development needs and set personal objectives for improvement
- Demonstrate commitment to the long-term success of the school ahead of personal gain or ambition



Suggested Readings

- Collaborative for Academic, Social and Emotional Learning, [SAFE and SOUND: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning \(SEL\) Programs – Illinois Edition](#). University of Illinois at Chicago, 2006.
- Donalson, Gordon and George F. Marnik, [As Leaders Learn: Personal Stories of Growth in School Leadership](#), Corwin Press, 1995.
- Payne, Ruby. [A Framework for Understanding Poverty](#), 4th edition, aha Process, Inc, 1995.
- Sergiovanni, Thomas, [Building Community in Schools](#), Wiley Press, 1999.
- Sousa, David A. [The Leadership Brain: How to Lead Today's Schools More Effectively](#). Corwin Press, 2003. 320 pages.



Reflections

- When faced with a difficult decision or situation identify all potential options and obstacles given your current situation, resources, and constraints before taking action. Which option will be most effective for children and why? Does the decision maintain your integrity? Consult your principal or another mentor and ask for their feedback on your decision-making process.
- Identify your own strengths and development needs as a leader. What skills and abilities will complement your strengths and shore up your development needs? For example, if you are weak in curriculum, do you have a team member who is strong in that area? How can I more effectively identify and leverage team members based on my strengths and development needs?
- Think about the last 2 key decisions you made and analyze your decision-making process and the outcomes. Did they serve the best interest of children? What would you do differently next time?
- We often talk about the belief that every child can learn. What does that mean for your own professional practice? What behaviors and actions do leaders take that demonstrate this belief? What does this mean for addressing subpopulations such as Special Ed students, English Language learners, etc.
- What do you see as the role of a leader? Is it directing others and assigning tasks and activities? Or is it engaging and enabling others to achieve positive outcomes? Reflect on your own leadership style and what behaviors and actions you might take to become more of a service leader.



Experiences and Projects

- Create, design or lead a team in problem-solving a specific issue and considering multiple options. In examining options, have the team reflect on the following: Is it good for all students? Does it make a difference to their growth? How does it help to promote the vision of the school? Implement the solution and measure results and outcomes for students.
- Create, design or lead a team in developing and implementing a strategy to incorporate the diversity and/or culture of your students or community. Leverage a diverse group of team members, students, community members and parents in the planning and execution of the strategy. Create, design or lead a team that plans and implements school-wide events and programs which incorporates traditions, celebrations and rituals to enhance learning.
- Lead a team which analyzes Positive Behavioral Interventions and Supports (PBIS) data, Response to Intervention (RTI) or other interventions and supports for students. Develop structures or processes to regularly review progress and monitor plans for improvement. Review findings and progress with the entire school community.
- Lead and facilitate your instructional leadership or other teams in understanding and analyzing data related to special needs and ELL students and collaboratively develop plans to track progress, and ensure you are meeting the needs of the whole student. After reviewing the data, develop and implement a strategy to provide specialized supports and differentiated instruction to ensure individual student success.
- Create or lead a team in collaborating with parents and team members to plan and implement a program that addresses a specific need, issue or obstacle your parents may face. (e.g., healthcare, parenting issues, literacy, job training, etc.)

- Lead a team which reviews parent and student climate survey data. Have the team identify specific actions that will support a positive, inclusive school climate that serves the needs of all students and share with all stakeholders. Implement the plan and establish a follow-up plan to review progress and measure outcomes.
- Understand and document your own strengths and development needs based on feedback from others. Take a leadership style assessment to understand your own style and motivations and how you can more effectively communicate and engage others. Design and follow your own professional growth plan, getting input and feedback from your supervisor and/or mentor, colleagues, stakeholders, program staff (where applicable), and/or others who experience you as leader. Decide how you will measure your progress and document results.

Success Factor: Impact and Influence

Apply knowledge of school community dynamics to shape outcomes and achieve results; tailor actions and communications to create intended impact; align and engage stakeholders to create support for initiatives.

Behavioral Examples

- Articulate a vision for the future in ways that are compelling and meaningful to others
- Gain acceptance of own ideas and positions through persuasive, compelling rationale and arguments
- Involve internal and external stakeholders in evaluating issues, impact and possible approaches in order to facilitate change and obtain support.
- Use data to support findings and recommendations
- Carefully consider audience to tailor message content and delivery for maximum impact
- Identify relevant stakeholders, builds coalitions and gains consensus to build support and garner resources for ideas and initiatives



Suggested Readings

- Goleman, D. Primal Leadership: Learning to Lead with Emotional Intelligence
- B.Kim Barnes, Exercising Influence: A Guide For Making Things Happen at Work, at Home, and in Your Community, and Exercising Influence Workbook Pfeiffer, 2006
- Barth, Ronald S. Lessons Learned: Shaping Relationships and the Culture of the Workplace. Corwin Press, 2003.
- Fisher, R. Patton, B., Getting to Yes: Negotiating Agreement Without Giving In
- Fullan, Michael and Cliff St. Germain. Learning Places: A Field Guide for Improving The Context of Schooling. Corwin Press, 2006.



Reflections

- Leaders model behavior to others to influence change. For example, a leader who values promptness always arrives on time to meetings. A principal who values strong instruction prioritizes spending time in classrooms. A leader who persistently discovers obstacles will find their team will too. Reflect on yourself and identify those behaviors or beliefs you role model to your team or stakeholders – both positive and negative. How could you change or model your own behavior to address behavior changes you'd like to see in others? Write an action plan for yourself. Follow up on your plan after 3-6 months to document what changes you have seen in yourself or others.

- Identify a colleague who you believe has great presentation skills. Why do you believe that colleague is effective? Write down specifically what you think differentiates your colleague's communication. Ask your colleague for suggestions when you draft communications or write a presentation.
- How often is the community in your school? How can you further involve the community in your school and/or help your school become a community center to improve outcomes. Find out more about community schooling by visiting the Office of Extended Learning website. Even if your school is not a Community School, you can implement many of the same practices.



