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The Instructional Leadership Change Projects are fully funded by the United States Department of Education School Leadership Program through a competitive federal grant awarded to the Chicago Public Schools Office of Principal Preparation and Development in October, 2005.



Dear Participant:

There couldn't be a more exciting time to be affiliated with the Office of Principal Preparation and Development in the Chicago Public Schools and the work of nurturing school leaders. A generation of principals, whose service to the Chicago Public Schools is well known, is expected to retire spring 2007. Our school house doors will re-open with new faces, new ideas, and new energy for the continuous improvement of our schools. Interns in our three CPS approved Principal Preparation programs have been working with their mentor principals and a team of teacher leaders in their host sites to examine a school issue, study relevant data, research, and best practice literature, chart a course for improvement and execute a plan to attain their improvement goals. The ***Instructional Leadership Change Project Exhibition*** provides a forum for these interns to share the results of their efforts and to model within our community of practice how they have become "public learners." In our city's schools, like never before, we will need principals committed to learning for life.

We hope that you will take the time to examine the projects represented in the exhibition and to engage the interns in conversation about how they identified the challenge that they would devote a year of their life's work to resolving.

As an educator who has had the privilege of being an elementary and high school principal in Chicago, I understand well the challenges faced by urban school leaders. I also know that learning opportunities such as those embedded in the Instructional Leadership Change Project simulate the work of an instructional leader and expose interns to the range of decisions made by principals in the day to day execution of their job responsibilities. We celebrate the growth of these aspiring school leaders and thank you for your interest in the leadership development of CPS Principals.

Sincerely,

A handwritten signature in black ink that reads "Gail D. Ward".

Gail Ward

Chief Officer

Office of Principal Preparation and Development

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The Instructional Leadership Change Project

Dimensions of Quality

- (1) Data Analysis of student and teacher performance
- (2) Identification of an instructional priority
- (3) Shared study of a relevant instructional topic
- (4) The design and implementation of a plan to address identified and prioritized needs
- (5) Implementation monitoring and impact through observations and data collection
- (6) Assessment of student work samples and products
- (7) Reflection on professional practice
- (8) Refinement of the improvement cycle in response to data
- (9) Sustainability
- (10) Replicability
- (11) Probability of Long Term Favorable Impact Upon Student Achievement and
- (12) Experience in resource management to support teacher development and improved student achievement.

LAUNCH

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ORGANIZATIONAL BACKGROUND

LAUNCH is a professional development program created to accelerate, intensify and deepen the knowledge, skills, and experiences of aspiring principal candidates. LAUNCH is a collaboration between the Chicago Public School system, the Chicago Principals and Administrators Association, and Northwestern University. The program's strengths lie in the unique blend of business management and educational best practice training provided by the highly ranked Kellogg School of Business Management and the Northwestern School of Education and Social Policy respectively.

Founded in 1998, LAUNCH was made possible by grants from several funding partners including the John D. and Catherine T. MacArthur Foundation and is sustained by the continuing contributions from Chicago Public Schools, Northwestern University, and the Chicago Public Education Fund.

LAUNCH has been recognized by the U.S. Department of Education Office of Innovation and Improvement as an "innovative pathway to school leadership".

MISSION AND GOALS

The mission of LAUNCH is to identify, train and support principals for the Chicago Public School system. LAUNCH's goal is to produce a reservoir of highly trained leaders who will serve as catalysts for school improvement. To date, 100 LAUNCH Fellows have served as CPS principals since completing the program.

PARTICIPANTS

LAUNCH Fellows represent a diverse group of educators with a broad spectrum of experiences. To date, LAUNCH has recruited, identified, trained and supported 209 Chicago Public Schools employees with state school administrator certification who aspire to leadership positions within the Chicago Public Schools. Program impact can be measured by the number of LAUNCH Fellows who have served in key leadership roles in CPS. This includes:

- 100 Principals
- 62 Assistant Principals
- 40 Central and Area Office Administrators
- 22 Current Fellows (Interns)
- 7 Teacher Leaders

New Leaders for New Schools

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New Leaders for New Schools promotes high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools. It is a national non-profit organization, founded on [five core beliefs](#), that selects and trains passionate and results-focused individuals, from within education, as well as former educators, to become urban public school principals. It is also a movement to transform urban schools nationally and locally with cohorts in Baltimore, California's Bay Area, Chicago, Memphis, New York City, and Washington, D.C.

It is clear that great schools are led by great principals. The [New Leaders for New Schools' program](#) is designed to effectively prepare and support individuals who have an unyielding belief in the potential of all children to achieve academically, a record of success in leading adults, and demonstrated instructional knowledge (with a minimum of two years of teaching experience in a K-12 setting).

MISSION

Promoting high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools.

CORE BELIEFS

1. Every child can achieve the highest levels of academic excellence. At New Leaders for New Schools, we mean every child in every circumstance.
2. Adults are responsible for ensuring that all children excel academically. We as adults can and must do more to unlock the potential of each and every student.
3. Delivering high quality public education to all children is critical to a just society that affords every child the full range of opportunities in life.
4. Great schools are led by great principals. These principals coach and inspire teachers to reach and teach every child and collaborate with their parents, families, and communities to make schools work.

5. With access to outstanding public schools, all children will develop the competence, critical thinking, social and civil skills to reach their highest potential in the classroom and in life.

The Ed.D. in Urban Education Leadership at UIC

Peter Martinez, Director, College of Education, University of Illinois, Chicago

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<http://www.uic.edu/educ/college/admissions/2ndlevel/EDDIntro.htm>

The College of Education at the University of Illinois offers a doctoral program in Urban Education Leadership for talented teachers and school leaders who aspire to transform low-performing urban schools into effective learning environments for students and teachers. Jointly led by the Policy Studies Area and the UIC Center for School Leadership, this three-year cohort program prepares system and school leaders who are committed to a sustained immersion in the theory and practice of addressing the challenges of urban education. Performance outcomes, designed in collaboration with transformative principals from Chicago Public Schools, are achieved through an integration of doctoral coursework and three years of supervised practicum experiences. Candidates assume school or system leadership roles early in the program and then receive coaching and mentoring support until the degree is completed.

DISTINCTIVE FEATURES OF THE ED.D. PROGRAM

- ***Commitment to the simultaneous transformation of K-12 schools and higher education.***

To produce school leaders who have the knowledge, hands-on-experience and drive to transform failing urban schools into high-achieving learning communities, higher education must change how it conducts the business of leadership preparation. The university program integrates both kinds of change. The program is committed, not only to individual candidates, but to school systems as the clients, with a consequent focus on identifying and meeting the leadership needs of low-performing schools and school systems in Chicago and the surrounding metropolitan area.

- ***A highly selective admissions process.***

UIC selects a diverse cohort from candidates who already hold a master's degree, who have demonstrated records of outstanding classroom instruction as well as

instructional leadership as teachers or administrators, and who are clearly committed to transforming schools where the leadership need is most evident.

- ***A three-strand doctoral program structure.***

The program allows students to choose among concentrations leading to the Illinois Type 75 General Administrative Certification (preparation for the school principalship), the Illinois Superintendent Endorsement, or, for those already holding the Type 75, advanced leadership development tailored to school building or system level positions.

- ***Academically rigorous program.***

This advanced degree program integrates change-oriented academic and professional development with fieldwork in such areas as: development of critical and analytic thinking and writing skills, uses of data for strategic planning and instructional leadership, development of technology-rich urban school environments, and analysis of exemplary, in-depth cases of urban school transformation.