Experiences and Projects

- Identify all stakeholders by name in your school or department. Include students, parents, teachers, LSC members, community members, foundations, external partners, district/Area offices etc. Identify what each stakeholder's perceptions are of your school or department. How does each stakeholder contribute to the success of your school or department? How does that affect your stakeholders' priorities and agendas? Attend community meetings to engage the community in identifying ways in which it can contribute to the goals of the school. Communicate the school vision, goals, and expectations across the entire school community through meetings, assemblies, professional development, newsletters, website, and other communications.
- Coordinate or manage a school newsletter which includes contributions from a variety of stakeholders, builds support for the vision and mission of the school, communicates information to parents, and establishes a vehicle for teacher, student, and parent engagement. Identify a follow-up action to monitor success and evaluate impact.
- Develop and implement a stakeholder engagement plan for a specific initiative. Your stakeholder plan should include what stakeholders are engaged and what impact they have on your initiative (influencer, decision-maker, reviewer, impacted by decision, team member, etc). It should also include what information they need to receive, what vehicles you will use to communicate with them (letter, email, presentation, etc.), and the ideal timing of the communications. Visit at least one of your stakeholders in their location to talk about your initiative.
- Engage a stakeholder you otherwise might not have in a goal or initiative you are undertaking. Write a communication to that stakeholder. Your communication should include information about your initiative, what feedback you would like from them, what your plans are, how the stakeholder can help you achieve your goal and action items/next steps. Have your principal or another mentor review your communication and provide feedback. How did you need to differentiate this communication to meet the needs, concerns or priorities of that particular stakeholder?
- Create, design or lead a team that researches, communicates, models and supports a specific change that is needed to enhance literacy and/or math instruction. Implement the change and monitor the results and impact on student achievement including designing interim assessments or other tools to continuously measure progress.
- Looking at your SIPAAA, what can each of your stakeholders potentially contribute to achieving your goals and priorities? What prevents them from contributing? If need be, do a survey or ask them for feedback. Then, engage a committee or team to review the feedback and develop a stakeholder action plan. Create interest, understanding, and support of the strategic plan by community businesses, organizations, and/or agencies by identifying opportunities for outreach, visiting those organizations, and engaging them in providing mutual resources and/or support.

CPS Principal Competency: Engage and Develop Faculty

Success Factor: Team Leadership

Build an effective school team; motivate team with a compelling vision and commitment; effectively organize team to achieve goals and objectives; engage team in decision making; remove barriers or obstacles that make it difficult for the team to get things done and ensure team has resources necessary to succeed.

Behavioral Examples

- Foster a professional environment that attracts and retains top talent
- Effectively evaluate and select high-quality teachers and staff to build capacity and address team strengths and gaps.
- Attract and select candidates with diverse backgrounds and experiences; leverages team diversity and differences to achieve better outcomes.
- Take action to improve, counsel and/or replace ineffective team members who negatively impact student and/or school performance
- Regularly celebrate the achievements of individuals and teams
- Empower team members by sharing leadership and decision making
- Keep team members informed about decisions and the rationale behind them
- Help team members anticipate and deal with team conflict; is open to dissent and use it to produce substantive, positive outcomes
- Identify resource constraints or other obstacles to team effectiveness and take steps to overcome them



Suggested Readings

- Connors, Neila A., *If You Don't Feed the Teachers, They Eat the Students*, Incentive Publications, 2000.
- Danielson, Charlotte, *Teacher Leadership that Strengthens Professional Practice*, ASCD, 2006.
- Glickman, *Leadership for Learning: How to Help Teachers Succeed*, ASCD, 2002.
- Katzenmeyer, Marilyn. *Awakening the Sleeping Giant, 2nd Edition*. Corwin Press, 2001. 208 pages.
- McEwan, Elaine. *Leading Your Team to Excellence: How to Make Quality Decisions*. Corwin Press, 1996. 192 pages.
- Murphy, Joseph. *Connecting Teacher Leadership and School Improvement*. Corwin Press, 2005. 224 pages.
- Reeves, D. *The Daily Disciplines of Leadership*, Jossey-Bass, 2007.



Reflections

- Do a needs assessment of your current team. What does the team as a whole do well? What does it not do well? How does the team need to change or adapt to become more effective? What do you need to do as a leader that will help the team become more effective?
- In identifying individuals for a team, initiative or committee, think about the skills, knowledge and abilities required to ensure success. What potential team members can address each of those areas and will complement each others' strengths and address others' gaps?
- Think about a recent initiative your team implemented. Did each team member fully understand their roles and responsibilities? Did you assign tasks and activities that leveraged the strengths of individual team members? How could the team have operated more effectively? Use your reflections to guide your next initiative.
- Think about your leadership style. How do you facilitate shared decision-making amongst team members? Do you often issue directives or do you facilitate the team creating solutions? Think of at least 1-2 ways in which you could facilitate a greater sense of shared decision-making.

- What obstacles prevent your team from being as effective as it can be? Obstacles can be lack of resources, information, professional capacity, knowledge, skills, personality differences, etc. Identify all the obstacles you can. Next, identify which obstacles you can influence and/or remove. Finally, identify those obstacles which are fixed, i.e., over which you have no influence or control. Identify at least one solution or workaround for each obstacle that would help your team be more effective.