- ***Coursework co-designed and co-taught by UIC academic faculty and by principals and system-level instructional officers who have themselves transformed urban schools.***

In addition to working directly with transformative school leaders, school districts, unions, and exemplary urban schools, students study with nationally-recognized UIC faculty specialists in literacy and mathematics instruction, technology, special education, bi-lingual education, race and ethnicity, educational assessment, business management, and other areas.

- ***Three years of site-based coaching and mentoring aimed at producing candidates who have proven their ability as change agents in schools.***

Coaching is provided by former high performing principals in addition to mentoring by principals who are successfully confronting the challenges unique to urban environments. From day one of the first semester, candidates assume roles as change agents who lead collaborative school improvement initiatives. The coaching therefore supports actual school improvement projects aligned with candidates' school's School Improvement Plan for Accelerating Academic Achievement (SIPAAA). Candidates who become principals after their first year in the program are coached on a weekly basis for the next two years to help them reach transformational goals in their new schools. Candidates who enter the program as principals receive similar support for all three years.

- ***Regular assessment of candidate performance throughout the three-year program.***

Candidates are assessed each semester by a team composed of university faculty, clinical faculty, and practicum coaches; assessments are used for developmental purposes as well as program continuation decisions.

- ***Thesis research that focuses on genuine problems of leadership practice.***

Candidates conduct research at the school or system level that employs methods of inquiry authentic to the inquiry, data-collection and analysis, and decision-making tasks of school leaders.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name - ***Charles Asiyambi*** Preparation Program -***LAUNCH***
 School- ***Warren*** Mentor Principal - ***Dr. Andrew Tinich***
 Area - ***17*** Area Instruction Officer- ***Delina Little***

Project Title - Raising the Roof on Literacy

Description of Instructional Priority – What issue was addressed?

The instructional priority of “*Raising the Roof on Literacy Achievement*” is to increase reading/literacy achievement of students in grades four and five, with special emphasis on Mid-Tier students. The data sources which were reviewed were: ITBS scores of 2003/2004 and 2004/2005; ISAT scores 2004/2005; preliminary ISAT scores 2005/2006; Learning First assessment scores 2005/2006; Learning First assessment scores 2006/2007. It was observed that during 2004/2005 Warren’s third grade class had a significant number of students reading at or above grade level (65%). Two years later, the students reading at or above grade level dropped from 65 percent of students reading at or above grade level to 46 percent of students reading at or above grade level. In viewing almost every assessment it was clear that Warren’s current fifth grade student’s reading scores dropped every year. The trend was similar for our fourth graders whose scores also dipped while they completed assessments during the 2005/2006 school year.

The issue “*Raising the Roof on Literacy Achievement*” addresses is improving literacy achievement of the 2006/2007 fourth and fifth grade students. The project focuses on improving students’ reading comprehension skills by extending the school day twice a week for one hour for mid-tier students. During the extended day, teachers will instruct mid-tier students on using different instructional strategies to improve their fluency, comprehension, writing, and vocabulary skills. The project’s technology component, Accelerate Reader, addresses the issue of getting students to read books outside of the regular school day. The students read a book and take a quick ten question quiz provided by Accelerated Reader. The quiz provides an essential practice component of our core reading curriculum. In addition to showing student how fun it is to read, Accelerated Reader gives continuous feedback so students can monitor their progress. It also personalizes instruction for every student so they can achieve success.

What was your theory of change? What did you do?

My theory of change was if we get students to read outside the regular school day, reading scores would rise. Using Accelerated reader and adding an instructional component (Extended Day Teaching) would help improve student achievement in reading. Mid-Tier students attended Extended Day Teaching for one hour twice a week during the morning. During extended Day teaching students would review teaching strategies to improve their reading skills. The students would be encouraged to read books more and take Accelerated quizzes. The Accelerated Reader component became a contest. Students kept track of the points and books they read in an effort to beat other students.

What was the student learning result?

ISAT scores will not be published until June. However, the Learning First data clearly shows that student's achievement in reading has steadily risen. Student's comprehension skills and ability to retell stories has steadily improved. Students are now able to use clues/strategies to define words in context. The student's ability to read fluently has increased from day to day as they practice reading in groups and individually. More students read outside the regular school day. It is not uncommon to see students taking books with them to washroom breaks or lunch. Students are now reading books near or above their own reading level. Unfortunately, the gains on the learning first data have not met the goals set for the year, but I am hopeful that ISAT 2007 scores will see significant improvement. Students still struggle with higher order thinking questions and understanding implied themes of stories.

How did this experience better prepare you for a CPS Principalship?

This experience better prepared me for the Principalship because I was given the opportunity to use many of the skills and theories I have learned during my LAUNCH experience. I was saddled with the task of constructing a project which would improve student achievement with the feeling that it was all on me (No Safety net). After constructing the project on paper and in my head, I had to get the teachers to commit/buy into the idea even when their hearts were in doing something totally different. I had to monitor the budget and make sure the budgeted amount of money was spent on the appropriate items. I continued to juggle the extended day program with the other programs we had throughout the school year (Basketball, Art, All-Stars, and Spanish). This was very tough because we had many programs this year which interfered with students attending the extended day. Finally, I was able to work on the skill of follow-up and monitoring. Things didn't always go right and several times, I had to make sure things got done by checking on it more than once.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Rusty Burnette*** Preparation Program ***New Leaders for New Schools***
 School ***Ravenswood School*** Mentor Principal ***Erin Roche***
 Area ***AMPS*** AMPS Officer ***Melissa Megliola-Zaikos***

***Change Project Title –
Improving Reading Comprehension through Social Studies in Grade 5***

Description of Instructional Priority – What issue was addressed?

Based on analysis of our supplemental interim assessments (CARS-Comprehensive Assessment of Reading Strategies) from the 2005-2006 school year, our 5th graders need comprehension skills strengthened. Our priority focused on building these skills with additional instructional time outside the 120 minute reading block. We embarked on teaching reading skills and reading to learn in social studies.

What was your theory of change? What did you do?

My theory of change is teacher empowerment and coaching through providing teachers with direct leadership in analyzing interim assessments, supplying them with rich materials, and facilitating a balanced literacy approach in content instruction. I lead teachers in weekly grade level team meetings to discuss their progress and best practices. I observe instruction and give feedback to teachers aimed at improved comprehension for students. Students are engaged in specific comprehension strategy mini-lessons, centers, guided reading, and writing to learn activities. All the learning approaches teachers are currently using in their reading block now also appear during social studies time. Teachers have evolved to know they are teaching literacy all day, everyday, even in content areas. To supplement our existing text, each child has been engaged with the following materials: "Everything You Need to know About American History" (Scholastic), Our Country's History Atlas (Nystrom), U. S. History Trade Book Collection (Booksource).

What was the student learning result?

Our data analysis of CARS shows students are strong in sequencing, fact & opinion, cause & effect, and comparing/contrasting as comprehension strategies. Results indicate a need to continue emphasizing main idea identification, making predictions, context clues, inferences, author's purpose, using figurative language, and summarizing.

How did this experience better prepare you for a CPS Principalship?

It has been beneficial to use this project to grow as a leader through my coaching and facilitation of grade level meetings and professional development time devoted to data analysis and instructional planning.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Bogdana Chkoumbova*** Preparation Program ***LAUNCH***
 School ***Walt Disney Magnet School*** Mentor Principal ***Dr. Kathleen Hagstrom***
 Area ***2*** Area Instruction Officer ***Ms. Deborah Esparza***

Change Project Title Developing and Facilitating Professional Learning Team

Description of Instructional Priority – What issue was addressed?

Creating on-the-job opportunity for professional development that supported the teachers in the transition to a self-contained instructional model and achieving the goal of improved student performance on the extended responses in reading and math. The third grade teachers learned from each other in ongoing, job embedded activities: discussion groups, research, data analysis, peer observations and reviews, just to name a few. They engaged in sustained, onsite professional development that built capacity and collegiality, improved teaching quality, and had a clear focus on student achievement. This project had two main targets: First, increased knowledge, confidence, skills, and instructional strategies of the third grade team, as measured by the Professional Learning Team survey, adopted from the Facilitator’s guide to Professional Learning Teams. Second, the third grade students improved their extended responses in reading and math on the benchmark assessment in 2nd Quarter as a result of improvement in the instructional methodology based on teacher’s participation in the Professional Learning Team. **60% of the third grade students showed improvement in scores on the extended responses in reading and math in the second administration of the Learning First benchmark assessment, administered during the 2nd Quarter.** This result exceeded the goal of 50%. The increase was measured by comparing the scores from the first administration of the assessment in September and the second administration. The 2nd assessment is considered as a benchmark, for final evaluation of the outcome of the project will be used the assessment in May. **90% of the third grade teachers will report increased knowledge of instructional strategies, improvement in skills, and confidence on the Professional Learning Team survey at the conclusion of the project.** This process is monitored by monthly reflections during the team meetings. So far, all team members shared experiences that lead to the conclusion that this goal will be achieved as well.

What was your theory of change? What did you do?

Going back to reflect on my leadership in developing and facilitating the Professional Learning Team, I am rediscovering the profound effect of my personal beliefs and motivations on my leadership. These beliefs can be expressed in three ideas. The leader should believe that people are motivated to work for the good of the organization. A leader should bring people together in to determine the direction of the change and the goals. And lastly, the leader must help the people go through the process of transition and provide support before, during, and after the change. I facilitated team meetings and discussions, lead the process of developing a team’s vision and goals, ensured that everyone’s voice is heard and opinion respected, encouraged research, provided time

and materials, offered my input, monitored the process, modeled data analysis, made adjustments of schedules as needed, assisted the team in evaluating the outcomes. Also, I guided the team in the process of creating team portfolio that will be a valuable resource in the future.

What was the student learning result?

The project had positive effect on student's learning due to improved instruction, which was a result of relevant and effective professional development. The other impact was on the school's climate and culture. The team set up an example of effective collaboration model for the entire faculty. The participation in the learning team increase teacher's knowledge, effectiveness, and motivation and had a positive effect on instruction and class climate.

How did this experience better prepare you for a CPS Principalship?

This project was an opportunity to engage and develop faculty. By facilitating the professional learning team I led the establishment of community of learners and provided professional development to build internal capacity and capability. The Professional Learning Team helped the teachers increase there competence, which improved instruction, resulting in better student achievement. The ability to use data to improve instruction was one of the skills that I further developed with the implementation of the project, along with the reinforcement of my understanding of standard based instruction. Furthermore I shared my knowledge of learning theories and instructional strategies with the team and learned from the participating teachers. Successful facilitation and motivation of change requires that the leader helps the people in the transition process. One of my goals for leadership development was to support the third grade team in the transition to a self contained model. I also improved my ability to influence teachers. The design and monitoring of the budget was a practical balance management experience and increased my competency in this area. Finally, by developing and facilitating the Professional Learning Team I shared through voice and action my vision and goal to create a school community of learners and leaders.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Valesta Cobbs***
School ***John Fiske***
Area ***15***

Preparation Program ***LAUNCH***
Mentor Principal ***Dr. William Meuer***
Area Instruction Officer ***Katherine Volk***

***Change Project Title “Bridging the Gap”
Between 6th – 8th Grade Classroom Instruction and Student Academic
Achievement***

Description of Instructional Priority – What issue was addressed?

The instructional priority was to improve reading and mathematics teaching and learning in 6th – 8th grades. The issues addressed were Priorities 1 and 2 of the Fiske 2006 – 2008 School Improvement Plan for Advancing Academic Achievement (SIPAAA). Priority 1 is to meet school performance targets in literacy. Priority 2 is to meet school performance targets in mathematics.

What was your theory of change? What did you do?

My theory of change was to develop and implement a shared vision of literacy and mathematics improvement, support teachers through coaching and professional development, and establish norms and non-negotiables for our work together. The principal, teachers and I reviewed and discussed the school improvement literacy and mathematics goals, shared with school stakeholders (parents, students, and Local School Council members) data pertaining student achievement, and created a sense of urgency to improve teaching and learning. Next, the 6th through 8th grade reading and mathematics teachers, the two lead literacy teachers, the principal, and I examined, analyzed, and interpreted the 6th – 8th grade October Learning First data and Illinois Standards Achievement Test (ISAT) preliminary data. We identified trends and areas of improvement, set student achievement targets and benchmarks, and developed a formal schedule of meeting dates and times. Afterward, the principal and I conducted formal and informal classroom observations, which included “reading classrooms” and observing teaching practices. We debriefed with teachers within 24 to 48 hours after the observations and discussed concerns and next action step. The principal and I also provided teachers with written feedback in the form of praise and a push, with “quick wins” for determining their next steps.

Over the course of the project, the teachers engaged in four professional development workshops, participated in an internal walk through, and visited their colleagues’ classrooms at least twice. They gauged student progress using Study Island reading and mathematics data collected biweekly and other forms of informal assessment, analyzed student work samples, shared strategies and teaching practices, and discussed instructional pacing. The teachers regrouped students in the appropriate instructional reading and mathematics groups and identified students who needed additional reading and mathematics instructional support. They also taught struggling learners and students who almost reached the instructional targets for three hours on four separate Saturdays.

What was the student learning result?

The 6th – 8th grade students are making satisfactory reading and mathematics progress. I anticipate that 70% of the students will meet or exceed standards on the Spring 2007 Learning First Assessment that will be administered in May which is the agreed upon achievement target for this project.

How did this experience better prepare you for a CPS Principalship?

This experience has enabled me to develop my skills, talents, and abilities as a change agent. When I become a principal, I will institute the combination of three concepts that constitute the foundation for school improvement and exceptional student academic achievement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data. In addition, I will build a unified and purposeful school culture that establishes realistic and attainable goals, promotes and celebrates student success and academic achievement, reinforces and recognizes improvement efforts, and confirms and affirms teachers and school stakeholders and their role in educating children.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Andre Cowling***
School ***Burley Elementary***
Area ***6***

Preparation Program ***NLNS***
Mentor Principal ***Barbara A. Kent***
Area Instruction Officer ***James Cosme***

Change Project Title: Parents as Readers

Description of Instructional Priority – What issue was addressed?

Parents as Readers is an educational initiative modeled after Teachers as Readers which already exist in the school. Parents as Readers allows parents to gather monthly to discuss several books often read in the classroom. The purpose is to extend the learnings outside the classroom and into the home.

What was your theory of change? What did you do?

My theory of change mostly centered on parent's ability to improve our initiative of increasing the number of children who were passionate about reading. Other than teachers parents are the next set of individuals who have large portions of time with children in the school. The major issue we tried to address this year was to create an environment where parents who ordinarily would not attend a place to read and experience instructional strategies in the classroom. I marketed the program, found the facilitator and set up mutually acceptable dates to read the books. The parents also solicited parents to start slowly taking on my responsibilities as to ensure capacity upon my departure

What was the student learning result?