Experiences and Projects

- All teams should have defined roles and responsibilities that help the team collaborate and operate more effectively. Collaborate with a team to identify each member's specific role, expectations, accountabilities and responsibilities. Collaborate with the team to establish a time when the team can meet regularly to discuss progress, identify obstacles and problem-solve issues. Have an established agenda for the meeting drafted by a team member to keep the meeting on track. Ensure that each team member has a role in preparing for and/or participating in the meeting to ensure engagement. Acknowledge one team member daily for something positive they've accomplished. Create a document to track those accomplishments so you can remember what each team member did well and provide positive feedback or use the information during an evaluation.
- Identify and take action to implement at least two ways in which teachers can have a larger voice in decision-making and supporting the work of the school. Establish regular vehicles to recognize and reward team performance. Identify one area of your school or department in which you can post visible progress against team goals and recognize the achievement of your team members. Identify one area in which your team has a conflict or disagreement. Collaborate with team members individually or collectively to discuss the conflict and facilitate a solution. Lead the team in the development of protocols and supports to address future conflicts and tensions.
- Create, design or lead a team which develops and implements strategies and structures to honor and celebrate teacher achievements, support and guide first and second year teachers, and to welcome, include, and orient teachers and staff new to the school. Create, design or lead a team which designs a teacher recruitment plan, sets hiring criteria, evaluates applications, conducts interviews, and collaboratively selects new hires.
- Lead or facilitate a discussion which discusses organizational structures within your school or department. How can your organizational structures more effectively accomplish the school's goals? Plan a team-building activity that helps the team members understand each other better, cooperate more effectively and/or build team morale. Use the team-building activity to emphasize the importance of teamwork in achieving goals and priorities.
- Post your team goals and track progress in an area or place that is visible to all team members. Ensure that the team members understand the connection between their actions and the team's goals by communicating regularly on progress towards the team's goals and adjusting plans to ensure achievement.
- Think about how information is shared between team members. Does a lack of information about team members' activities inhibit the team's effectiveness and growth? Create and implement at least 1-2 new ways for team members to share information more effectively with one another.
- Do a DISC or other style assessment with a team you are leading or facilitating. DISC helps teams understand team members' individual styles and how to work with different styles more effectively. Have the team members collaborate to develop and implement a plan that incorporates each team members strengths in addressing a specific challenge. Contact Marc Wigler at Quest Center for more information on scheduling a DISC session with your team.

Success Factor: Developing Others

Assess team and individual skills and development needs; provide development activities and selecting assignments to build the skills, knowledge and team capacity necessary for success; provide feedback and coaching that assists others in maximizing their contribution to the school and CPS; develop and support professional learning communities.

Behavioral Examples

- Assess staff members' unique developmental needs and provide opportunities that maximize staff capabilities and contribute to the achievement of school and individual goals
- Align staff development with SIPAAA, school goals and district priorities
- Use a variety of development methods, including team assignments, modeling, coaching and professional development to increase individual and team capacity
- Develop expertise in team members and leverage that knowledge to develop and coach others
- Secure resources required to support development efforts and ensure that opportunities for development are available to all staff
- Build a collaborative culture within the school and actively engage faculty in building effective learning communities
- Frequently observe and provide feedback to teachers to encourage development of instructional methods and classroom management skills



Suggested Readings

- Hargrove, Robert. Masterful Coaching. Wiley Press, 2002. 304 pages.
- Hyman, Ronald. School Administrator's Staff Development Activities Manual. Wiley Press, 1986. 153 pages.
- Lambert, Linda. Building Leadership Capacity in Schools. Association for Supervision & Curriculum Development, 1998. 136 pages.
- Rowley, James B. Becoming a High Performance Mentor: A Guide to Reflection and Action. Corwin Press, 2006. 208 pages.
- Zachary, Lois J., Creating a Mentoring Culture: The Organization's Guide. Wiley Press, 2005. 336 pages.
- Bloom, Gary, Castagna, Claire, Moir, Ellen and Warren, Betsy, Blended Coaching, Sage, 2005.



Reflections

- Think about a teacher or other team member who you coach or mentor. What is that person's learning style? How can you adapt your style and approach to their learning style to be more effective?
- Think about the last development discussion you had with someone you coach or mentor. What was difficult for you and why? How could the discussion have been more effective given the person's development needs? What outcomes did you see after the discussion?
- Think about the professional development plan for your school. Does the plan align to your school's improvement plan? How could the plan be more effective given the school's goals? How could the plan more effectively differentiate development for high-performing, developing, and new teachers?



Experiences and Projects

- Mentor a new or struggling teacher. Observe the teacher, create a development plan and objectives, monitor the teacher's progress and track outcomes. Identify at least one specific instructional improvement needed to meet school goals. Identify at least 3-5 ways in which you can develop or reinforce the skills you are trying to develop. This could include professional development, book study, coaching, co-teaching, modeling

instruction, visiting another site to observe, etc. Coach the classroom teacher on meeting a specific instructional improvement goal. Model an instructional strategy, behavior or skill that you would like to see the teacher do or improve on. Create or coordinate opportunities for the teacher to observe effective instructional models via classroom visits either within the school or at other schools. Track the teacher's progress and monitor his/her students' improvement.

- When planning your next development activity, identify your development objectives. Then identify how you will measure and monitor achievement of those objectives post-development. Collect and/or analyze the data necessary and document outcomes.
- What does your professional learning community look like? Identify at least 1-2 things that you can do to enhance the professional learning community in your school or department. Develop and implement them and document your results. Design a professional development collaboratively with others that will build your team or school's professional learning community. Identify opportunities for sharing best practices among teachers and colleagues.
- Develop a school-wide strategic plan to encourage and support teachers in achieving National Board certification. Leverage other NBCTs to encourage participation and help mentor teachers.
- Encourage and facilitate the development of individual development plans for teachers or other staff members; provide feedback on strengths, development needs and suggest development to incorporate into the plan; monitor, support and review progress.
- Identify at least 1-2 individuals who you think have leadership potential. Assign projects that will allow them to build their leadership skills and look for opportunities to mentor them and provide additional development. Follow up with them to ensure they have the right supports, to recognize achievements and track progress and development.
- Create, design or lead a team that conducts a needs assessment of current professional capacity. Then, plan and implement a successful development plan which addresses a key area for change. Identify a team member who has strong expertise in a particular area or a skill you would like them to share with others. Engage that team member in planning professional development session or another development activity. Plan follow-up activities to reinforce the new skill or knowledge and measure effectiveness.
- Work with a struggling teacher on improving classroom management; provide feedback; identify key strategies for improvement. Connect the struggling with another colleague who can share his/her best practices and model strategies and techniques. Measure success by improved teaching and learning via interim assessment results. Continue coaching the teacher for at least three months or until significant progress is made. Celebrate the teacher's accomplishments.
- Create and/or implement a shared resource area and/or network drive where team members can save articles, materials, presentations, professional development and other resources that have been useful and/or effective for them. Encourage participation and recognize team members for contributing resources and/or utilizing the resources.

CPS Principal Competency: Assess the Quality of Classroom Instruction

Success Factor: Instructional Leadership

Lead teachers and other staff in developing and delivering effective, standards-based, differentiated instruction for all students; encourage and motivate development of professional practice; use data to evaluate and connect instructional activities and results; model and coach teachers on effective instructional methods.

Behavioral Examples

- Prioritize resources, staff and activities to support improved instruction

- Provide ongoing feedback, coaching, modeling and development to teachers and staff regarding effective instructional strategies and methods
- Focus on literacy, math and other key strategies that drive improved student learning
- Consistently analyze school and student data to identify trends and patterns impacting achievement and develop and implement action plans
- Regularly observe and evaluate instructional methods, supports and materials to ensure effectiveness and drive continuous improvement
- Help teachers make meaningful connections between abstract parts of the curriculum and the real world
- Ensure school curriculum are standards-based and aligned and integrated across grade level to meet student needs including Special Education and ELL programs



Suggested Readings

- Danielson, Charlotte, Enhancing Professional Practice, A Framework for Teaching, ASCD, 2007.
- Allen, J. Becoming a Literacy Leader: Supporting Learning and Change, Stenhouse Publishers, 2006
- Booth, D., Rowsell, J. The Literacy Principal, Second Edition, The: Leading, Supporting, and Assessing Reading and Writing Initiatives, Pembroke Publishers, 2007
- Fullan, Michael and Clif St. Germain. Learning Places: A Field Guide for Improving The Context of Schooling, Corwin Press, 2006
- Intrator, S., Scribner, M. Teaching with Fire, Jossey-Bass, 2003.
- Marzano, R. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD 2005.
- Oakes, J. Lipton, M. Teaching to Change the World, McGraw-Hill, 2006.
- Schlecty, P. Shaking up the Schoolhouse: How to Support and Sustain Educational Innovation, Jossey-Bass, 2004.
- York-Barr, Jennifer. Reflective Practice to Improve Schools: An Action Guide for Educators. Corwin Press, 2005. 344 pages.



Reflections

- What is the role of the instructional leader in helping drive student achievement? How do you currently act as an instructional leader?
- How does your school differentiate instruction to meet the needs of all students? Looking at assessment data, in what areas might you need to improve differentiation to achieve growth for all students?
- How well is the curriculum articulated across grade levels? How does your school currently support collaboration across grade levels? What structures and supports would you need in order to have effective articulation and collaboration?



Experiences and Projects

- Participate in and/or conduct classroom observations, including pre- and post-observation conferences, and in follow-up meetings on improving specific instructional practices. Participate in a few classroom observations with another leader, mentor or coach. What did they observe that you didn't? How did they incorporate what they saw into the post-observation conference? What specific development did they suggest based on what they observed? Participate in observations which focus on student-centered learning environments and/or

use of instructional time throughout the school; collect and discuss evidence in the de-briefing sessions; make recommendations for and monitor improvements.

- Create, design or lead a team in determining and supporting instructional strategies which effectively integrate instructional technology and support differentiated instruction. Model an instructional strategy you would like to see implemented in the classroom and coach a teacher on effective implementation. Monitor to ensure the instructional strategy is being implemented and collaborate with teachers to measure outcomes.
- Create, design or lead a team which develops and supports grade level and school-wide strategies to enhance literacy and/or mathematics instruction including strategies for Special Ed and ELL students. Create measures to monitor improvement and measure progress. Facilitate and track development of formative assessments to measure student learning and progress. Structure and facilitate opportunities for teams and faculty to collaboratively analyze student work with a focus on whether it meets targeted learning objectives. Lead a team which plans and delivers a series of professional development activities focused on standards-based instruction in a content area.
- Create or lead a team which disaggregates student data to identify specific areas of instructional improvement. Create an action plan to address areas of improvement and implement. Identify additional data you might use to monitor improvement and student outcomes.
- Select classrooms that did not make the AYP target for ELL students and lead a team in designing lessons for specific content area which includes language standards and a scaffolded teaching approach. Conduct classroom observations to provide feedback and ongoing coaching. Examine student work to determine success.
- Create, design or lead a team which develops and implements a plan for LRE. Monitor effectiveness of the plan against student achievement and IEP data. Provide development to teachers on writing rigorous standards based IEPs, utilizing inclusion and co-teaching approaches, and designing lesson plans which include differentiation and appropriate accommodations. Conduct classroom observations to provide feedback and ongoing coaching. Emphasize the importance of a collaborative relationship between special education and general education teachers.

Success Factor: Accountability

Set high expectations for students and staff; hold self and others accountable for meeting performance standards; achieve instructional objectives and deliver on commitments; take responsibility for issues and resolution.

Behavioral Examples

- Set and clearly communicate high expectations for students, faculty and the entire school community
- Serve as a role model by personally adhering to high professional standards and demanding the same from others
- Create a metrics driven culture that holds self and others accountable for measuring school and student progress and meeting performance objectives
- Take appropriate action to improve unsatisfactory performance
- Accept responsibility for own actions and mistakes
- Accept ultimate accountability for school performance, while ensuring that teachers and staff clearly understand roles, responsibilities and accountabilities
- Follow through on school improvement plans and other projects to improve school performance
- Ensure adherence to all relevant educational policies, regulations and standards, including those for Special Education and ELL students.



Suggested Readings

- Reeves, D. The Leader's Guide to Standards: A Blueprint for Educational Equity and Excellence, Jossey-Bass, 2002.
- Managing Performance to Maximize Results, Harvard Business School Press, 2007
- Ontario Principals Council, The Principal as Data-Driven Leader, Corwin Press, 2008.



Reflections

- How does your school link school goals to what measuring happens in the classroom? How could you more effectively measure what happens in the classroom to demonstrate progress against school goals?
- Think about a recent initiative you led. In what areas did you do well? In what areas could you have improved? Create an action plan for yourself to help improve and hold yourself accountable in the areas in which you were not as effective.