Teachers are commenting that they are witnessing a new energy in their students. They are reading together as a family. Children are being exposed to more text daily. However, the greatest benefit for the child is for them to see that their parents are reading too

How did this experience better prepare you for a CPS Principalship?

This is an experience that can be established in any school. The children benefit so much. This is also a way to increase parent participation in the educational process of their children

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Trisha Curran*** Preparation Program ***UIC EdD***
 School ***Gray Elementary*** Mentor Principal ***Sandra Carlson***
 Area ***1*** Area Instruction Officer ***Joe Kallas***

Change Project Title - New Teacher's Teaching and Learning Group

Description of Instructional Priority – What issue was addressed?

Teaching and learning was addressed. The project addressed a noted gap in the new teacher mentoring program. Teachers focus on both standards based instruction and student outcomes.

What was your theory of change? What did you do?

Twice per month new classroom teachers come together to dialogue about planning and implementation of standards based lessons. One teacher per meeting brings a lesson to share with the group. That teacher informs the group of the task; the section of the unit in which the assignment falls; and any other pertinent information. The group then decides the skills required to meet the task. After there is consensus the group correlates the task to at least two standards (1 content standard and 1 writing standard). After the standards have been chosen the group creates a rubric to diagnose student work. The rubric is correlated to the state rubrics, with a 4 being exceeds, 3 meets, 2 does not meet, 1 academic warning. The teacher then presents the entire body of student work for that assignment. This is not a sample of the student's best work, but the work of every student in the class.

Teachers then score student work according to the teacher created rubric. Consensus must be reached on scoring. After work is scored, teachers discuss gaps they see in the assignment, i.e. directions could have been more clear, was a rubric included is re-teaching of the concept needed, etc. These suggestions help to improve teaching practices in the room. The examination of actual student work is a powerful tool for pushing teachers to reflect on their practice. It is often said that teachers may teach, but that does not mean that students learn. As the teachers were learning these new skills completed lessons were brought to the group. As the group became more immersed in the standards and student work, the group shifted its focus to include planning for better student learning.

What was the student learning result?

Lessons brought to the group have evidenced increased student outcomes. In seventh grade the focus on writing has improved writing samples that have been brought to the group. In the first grade native language class and the third grade bilingual class students have also made great strides in writing, as it has become a focus for both teachers. Work in the other content areas shows increased mastery as students are better able to express what they know through writing.

How did this experience better prepare you for a CPS Principalship?

While I facilitated the Ed Trust model in Peoria, I had never focused on a group of new teachers. I am also new to the Chicago system. This project gave me experience in starting a new professional learning community from implementation to sustainability. I look forward to helping the teachers plan for next year's induction of new teachers.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Mathew Ditto*** Preparation Program ***UIC Education Leadership***
 School ***Andrew Jackson Language Academy***
 Mentor Principal ***Dr. Mary Zeltmann***
 Area ***AMPS*** AMPS Officer ***Melissa Megliola-Zaikos***

Change Project Title: My Personal Best

Description of Instructional Priority – What issue was addressed?

At Jackson Language Academy engagement, motivation, and accountability are core to supporting the success of the learner. Motivated and involved students increase student achievement. Supportive adults who help students in setting objectives and providing feedback facilitate students developing consistent positive behaviors which contribute to their success. Andrew Jackson Language Academy wanted to enhance existing systems and structures which support student success. The goal of the “My Personal Best Process” was to help students develop consistent learning practices and provide a scaffold for students who needed extra support in developing these practices. The “My Personal Best” process focused on motivation, classroom productivity, academic achievement and homework completion.

What was your theory of change? What did you do?

The design of the intervention encompassed teachers, students and parents. Teachers shared strategies with parents for use with their children at home to ensure that homework was completed, ensure that their children were consistently productive in school and highlighted ways to motivate their children to do their best. This process was monitored and measured through bimonthly teacher meetings to discuss student progress and the identification of students who needed extra support. Letters were sent home to parents to notify them about issues students were having. Students who were identified met weekly to set-goals for their progress. Tutors were assigned to the students to coach students. Tutors and teaching staff utilized strategies that supported student motivation and academic productivity and homework completion. The strategies emphasized were drawn from the research outlined in the book ***Classroom Instruction that Works*** by Marzano, Pickering, and Pollock were utilized by teachers and also shared with parents during the implementation of the process.

What was the student learning result?

The outcomes of this process supported student-level factors through the training and support provided to parents through enhanced communication with the school and parents’ ability to support student achievement. Students received feedback weekly and developed self-awareness of how their attitude toward their learning process contributed to their productivity, rate of homework completion and overall success. The “My Personal Best Process” provided a scaffold for students who were identified as needing extra support.

How did this experience better prepare you for a CPS Principalship?

My leadership of this project allowed me to work closely with teachers, parents and students to develop and articulate a belief system which emphasized the importance of all students having success which in turn has better prepared me for a CPS Principalship. Throughout the process I was able to look closely at what professional development activities would challenge and expand the thinking of teachers connected to the distinction of students “doing work” versus “taking on a vested self-interest in their work”. I feel that when I become a principal I will design and follow my own leadership plan utilizing what I have learned from the implementation of the “My Personal Best Process” at Andrew Jackson Language Academy.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Reesheda N. Graham</i>	Preparation Program <i>New Leaders for New Schools</i>
School <i>Chicago Academy H.S.</i>	Mentor Principal <i>Brian Sims</i>
Area 25	Area Instruction Officer <i>Dr. Cynthia Barron</i>

Change Project Title: The Reflective Learner Project

Description of Instructional Priority – What issue was addressed?

Issue: An initial component of the school plan written three years ago, reflection is a part of the mission and vision of the school; however, over time, the portfolio component that would assist in quantifying the goal of reflection in every learner suffered inconsistency and lost its place in the school culture.

Instructional Priority: The Reflective Learner Project is intended to instill reflection through literacy mediums as an authentic part of the school culture by having students document experiences, both academic and non-academic in nature, and use a portfolio as a means of gathering artifacts that inspire analysis and reflection on their school/life journey.

What was your theory of change? What did you do?

Theory of Change:

To assess the best way to resurge this initiative, I reviewed both quantifiable data including actual reflective learning portfolios as they existed at the time, and anecdotal data through conversations with teachers about why the reflective learning portfolio had fizzled over time. The contents of the portfolios revealed that the initiative started out strong at the beginning of each year, and the anecdotal conversations revealed that teachers would become busy with grading, planning, and interim assessments and lose sight of the portfolio and intentional student reflections as the school year required more of them in other areas of instruction.

Action Plan:

I, in conjunction with the small learning community (SLC) mentors (teachers), generated new and exciting weekly assemblies, student professional development days, and SLC activities that would prompt discussion in the school community. Then we created a weekly plan for SLC that extended the thinking, debriefing, and reflective processes around those activities and made written reflections a component of the debriefing process. I created an SLC delegate forum for students to provide monthly feedback about the activities and reflections that were generated. The team considered student feedback, and when appropriate, made the necessary changes. Two English teachers piloted the reflective learning portfolio as an academic component of their class, having students file memorable work experiences, regardless of grades, and revisit them sporadically in a metacognitive reflective manner. They also included interim assessment results, as well as documentation of students analysis of their own test data. Finally, the art teacher and I revised the multimedia design curriculum to include video and pictorial coverage of school events that students could use as elements of their

reflective learning portfolios and consulting teams to propose new assembly concepts relevant to student interests.

What was the student learning result?