Experiences and Projects

- Develop a project plan for a new initiative or program. Assign due dates for key activities, track progress and review status regularly with team members to identify and overcome issues or problems.
- Discuss teacher performance with teachers with the purpose of developing a shared understanding of what high performance looks like.
- Lead a team in the development and implementation of a program which focuses on and promotes high academic expectations for all children in all programs. Work with teams to develop and implement common instructional strategies to address the Illinois Learning Standards across grade levels. Develop classroom-based assessments to assess student learning and progress. Help facilitate a common understanding of high expectations for student work.
- Establish a new teacher-led committee to address a specific issue or area of improvement. Help facilitate the work of the committee in establishing goals, collaboratively problem-solving and implementing a solution. Collaborate with the committee on how you will measure effectiveness and document outcomes.
- Perform frequent classroom observations to monitor teacher improvement and effectiveness. Provide respectful coaching and feedback to a faculty or staff member who has demonstrated mediocre or low expectations of students. Conduct formative and summative teacher evaluations, assessing teacher performance against well defined criteria; provide feedback to teachers as determined by supervisor.
- Monitor and document all development work done with a teacher on probation.
- Collaborate with others in identifying data, metrics and measures that will measure progress towards school or classroom goals. Leverage grade level or other team meetings to discuss student data and assess progress against student and school goals. Disaggregate school or student assessment data to identify areas of improvement.
- Review your school's data with teachers, staff members, students and parents to facilitate shared accountability for school performance. Collaborate on a follow-up plan to regularly review progress and share results. Lead or facilitate a school-based performance management session with staff members.

CPS Principal Competency: Facilitate/Motivate Change

Success Factor: Driving For Results

Establish challenging and ambitious school goals and take action to achieve them; build a culture of continuous improvement in the school; use data to assess performance and drive goals and decision making; take calculated risks to ensure objectives are met; anticipate obstacles and prepare contingency plans.

Behavioral Examples

- Set challenging goals for oneself and the school and persist until goals are achieved and commitments met
- Anticipate obstacles and proactively establish plans to address them.
- Establish and clearly communicate school goals; ensure group and individual goals align with school's goals
- Set clear expectations, continuously monitor performance against objectives and facilitate shared accountability for results
- Prioritize individual time to focus on activities that promote improved instruction and student achievement
- Take calculated risks to pursue a recognized benefit or advantage
- Create and implement processes, tools, systems and structures to measure progress and ensure achievement of desired outcomes



Suggested Readings

- McEwan, Elaine. Ten Traits of Highly Effective Principals: From Good to Great Performance. Corwin Press, 2003.
- Chenoweth, Karen, It's Being Done: Academic Success in Unexpected Schools, Harvard Education Press, 2007.
- Fullan, Michael. Leadership and Sustainability: System Thinkers in Action. Corwin Press, 2004. 136 pages.
- Greer, John T. and Donn W. Gresso, Eds. How to Turn A School Around: What Principals Can Do. Corwin Press, 1999. 112 pages.
- Hargreaves, Andy and Dean Fink. Sustainable Leadership. Wiley Press, 2005. .



Reflections

- Examine your own sense of urgency in achieving the goals and priorities you set for yourself and others. How do you communicate that sense of urgency to others? What actions do you take that model and demonstrate that sense of urgency to others, such as setting and meeting deadlines?
- What actions do I take as a leader to engage others in setting high expectations and ambitious goals for students and staff? Do I communicate and model high expectations for myself?
- Look at your school or team goals. Are they SMART? SMART goals are **s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**imebound (i.e., have a defined timeframe for achievement). How can you modify your goals to ensure they are SMART? Collaborate with your team to revise your goals to make them SMART.



Experiences and Projects

- Collaborate with team members to set challenging, but realistic, SMART goals that link to school and district goals and work with team members to develop an action plan to achieve the goals. Have each team member participate in setting the goals and implementing a way for the team to track its progress against the goals. Convene a committee of students to review school goals and progress, suggest improvements and help implement solutions. Collaborate with the students to develop a follow up plan and track progress. Create an area in the school or department where team members, students, parents and others can visibly see school

goals and track progress towards those goals. Create space on the school website or in the newsletter to parents to track and report on progress towards school goals.

- Compare your school's data to other "like" schools in the Area or district. Where does your school rank in comparison? Identify those areas in which your school is underperforming against like schools. Create a team which visits and observes a like school that is performing well. Observe what the school is doing effectively and how that school is setting goals and achieving them. Facilitate a discussion of what was observed and how it could be applied to help your own school improve. Decide on at least 1-2 priorities your school could immediately take action on, implement the action plan and measure results.
- Develop and/or lead a data team to disaggregate and analyze your school's data. Create a presentation which summarizes the results of a program or process you manage. Present the results to staff members, parents or students. Gather feedback and ideas on how to improve the program or process in the future to improve results. Identify strategies and solutions, and develop specific action plans.
- Create, design or lead a team in developing a variety of strategies to support teachers in creating a challenging environment for all learners. Facilitate the use of tools to evaluate content area assessments and instructional resources to be sure they are aligned to the Illinois Learning Standards.
- Lead a team which develops metrics or measures which will help the school or team track progress against goals and priorities. Work with the team to identify potential sources of data, track the metrics and report on results. Facilitate and lead work sessions where teachers use student achievement data and student work samples to analyze school improvement needs. Lead the analysis with teachers of data both school-wide and within each classroom to evaluate the effectiveness of programs and of teacher performance.
- Participate in observations or learning walks which focus on evidence of high expectations; discuss evidence in the de-briefing sessions; make recommendations for, observe, and acknowledge improvements. Implement improvements and create a follow up plan to track progress and ensure success.

Success Factor: Leading and Managing Change

Translate a vision for change into specific steps and clearly communicate vision and action plans to others; address challenges to change and lead efforts to convert resistance to support; personally demonstrate flexibility to adjust to changing circumstances.

Behavioral Examples

- Articulate a clear rationale and strategy for change, including how changes fit within the school's mission/vision
- Build a common sense of purpose by clearly communicating group and individual actions required to make change successful and their link to the school's vision and goals
- Challenge the status quo to achieve goals, acting decisively to make change happen
- Evaluate the school's readiness for change and develop appropriately paced plans for change
- Involve the school community in translating the vision into agreed upon objectives and operational plans
- Demonstrate flexibility by positively adapting to change, and demonstrating new behaviors required
- Support other in adapting to change by articulating the behaviors and results necessary for successful change, and by providing tools and training
- Build consensus and create acceptance of change while effectively addressing concerns



Suggested Readings

- Johnson, Spencer, Who Moved My Cheese? , Vermilion, 2002.

- Drucker, Peter and Peter Senge. Leading in a Time of Change: What it will Take to Lead Tomorrow. Wiley Press, 2001.
- Goleman, D. Primal Leadership: Learning to Lead with Emotional Intelligence, Harvard Business Press, 2004.
- Marzano, R. School Leadership that Works.: From Research to Results, ASCD, 2005.
- National Association of Secondary School Principals, Breaking Ranks I and Breaking Ranks II – Strategies for Leading High School Reform, National Association of Secondary School Principals (NASSP).
- Thurber-Rasmussen, H. Change Leadership: A Practical Guide to Transforming Our Schools, Jossey-Bass, 2005.



Reflections

- Think about a necessary change that occurred that was difficult for you to adapt to. What about the change was difficult? What would have made the change easier or more effective? How does what you observed about your own reaction to change influence how you would act as a leader?
- In order to help drive change, leaders must help individuals through the change process. This includes ensuring they understand the need for the change, how that change affects them, what they should be doing differently, and the rewards of making the change, both in expected outcomes and how it will benefit them as professionals. Identify one area of change where you observed resistance. Why do you think that resistance occurred? What component of the change process would you do differently next time?
- Often, overcoming resistance to change is about overcoming individual fears. What fears do team members have that can create resistance? How can you address those fears?
- Think about the last new policy or program implemented that required significant change. What about the change went well? What didn't go well? Why? If you had been leading the change, what might you have done differently that would have made it the change more effective.



Experiences and Projects

- A good way to get buy-in for vision and change is to identify "quick wins" that are easily achievable yet set the stage for the larger change to come. Quick wins also give credibility to the change effort. Identify 1-2 "quick wins" you could implement in the next 90 days and execute them. Document your results.
- Create, design or lead a team in implementing in a new process, idea or program that will require significant change. Collaborate with others in drafting a plan for the change, translating vision into concrete steps and action plans, including identifying anticipated obstacles and resistance. Identify what actions the team will need to take to achieve the vision desired and help facilitate drafting shared goals. Draft a change management strategy including why the change is necessary, who needs to be engaged to make the change, how you will communicate and engage them in the change process, an action plan and how you will measure results. Include plans for ongoing monitoring in order to adjust to changing circumstances or situations. Draft a communications plan for your stakeholders. Identify what stakeholders will need to be communicated with, how you will communicate the need for the change, when communication needs to occur, and who else you can engage in communicating about the change. Implement the change and then measure your results.
- Facilitate a focus group on larger issues of change and shared responsibility in PPLC and PPC meetings. Form a teacher-led team to own and solve a problem or issue that has persisted despite repeated attempts to change or resolve it. Empower the team to identify the root cause of the problem or issue, draft an action plan and implement a solution.
- Identify the two most influential team members in your school and/or department, those who often influence the outcomes of projects. Draft a plan for how you can engage them in facilitating a change you would like to see. Identify their issues, concerns, and motivations and potential areas of resistance and how you can collaborate with them to help the change be more successful. Implement your plan and then evaluate the outcomes.

- Lead or participate on the team drafting your school's SIPAAA. Use the SIPAAA to help facilitate a discussion about how the SIPAAA should drive change in your school and how it can become a living document.
- Volunteer to assist on an effort in which you may not totally agree with the solution or planned change. Collaborate with others to understand the need for the planned change and how you can help the solution be more effective. Take a leadership role in helping to implement the change.

Success Factor: Building and Maintaining Collaborative Relationships

Identify and establish effective work relationships with internal and external stakeholders including students, staff, parents, the Local School Council (if applicable), community members and others; work to understand and manage the issues, concerns, motivations and needs of multiple stakeholders; gain commitment through trusting and honest relationships.

Behavioral Examples

- Create and maintain effective relationships with parents, LSC and others in the community to support the school and improve student achievement
- Seek opportunities to involve parents and community partners in school activities and supporting and enhancing instructional programs
- Emphasize and nurture open, two-way, and responsive communication between school, parents and community members
- Develop and present coherent, understandable and accurate account of the school's performance to a range of stakeholders, including parents, the LSC or other community members and Central Office
- Contribute to the development of the school, area and district by sharing effective practices, participating in professional networks and promoting and supporting district innovation and initiatives
- Build a school culture which respects and values the diversity of the school's community and student culture
- Facilitate trust and participation by regularly providing relevant information and soliciting input of those affected by decisions



Suggested Readings

- Katzenmeyer, Marilyn. Awakening the Sleeping Giant: Helping Teachers Develop as Leaders 2nd Edition. Corwin Press, 2001.
- Sarason, Seymour B. and Elizabeth M. Lorentz. Crossing Boundaries: Collaboration, Coordination, and the Redefinition of Resources. Wiley Press, 1997.



Reflections

- Consider how you establish trust and gain the commitment of others in moving towards a goal. Think of a leader who you feel is particularly trustworthy and inspires commitment in others. What actions does this leader take or how do they communicate that helps establish that trust and commitment?
- Identify a school-wide goal addressing multiple stakeholders. How does the goal impact each individual stakeholder? What concerns may they have?
- Reflect on how you resolved an issue that arose as a result of the diversity of stakeholder needs. Did the actions you take enhance your relationship with those stakeholders? Impede the relationships? What could

you have done differently that served the needs of your students but enhanced your relationships with your stakeholders?