- 20% increase in student leadership
- 67% increase in how explicit teachers are in conversations with students regarding data
- 67% increase in students' ability to discuss their specific strengths and weaknesses regarding College Readiness Standards in English
- 30% more non-academic artifact retention in SLC reflective learning portfolios
- Improved Multimedia Course Curriculum with clear goals and objectives
- Enhanced, more engaging Assembly and SLC content
- New documentation of school legacy, culture, and spirit

How did this experience better prepare you for a CPS Principalship?

I am sensitive to the need for multiple layers of the school community's involvement and support with an initiative to ensure its success and longevity. I also recognize how readily an initiative that is deemed critical to student learning can suffer for the sake of the "more emergent" student learning if the school community loses focus of that initiative. Importantly, I recognize the need for gathering, analyzing and reflecting upon data consistently when making decisions that effect the entire school community, and only modifying initiatives in ways that are supported by that.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Chenita D. Hardy*** Preparation Program ***New Leaders for New Schools***
 School ***Dodge Renaissance Academy*** Mentor Principal ***Dr. Jarvis Sanford***
 Area 7 Area Instruction Officer ***Nancy Carter-Hill***

Change Project Title

STEP Assessment and Balanced Literacy in the Primary Grades

Description of Instructional Priority – What issue was addressed?

The instructional priority was to have the entire Pre-K through 2nd Grade Team to use the same assessment tool to drive future literacy instruction.

What was your theory of change? What did you do?

My theory of change was to have a uniform assessment tool that left very little subjectivity of a child's progress. The use of the University of Chicago STEP Assessment, teachers were able to identify each child's individual strengths and weaknesses. By doing so the teachers were able to develop guided reading groups that focused on specific literacy skills. Using this tool has allowed the teachers to drive instruction in a manner that provided students with greater success.

What was the student learning result?

The initial assessment identified that many of the K-2 students were functioning below grade level in literacy. After the students were properly grouped in guided reading groups, and the teachers had more concrete evidence of what the student's needs were. Students were strategically taught the literacy skills that they needed to come closer to reading on grade level.

How did this experience better prepare you for a CPS Principalship?

This experience better prepared me for a CPS Principalship by providing me with the opportunity to introduce a new curriculum that was new to the majority of the primary teaching staff. This experienced allowed me to motivate and lead educators into un-chartered territory with substantial success.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Zipporah Hightower</i>	Preparation Program <i>NLNS</i>
School <i>Metcalfe School</i>	Mentor Principal <i>Mrs. Michele Barton</i>
Area <i>18</i>	Area Instruction Officer <i>Mr. Thomas Avery</i>

Change Project Title 3rd Grade Literacy

Description of Instructional Priority – What issue was addressed?

What was your theory of change? What did you do?

The purpose of the 3rd grade literacy project is to increase the number of students that are proficient in the state standards at the end of the school year at Metcalfe School. This project has given high priority to vocabulary building and reading comprehension and the incorporation of technology. Students have engaged in technology lessons in the computer lab and the classroom. I facilitated the team's analysis of data on student progress that assisted in us addressing concerns and proficiencies. I coordinated opportunities for the teachers to collaborate on strategies and techniques to create effective vocabulary and reading comprehension centers, as well as, differentiated and small group lessons.

What was the student learning result?

The team reviewed the Fall Learning First Data. The trend indicated that the students were low in vocabulary and reading comprehension. The team decided this would be our focus for the school year. We compared the Fall and Winter Learning First Data. The scores indicated that there was growth in both vocabulary and reading comprehension. A growth of 4.3% in vocabulary development standard 1A and 7.4% in reading comprehension standard 1C occurred between the Fall and Winter Learning First assessments.

How did this experience better prepare you for a CPS Principalship?

Students benefited from the implementation due to the monies spent for extended day professional development, seminars, teachers attended, development of learning centers, and sharing of ideas and best practices. Teachers began implementing the differentiated instruction model. Lessons are being designed with the use of data. The teachers are collaborating and sharing strategies at a greater rate than in previous years. As the leader of the team, I have grown in identifying individual needs of teachers and differentiated professional development. This experience has overwhelmingly increased my ability to lead adults and manage budgets.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Kurt D. Jones***
School ***Earle Elementary School***
Area ***12***

Preparation Program ***LAUNCH***
Mentor Principal ***Adrian G. Willis***
Area Instruction Officer ***Analila Chico***

Change Project Title: Outdoor Garden/Classroom

Description of Instructional Priority – What issue was addressed?

The instructional priority that was addressed was science instruction in the primary grades. As a turn-around school, we felt that the support for reading that was in place was beyond adequate and that math support was evident for growth, yet science had been neglected for quite a while. Classrooms were not equipped with FOSS kits, students experiment supplies or sufficient teaching resources to offer a science knowledge base to the students. After lengthy conversation, it was decided by administration and staff to focus on science instruction that would include reading and math, through a hands-on, experimental based curriculum in science by creating and sustaining an outdoor garden/classroom to be used by the teachers, students, ancillary classes and the community.

What was your theory of change? What did you do?

My theory of change was grounded in the fact that culture sets the tone for and breeds success. As a turn-around school, one of the priorities was establishing a new, more productive; child-centered cultured that modeled success, opportunities and hope for students in an inner-city environment. First, to model collaboration and ownership, a committee of staff was organized to represent the larger community at Earle. After the committee was established, a vision was created by the committee of what we wanted to see for the students, the school and the community. After a vision was established by the committee, we used data and the SIPAAA to drive the details and create the vision. From there, the committee established the groundwork for a classroom garden that will service the students educationally, model to the school a place of hope and portrays to the community the belief in children that exists at Earle.

What was the student learning result?

The student learning result is two-fold. Educationally, the students will benefit from an outdoor classroom that will provide hands-on learning opportunities in science and math, while integrating reading and writing. Through journals, projects, experiments and teacher led demonstrations, students will be able to see the standards come to life in a rich environment. In terms of social-emotional growth, it's a place that will allow students to learn responsibility through maintenance of the garden, collaboration by working with other students on projects and experiments and promote creative student thinking through the collaboration with the art teacher to furnish the garden and also a sense of nature and its connection to development.

How did this experience better prepare you for a CPS Principalship?

This experience helped me to use data and analysis to develop a vision for the students and the community. From there it helped to develop collaboration skills in working with a team of teachers and staff to move forward a child-centered vision for academic and social growth. My ability to secure partnerships for the school was strengthened as the change project developed a financial partnership with an external source and a working relationship with another external partner to provide assistance with their expertise in gardening. Last, but not least, my ability to facilitate change and direct change was developed through this project that addressed academic change in science and social growth for all students and community!

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Safiya Karimah*** Preparation Program ***LAUNCH***
 School ***Theodore Herzl*** Mentor Principal ***Dr. Betty Green***
 Area ***8*** Area Instruction Officer ***Dr. Rollie Jones***

Change Project Title Integrating Technology in to the Mathematics Curriculum

Description of Instructional Priority – What issue was addressed?

Herzl's Priority Goal 2 was to improve mathematics instruction and test scores. Herzl school also indicated in their SIPAAA that they wanted to increase the use of technology in the curriculum. Therefore, these two goals were combined in this project. Additionally, an objective of the project was to develop a collaborative relationship between the computer teacher and an upper cycle team. The sixth grade team was identified for the project. There was no collaboration among the computer teacher and classroom teachers except for typing of special projects. This project attempts to involve the computer teacher in the planning of curriculum in general but specifically in mathematics instruction. The sixth grade team and I analyzed learning first data and identified measurement as an area in which students scored extremely low. I met with teachers to develop a unit on measurement that included technology.

What was your theory of change? What did you do?