Experiences and Projects

- Identify another team or staff member who may have a similar goal or be experiencing a similar issue. Collaborate with them to strategize, develop and implement a solution.
- Serve as a member of your school's Local School Council or attend your LSC meetings. Take a leadership role in facilitating meetings with stakeholder groups to consider issues and problems proactively; put strategies in place which involve all stakeholders in problem-solving.
- Identify a difficult stakeholder. What issues, concerns and motivations does that stakeholder have? Collaborate with a mentor or colleague on how you can more effectively engage and communicate with that stakeholder.

Engaging Students

- Facilitate the development of student leadership through new and established organizational structures (e.g., student council, academic and athletic teams, and clubs)
- Lead or collaborate with a team of students, parents, and students in enhancing your school's website or another communication vehicle.
- Do a survey of parents and/or students to find out what improvements they would like to see in the school. Then, engage a group of parents and/or students to form an advisory committee to prioritize the feedback and help implement some of the improvements identified.

Engaging Parents

- Create or lead a team in implementing a parent program that develops parents' understanding of how to support their children's academic and/or social development. Hold a parent orientation night to acquaint parents with school vision, mission, policies and how the school will collaborate with them to meet their child's needs.
- Establish a weekly or monthly schedule for positive communications to parents about each of their students.
- Lead grade level teams in developing and distributing a curriculum booklet for parents which indicates the scope and sequence of quarterly goals. Create, lead or collaborate with a team in planning and implementing a Family Literacy, Math or Science Night to promote family involvement in student learning.

Engaging Community

- Create or lead a team in the development of a community outreach program which provides information to the community about the school and gives community members an opportunity to get involved with and support the instructional program. Open the school to the community and use the school as a center of the community.
- Develop and sustain an ongoing partnership between an external community organization and the school for the purpose of focusing and using resources to support school improvement goals. Hold classes for parents after school and in the evening (eg. GED, technology, job training, etc.). Partner with a community college to offer classes for parents and community members.
- Hold a community resource day for parents and students in which resources present on topics of interest and provide information on services. Identify and develop a community partnership to create jobs and internship opportunities for students.

Engaging Teachers

- Create or lead a team which develops and implements strategies and structures to welcome, include and orient teachers and staff new to the school.
- Take a leadership role in collaborating with others to resolve an issue that impacts your entire team, department, grade level, content area or other group. Work with the group to identify the root cause of the issue, brainstorm possible solutions, develop an action plan and implement a solution. Afterwards, reflect on why leveraging the team may have been more effective than if you had resolved the issue yourself?
- Identify, create and implement at least 1-2 new opportunities for teachers to provide peer support and collaboration.

CPS Principal Competency: Balance Management

Success Factor: Operational Excellence

Create a safe, student-centered environment; direct the appropriate use of financial, physical, and human resources towards the achievement of school objectives; manage budget and prioritize to ensure instructional, operational and fiscal goals are met; use data to identify areas of improvement and set performance improvement targets.

Behavioral Examples

- Develop and maintain policies, tools, structures and processes that support student learning and the needs of the whole student
- Ensure that the school environment and physical plant is safe, clean and conducive to learning
- Direct resources to those areas where they will most effectively contribute to achievement of the school's vision and goals
- Identify inefficient practices and leverage opportunities to use resources more effectively
- Budget effectively to ensure that the school makes the best use of available financial resources
- Ensure that the range, quality and use of all available resources is monitored to improve learning outcomes for all students



Suggested Readings

- Lovely, S. Setting Leadership Priorities – What's Necessary, What's Nice, What's Got to Go, Corwin Press, 2005.
- Mutter, D., Parker, P. School Money Matters- A Handbook for Principals, ASCD, 2004.
- Sorenson, R. School Site Budgeting, University Press of America, 2004.
- Green, Tina, Your First Year As Principal: Everything You Need to Know That They Don't Teach in School, Atlantic Publishing Group, 2009.



Experiences and Projects

- Manage a major school, after-school or summer school program including managing staff, budget, resources and scheduling.
- Volunteer to lead a school-wide committee or program including identifying team members, managing resources and managing day-to-day tasks and activities.
- Create a process map of existing school processes and structures. Identify areas of redundancy or where processes can be improved or streamlined to improve outcomes. Lead an effort to improve existing processes to prioritize and ensure classrooms have the necessary supplies, equipment, and materials. Lead team members in developing and implementing a new process, system, tool, or structure that improves school operations.
- Lead an effort to improve the school website in order to more effectively communicate school events, policies and provide essential information to parents.

- Coordinate the development of a safety plan for front-to-back security, which includes safe passage everywhere, student ownership, and broad based-community support/ownership. Help lead and implement a plan to provide more staff visibility before and after school to help ensure safety and engage parents. Develop a relationship with your local police department to collaborate on student safety issues.
- Create, lead or facilitate a team which looks at school policies to identify areas of improvement and aligns policies with school goals and priorities. Identify at least one area of improvement. Identify all impacted stakeholders, develop a plan of action, and implement the improvement. Measure and report on the outcomes.
- Create or lead a team that conducts a budget and/or facilities analysis on equitable distribution of resources, aligning resources to school improvement and instructional priorities.
- Create or lead a team which analyzes school attendance data to identify potential issues and root cause and develop and implement solutions.
- Lead and facilitate meetings to analyze and discuss disaggregated achievement data to identify specific areas for improvement. Coordinate a team in the development of structures and supports to organize and analyze classroom assessment data, report results and plan strategic improvements.

Success Factor: Planning and Organizing

Develop and maintain systems, processes and procedures to support school vision, climate and instruction; collaborate with staff to establish clear direction and effectively delegate responsibility for tasks and decisions; monitor school data, processes, progress and results; organize people, programs and activities to maximize available resources; get things done through others.