My theory of change was that when teachers use data to drive instruction student achievement will increase and when teachers collaborate there is a positive effect on instruction. This was a data driven project. The sixth grade team and I analyzed Learning First Data to identify the strengths and weaknesses of the students in mathematics. Teachers completed a form I gave them that organized the student data by scores. Afterwards they identified two areas of concern based on the data. Once the teachers saw that the students had difficulties in both classes with measurement we identified measurement as the focal point of the project.

I also wanted to build a collaborative relationship between the computer teacher and the classroom teacher. I met with both the computer teacher and classroom on several occasions – before school, after school and at grade level meetings. We searched the internet for websites that had lessons or activities related to measurement. We identified two sites we wanted to work with. I held several individual meetings with the computer teacher to explain her role in working with the students and teachers. I established communication amongst the teachers and developed a team approach to increasing mathematics instruction.

The first website we used was United Streaming. The Unit was titled "By the Foot". There were three lessons in the unit on measurement. The computer teacher taught the first lesson. The students watched three videos with the computer teacher on the history of measurement. They used mapquest.com to identify the distance from their school to a mall, a town, and major city. The next lesson was taught by the classroom teachers. In the classroom, the teachers had the students measure their foot with a ruler and then calculate their personal inch. They then used their personal inch to

change the distances they found through mapquest.com into personal miles. In their computer class, they typed their data in a table format.

I asked the teachers to identify another lesson for which they could integrate technology. The other lesson was on measuring circles. In the lab the teachers identified the website brainpop.com. They decided that this would be a good activity to use with the students when they taught measuring circles. The classroom teachers taught measuring circles and the computer teacher had the students watch a video on Pi and circles. The student then took quizzes on measuring circles on brain pop.com.

I modeled and coached for the computer teacher and sixth grade classroom teachers because another goal I had was to increase hands-on learning for the students in mathematics. I modeled using a bottle of water to conduct measurement activities and reinforce understanding the concept of pi for the students in one sixth grade class.

We met with the other upper cycle teachers and shared our lesson and experiences. The unit was given to the 7th and 8th grade teachers for replication.

What was the student learning result?

The sixth grade students learned why we have standard units of measurement. The students learned to conduct an internet search and use mapquest.com to determine the distances from one place to another. The students learned to change inches into feet and then into miles. The students learned the history of measurement from watching the videos. The students compared data to draw a conclusion. The students used Microsoft Word to type their data in a format and write an extended response for the lesson.

The students learned the formula for measuring a circle and why pi is a standard unit of measure. The students were able to understand what a circumference and diameter was based on a hands-on experience. They also measured the water in both milliliters and ounces and therefore understood the difference between the two.

Overall, the students increased their knowledge of measurement which is one of the Illinois Learning Standards. Most of the sixth grade students did not correctly answer any measurement questions on the Learning First Assessment in September and December. I believe that when the students take the Learning First Assessment in May, their scores will increase because of their learning experiences which incorporated technology. The technology used was videos on measurement, finding distances using the internet, taking quizzes on the internet, using calculators to change distances from inches to miles and using a word processor to type their data and extended responses. The reinforcement through the use of technology provided engaged learning and hands-on activities that help students grasp and retain the information presented.

How did this experience better prepare you for a CPS Principalship?

This experience helped me understand how to develop teacher leadership. I worked with a sixth grade teacher to become the team leader for the sixth grade team. I also spent a lot of time coaching the computer teacher to take an active role in supporting classroom instruction through her classes. Reflecting on this experience I realize the difficulty as a leader in finding time to work with teachers and maintaining the follow-up meetings to ensure that results happen. There were several occasions when my schedule or interruptions precluded me from meeting with the teachers or teachers were absent and therefore we were unable to meet.

I realized immediately I had to develop a relationship with the team in order for the project to be successful. This took weeks. I communicated with the teachers on a regular basis even if I missed grade level meetings. I now have established a good working relationship with the team and have dialogue with them on teaching and learning. I also learned it is important to be a good listener and understand things from the teachers' perspective. Regular communication is important to building good relationships with teachers.

Starting the meetings using data is extremely important. The teachers could immediately see that students were not able to correctly answer the questions on measurement on the Learning First Assessment. We analyzed the Learning First Data twice. Each time, the area of measurement had the worst scores. The data helped drive our decisions about the project and the teachers could see the importance of focusing on this area. I let the teachers identify the students' strengths and weaknesses and the websites they wanted to use.

Additionally, I learned the importance of modeling and coaching. I went into the classrooms to observe and then conducted cognitive coaching sessions with the computer teacher and classroom teacher. Coming into the classroom and helping instruct students made the teachers feel supported. They therefore invited me into their classrooms often or asked if I could come and demonstrate the water bottle lesson. This made me realize the need for professional development in mathematics instruction. The teachers need more development in using manipulatives and in hands on learning. I was trying to get them to understand it is easier to teach math from the concrete to the abstract. I believe this objective was accomplished. I know this experience was beneficial in helping me understand the role of the principal in improving classroom instruction and collaboration.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Elizabeth Kastiel*** Preparation Program ***LAUNCH***
 School ***Tarkington School of Excellence*** Mentor Principal
 Area ***None*** Area Instruction Officer ***Office of New Schools***

Change Project Title Building Teacher Capacity through Peer Coaching

Description of Instructional Priority – What issues were addressed?

1. To reduce staff isolation in order to increase the collective learning among the staff and application of that learning to address students' needs.
2. To increase peer observations in order to build teacher capacity and capability.
3. To develop teacher leadership within the school through the process of dialogue and reflection around shared professional practice.
4. To increase student achievement in literacy by improving the quality of our balanced literacy program.

What was your theory of change? What did you do?

My theory of change centers on a quote by Michael Fullan. He states, "...at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources" (Ed Leadership, May 2002). Therefore, my change project is premised on the abovementioned four components – development of teachers' knowledge and skills, building and sustaining a professional community, program coherence to the school's vision and mission, and the use of resources to maximize program effectiveness.

What was the student learning result?

The students learning results varied on the teachers' openness to change. In classrooms where teachers implemented literacy strategies provided by school-based professional development and allowed critical feedback from peer-coach, there was an increase of students' time on task and participation, as well as a notable increase on Learning First test scores. In classrooms where teachers did not implement strategies or met with peer coach on a regular basis, students seemed disengaged from lessons and Learning first scores either remained stagnant or slightly dropped.

How did this experience better prepare you for a CPS Principalship?

This experience has better prepared me for a CPS Principalship by increasing my understanding of the change process and the growth of teachers through the use of the four components explained earlier - development of teachers' knowledge and skills, building and sustaining a professional community, program coherence to the school's vision and mission, and the use of resources to maximize program. I look forward to further implementing the program I created on a larger scale in any school that selects me as their instructional leader.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name Afzaluddin Khan School Walter Payton High School Area AMPS	Preparation Program LAUNCH Mentor Principal Dr. Richard Gazda AMPS Officer Melissa Megliola-Zaikos
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Change Project Title ACT (American College Testing) Preparation Class

Description of Instructional Priority – What issue was addressed?

The instructional priority of this project was to enhance the academic progress of students instructionally and prepare students for the ACT. The goal of this project was to increase student's ACT scores by 2 points in English, reading, math, and science content by the end of the project. It is imperative that Walter Payton College Prep High School students perform well for the ACT since it serves as an admission criteria for competitive universities. This project targeted the academic progress of 11th graders who were borderline students in the range of meets and exceeds criteria for reading, math, and science. The project aligns with the School Improvement Plan for Advanced Academic Achievement (SIPAAA) goals of improving the academic progress of the students. The goal was to raise the composite score by the institution of an ACT test prep class.

What was your theory of change? What did you do?

As the LAUNCH Principal, I instituted an after school ACT prep class that met every Tuesday for 2 hours and fifteen minutes. As the project leader, I recruited teachers to teach the class and selected struggling students who needed to improve their ACT scores. Regularly, I met with the counselors to identify from the Kaplan practice ACT pre-test for students that should be taking the after school ACT prep class. In the auditorium for 260 juniors at the Town Hall Meeting I encouraged juniors to register for this great opportunity. Some students registered on a voluntary basis since these students wanted to improve their own scores or to achieve a higher score to meet the university admission criteria for the required ACT score. I analyzed the project qualitatively on an ongoing basis with the teachers and communicated with the students on their academic progress. Quantitatively I collaborated with the teachers to utilize assessment tools from the Princeton Review book, The Real ACT from ACT, and provided other standardized test prep resources. Students prepared for the ACT examination by taking a diagnostic pre-test which served as a framework for improving skills in deficient areas. Then a post-test will be administered to measure for overall gains.

What was the student learning result?

The program provided for a structured opportunity where students acquired and applied problem-solving strategies for improving their own ACT scores. The data collected from the pre-test test served as a benchmark for instructional analysis. Then students were item analyzed from this data to identify the strengths and weaknesses for a particular area. Students were taught how to comprehend the content

and master skills in order to have a better understanding of the ACT examination. The teachers concentrated on building proficiency in areas the students were lacking and provided strategies to students so they achieved better results. This was accomplished by aligning the school curriculum to suit ACT standards. I had the students familiarize themselves with each of the indicators from the ACT transition frameworks by giving them a chart on how ACT measures their performance. Each student was coached according to his/her achievement needs. An English teacher provided instruction on the reading and writing component, while a math teacher problem solved with students on math strategies, and the science teacher built inquiry based lessons that concentrated on graphical analysis and data interpretation. For instance, the students defined new vocabulary words and participate in timed reading activities to increase their fluency and word knowledge. The Standards for Transition developed by the ACT served as descriptors to what students should know and are able to do, from their score. I analyzed the scores and compared them with the College Readiness Standards for the students. Then convey these results to the students to correlate how they are more likely to perform in a college based classes. The ACT Prep Class helped to develop student's academic knowledge and build skills prior to taking the actual exam.

How did this experience better prepare you for a CPS Principalship?

As a LAUNCH Principal this project gave me a perspective on leading a vision for a school. I had to implement structures to improve on student learning. It was a team effort as I collaborated with teachers, counselors, LSC, and parents in order to inform them regarding the ACT prep class. The interesting part was recruiting students and showing them how the class will be beneficial for their academic pursuit. This project helped me to map the development of student's learning process and to build skills in English, math, reading, and science. I learned about incorporating tools and utilizing the Educational Planning and Assessment System (EPAS) to survey the student's results for assessment monitoring. This project enabled me to determine how instructional planning process occurs from a teacher's perspective. The best part is working collaboratively with students and staff to accomplish tasks which I feel fosters teamwork. From this change project showed me to provide support for all students and prepare students for successful postsecondary education. This project taught me how to build rapport among teachers, students, and parents to improve on my communication skills. The interesting part was working with all the stake holders whose aim was to improve student's expectations for better scores. The teachers buy-in played a key role in promoting a cooperative learning environment to foster a hands-on approach to teaching. The students were engaged in questions and answers sessions as they developed a better understanding of the ACT assessment. Overall this project helped me to lead a very important school goal and develop as an aspiring principal.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name **Macquiline King** Preparation Program **New Leaders for New Schools**
 School **Talcott** Mentor Principal **Craig Benes**
 Area **6** Area Instruction Officer **James Cosme**

Change Project Title: The Power of Well-Planned Instruction

Description of Instructional Priority – What issue was addressed?

This project uses professional development to improve instructional practices to impact student achievement by using the backwards mapping process. Long term planning is the platform to address effective standards based instruction.

What was your theory of change? What did you do?

My theory is that if teachers identify exactly what students are expected to learn and pre- plan activities that lead to certain understandings, irrelevant information will be eliminated. Student achievement will increase due to precise instruction.

What was the student learning result?

Students are benefiting from more clear and concise lessons that are standards based. Student achievement is increasing because students are provided with explicit expectations and opportunities to assess themselves during the learning process. This is evident in the gains students are making on the Learning First and teacher generated assessments.

How did this experience better prepare you for a CPS Principalship?

The project has prepared me for the principalship by exposing me to the range of diversity I will be faced with on a staff, and the challenge of motivating and moving them professionally towards change that will impact student achievement. This project also prepared me for the principalship by providing me with the opportunity to manage a budget. This was my first experience with managing a budget within a school setting. I gained insight into prioritizing funding for the different components of the project, identifying resources, purchasing resources, paying teachers for professional development, and monitoring a budget. I also worked with the technical aspect of transferring funds and opening buckets, which was vital for me because in my previous role I had no exposure in this area. Scheduling was also a technical area I am much stronger, working around all the demands of day-to-day operations as well as the school calendar was a challenge. Integrating school wide, area and district needs were unexpected concerns that arose. I had to find creative ways of not overwhelming teachers while ensuring all requirements were met.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Matthew King*** Preparation Program ***New Leaders for New Schools***
School ***ACE Technical Charter HS*** Mentor Principal ***Dan Kramer***

Change Project Title: Data Driven Student Growth

Description of Instructional Priority – What issue was addressed?

This project focused on implementing teacher collaboration on standards-based, data driven instruction to increase student achievement by using interim assessments and student portfolios as measurement instruments. Students will be empowered with the responsibility of tracking and reflecting upon their own growth in essential skill areas.

What was your theory of change? What did you do?

The theory was that by using data to reveal student weaknesses, especially Math and Literacy, that teachers would respond by adjusting their instructional methodologies. I was responsible for coordinating testing, compiling data, creating and facilitating meetings to analyze data and create action plans, and overseeing the implementation of plans via observations and individual teacher meetings. In addition, I provided professional development and assisted teachers in planning and troubleshooting instructional issues.

What was the student learning result?

The learning result has been significant increases in Math proficiency, especially gains shown in the 13-19 bands of ACT Math skills. Reading has been more difficult to pin down as students show high rates of success on the first 1/3 of items, regardless of the level, type of question or reading, and digress as they move further into the test. We are conducting further research to gain a better understanding of student difficulties in literacy skills.

How did this experience better prepare you for a CPS Principalship?

This experience required a great attention to detail in planning logistics for meetings and testing. Furthermore, it required leadership and management skills in working with teams that had diverse philosophies on student learning and their role in promoting achievement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Todd Langager***
School ***CICS Northtown Academy***

Program ***New Leaders for New Schools***
Mentor Principal ***Loren Stillwell***

Change Project Title

CICS Northtown Academy Sophomore Math & Literacy Achievement Project

Description of Instructional Priority – What issue was addressed?

The issue that was targeted by my Change Project centered around a slump in sophomore achievement scores in math and reading. My project consisted of two instructional priorities: 1) 100% of sophomores will significantly increase their reading comprehension skills as measured by an average 2-point gain from their May 2006 EPAS/PLAN reading scores to their May 2007 EPAS/ACT reading scores; and 2) 100% of sophomores will significantly increase their math skills as measured by an average 2-point gain from their May 2006 EPAS/PLAN math scores to their May 2007 EPAS/ACT math scores. Thus, in attempting to achieve these two priorities the primary aim of this project was to examine, reflect upon, and improve the instructional practices of the sophomore math and literacy teachers.