Behavioral Examples

- Spend time on critical issues and delegate routine tasks
- Set short- and long-term goals and plans for use of staff, equipment, and other resources in order to achieve desired outcomes
- Review progress regularly against plans and take action when required to ensure key objectives are met
- Increase efficiencies by eliminating unnecessary activities and tasks and focusing resources on activities that add value to the school
- Sets priorities for staff members, assess workload and resources, and delegate work appropriately
- Provide focus and direction to team members, especially in ambiguous or changing situations
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and distributed leadership



Suggested Readings

- Bossidy, L. Charan. R., Execution - The Discipline of Getting Things Done, Crown Business, 2002.
- Newman, J. Simon, R. , Making Time to Lead: How Principals Can Stay on Top of It All, Corwin Press, 2003.



Reflections

- Think about a recent project or initiative you led. What went well? What didn't go well? How could you have better organized and leveraged the team to ensure success? Did my team understand clearly our objectives? How did I involve them in planning?
- Think about past projects or initiatives you lead. How did you delegate tasks and activities to others? Did you tend to take on too much and find yourself scrambling or putting in lots of hours to get things done? Or did you tend to delegate virtually every task and activity but may have overloaded team members or been disappointed in the results? What feedback have you received about how you've delegated in the past? Think about how you can find the right balance and what you might do differently next time.

- The most effective action plans are ones in which everyone feels ownership. How have you involved your team in developing action plans? Do you typically direct them or do you actively empower and engage them in drafting objectives, developing the plan and delegating tasks and activities? How have you engaged a team you've lead in dividing tasks and activities according to team strengths and needs?



Experiences and Projects

- When planning and implementing a new initiative, develop a project plan which identifies all team tasks and activities, task owners, due dates and which tracks project status. Collaborate with the team to finalize and agree on the project plan and monitor regularly.
- Engage a team you are leading in a discussion of how work is delegated. Ask the team to identify inefficiencies and how the team can improve. Gather their feedback on how you assigned tasks and activities, facilitated the work of the team, helped them accomplish their objectives and held them accountable. Based on their feedback and outcomes, what would you do differently next time to help team members be more effective?
- Identify additional systems, structures or tools which will assist team members in working more collaboratively in achieving the school or department's goals and priorities. Help lead or facilitate development of resources and tools that organize the work of the school (e.g. flow charts, organizational charts, timelines etc.). While developing the resources and tools, look for inefficiencies and help analyze how the work could be done more effectively.
- Identify an issue related to school culture or climate. Assemble a team which surveys stakeholders, organizes and analyzes the data, reports results, and then develops and implements an action plan. Identify a new after-school program or club that aligns with school goals and priorities or helps improve student achievement. Identify team members to engage and assist in planning for the program, a marketing plan for students and parents, who will staff or volunteer for the program or club and help implement. Monitor the new program or club through attendance data, student feedback, student achievement data and/or other measures to help measure effectiveness.
- Identify at least 1-2 clearly defined improvements to a process or program that align with your long term goals and objectives and can be implemented in the next 3-6 months. Collaborate with other team members in implementing the improvement and document your results and outcomes.
- Lead a committee which plans and executes a school-wide event or activity. This includes identifying stakeholders, identifying additional sources of funding or resources, delegating tasks and activities, drafting communications and monitoring progress.
- Plan and implement an activity for teachers that supports development of school vision, climate or instruction. Identify the purpose of the activity, which team members should be involved in planning the activity, how the activity aligns with vision, climate or goals and a detailed action plan.
- Think about a program or process you manage. Develop and execute a plan to improve monitoring of outcomes or results more frequently using data. Use your monitoring plan and data analysis to identify areas where additional development is needed, for mid-course corrections or continuous improvement.
- Volunteer to lead a committee which plans a special event at the school including engaging students, teachers, parents and community members. Identify what role each committee member can play and collaborate with the committee to effectively plan and execute the event.

Additional Development Resources

- Apply to the *Pathways to Leadership* program offered through CPS. *Pathways* is a rigorous, selective leadership development program focused on core district strategies and leadership skills necessary for school success. The program is available to CPS Assistant Principals and teacher leaders. (Program brochure and application are available at www.oppdcps.com)
- Apply to a principal preparation program such as New Leaders for New Schools (www.nlms.org), the University of Illinois at Chicago Urban Education Leadership Program (www.education.uic.edu) or the Teach for America/Harvard principal prep program for TFA alumni (www.teachforamerica.org).

New Leaders for New Schools provides principal interns with an intensive training program and ongoing support at no cost, including a paid one year internship in a CPS School, guidance through the CPS Principal Eligibility Process, and a Masters in Administration and Supervision and Type 75. Upon completion, New Leaders principals receive ongoing coaching, mentoring, and school support during the first 4 years as administrators.

UIC's The Ed.D. in Urban Education Leadership was designed to develop principals and administrative educational leaders capable of transforming low-performing urban schools, systems, and entire districts. The program includes at least three years of site-based coaching by former principals who have transformed urban schools and three years of field assessment aimed at producing candidates with proven ability as school change agents.

Alumni of Teach for America are eligible to apply to the *TFA-CPS-Harvard School of Education Principal Preparation Program*. This program involves a 1-year Master's Degree from the Harvard Graduate School of Education in the area of School Leadership, and concludes with a 1-year coached Residency in the CPS school.

- Join an Eligibility cohort. Cohorts are offered by internal and external partners for constituents and alumni. Cohort partners include Area offices, New Teacher Center, Teach for America, the Assistant Principals Association, CLASS Leadership Development, DePaul University, National Louis University, the University of Illinois-Chicago and New Leaders for New Schools. To find out more information about existing cohorts, please contact your organization or university or call the Office of Principal of Preparation and Development at (773) 553-1515. For guidance on forming a potential cohort, please contact OPPD at (773) 553-1515,
- CLASS Leadership Development (221 N LaSalle, Suite 1550) offers 360 assessments and customized coaching/mentoring. Contact, Mia Maynard at (312) 263-7767 x124 or via email at mhmaynard@class.cps.k12.il.us for more information.
- Investigate additional professional development available through approved Illinois Administrator's Academies (<https://sec1.isbe.net/ecs/aspapps/laamsSearch.asp>),