What was your theory of change? What did you do?

The theory of change revolved around the implementation of a data-driven instructional model. A team of sophomore math and a team of sophomore literacy teachers met on a bi-weekly basis to analyze baseline student achievement data and develop an instructional plan of action that targeted key math and reading skills. Then at the end of the first quarter, we administered an interim assessment, modeled after the ACT's EPAS exams with questions aligned to specific ranges of the ACT College Readiness Standards. This assessment data was then scored by individual classes, generating data reports for every teacher. These math and literacy teams then analyzed the new data, identified patterns and trends, and developed a new instructional plan of action that addressed deficient math and reading skills. This cycle of data analysis, instruction, and assessment continued on a quarterly basis throughout the school year. I directed and facilitated the teacher teams and the data-driven instructional model.

What was the student learning result?

As of the current data, Northtown has completed two cycles of this data-driven instructional model. Thus, full year data is not currently available, and it is unclear whether this project will meet its two instructional priorities. However, at the midpoint of the year, students demonstrated small gains in their math and reading achievement scores as measured by the December 2006 administration of the EPAS/ACT exams. Moreover, the projected gains by May 2007 appear to be an improvement from previous years.

How did this experience better prepare you for a CPS Principalship?

This Change Project has given me significant experience in each of the five CPS Principal Competencies. In particular, I have gained experience in engaging faculty to work towards a common goal, creating and establishing a community of learners, directing the implementation of successful literacy and math strategies at a grade level, using achievement data to improve and guide instruction, managing resources to achieve certain instructional priorities, working with a diverse group of people, driving change within a school, and facilitating shared accountability for results. Overall, I believe that this Change Project has further developed my instructional leadership skills and capacity to analyze and solve the constant challenge of increasing student achievement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Theresa Ann Lee*** Preparation Program ***UIC***
 School ***William H. Brown School*** Mentor Principal ***Dr. Paulette Boston***
 Area ***7*** Area Instruction Officer ***Dr. Nancy Carter-Hill***

Change Project Title Boston Tea Party

Description of Instructional Priority – What issue was addressed?

After reviewing the data, we decided that our focus would be to improve students' background knowledge by increase their vocabulary. In addition, we carefully reviewed the SIPPA and Area goals and selected to implement Marzano's six steps approach to vocabulary school-wide.

What was your theory of change? What did you do?

The Boston Tea Party will engage teachers in meaningful staff development and activities. This will permit teachers time to identify essential literacy content strategies that will address and establish structures that will support them in decision making, capacity building and aiding them in establishing a community of learners. Once a week we held professional development focus on improving classroom instruction. We used books such as *What Great Teacher Do Differently* and *Building Academic Vocabulary* to guide our discussions. Also, teachers presented lessons at our weekly meetings that they implemented in the classroom. Teachers were also given time at each meeting to collaborate with their team which resulted in the development of lesson plans for the following week.

What was the student learning result?

School-wide there was improvement on the Dibels and Learning First assessments. In addition, majority classrooms showed growth in Standard 1A on the Learning First exam.

How did this experience better prepare you for a CPS Principalship?

This experience better prepare me to be a CPS Principal because I was able to lead and transform the way teachers collaborate with one another and instruct students. I learned that being focus, using data and research to make instructional decisions, and creating opportunities to develop teacher leadership is the key to making sufficient changes in student learning.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Lakita D. Little*** Preparation Program ***New Leaders for New Schools***
 School ***Ryder Elementary School*** Mentor Principal ***Janice Preston***
 Area ***17*** Area Instruction Officer ***Delena Little***

Change Project Title A.T.L.A.S. (Community for Authentic Teaching Learning and Assessment for all Students)

Description of Instructional Priority – What issue was addressed?

A.T.L.A.S. was the development of a professional learning community that fosters collaboration and instructional empowerment for teachers by utilizing assessments, data, interventions, and accommodations to meet the academic needs of all learners particularly in mathematics. The instructional priority for this project was to access the skill set of teachers to encourage the use of “representation” in mathematic. The intent was to help teachers understand what representation is and to expand their thinking about the role of representation in teaching and learning mathematics.

What was your theory of change? What did you do?

My theory of change was that a pedagogical shift coupled with interim assessments and data analysis would enable teachers to make or support instructional decisions that increased learning and achievement of all students. To support this theory of change I used data as a means to build capacity and capability among teachers. Through community learning sessions, I had the opportunity to share my knowledge of effective instructional practices as well as empower teachers to share the knowledge and expertise that they possessed. I provided opportunities for the teachers to also observe mathematics instruction that supported the pedagogical shift that we were transitioning to. I provided teachers the opportunity to reflect on teaching and learning, collaborate, discuss current trends, and engage in thoughtful conversation around current research.

What was the student learning result?

Students are benefiting from the implementation of A.T.L.A.S because they are gaining conceptual knowledge of mathematics through active engagement in math class. Students are benefiting from the differentiated instruction that teachers are offering based upon their needs as determined by data from benchmark and interim assessments.

How did this experience better prepare you for a CPS Principalship?

This experience has better prepared me for a CPS Principalship because it has afforded me the opportunity to develop teacher leadership within the school and strategically support the staff to build capability and capacity. I have had to the

opportunity to share my knowledge of data analysis to help teachers improve instruction and increase student achievement. During this experience I have managed a budget and had to make decisions about the allocation of resources so that the resources were aligned with the instructional needs and priorities of the school. This experience has afforded me the opportunity to see the importance of empowering teachers with knowledge, skills, and tools and how this empowerment has a direct impact on increasing student achievement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name	<i>Ruth Miller</i>	Preparation Program	<i>UIC</i>
School	<i>Fernwood Elementary</i>	Mentor Principal	<i>Dr. Deborah Heath</i>
Area	<i>16</i>	Area Instruction Officer	<i>Dr. Karen Saffold</i>

Change Project Title Instructional Strategies for the Middle Grades

Description of Instructional Priority – What issue was addressed?

An analysis of the Illinois State Achievement Test and Learning First data indicated a decline in the scores of a substantial number of 3rd, 4th, 5th, and upper level special education students. After a consultation with Dr. Heath, my mentor Principal, we established goals to enhance teaching techniques used by these educators and subsequently improve student learning.

What was your theory of change? What did you do?

I recruited teachers of middle grade and special needs students and formed a team. The teachers and intern participated in a study group which focused on the work of Robert Marzano. His book entitled “Classroom Instruction That Works” was the source providing the foundation for the implementation of the program. The study group met once a week and discussed the information contained in the book. The group then explored ways in which Marzano’s research translated into classroom instruction and student learning. The first two strategies listed by Marzano as having the greatest effect size on student learning were the focus. The purpose of this project was to improve classroom teaching skills and therefore enhance student achievement. Students were expected to improve at least one level on an assessment with a 0 - 4 scaled performance rubric. All teachers participating desire to improve their teaching techniques and expand their knowledge on effective strategies: comparing, categorizing, metaphors, and analogies. Every individual involved agreed to read assigned materials, attend meetings, participate in discussions, contribute materials, and implement strategies with fidelity. Participants also agreed to classroom observations, and feed back.

What was the student learning result?

Students completed authentic work demonstrating progress and understanding of the identified strategies.

*Post test scores are pending

How did this experience better prepare you for a CPS Principalship?

This experience provided me with the practice of forming a highly functioning team and engage them in the work of improving student achievement. The commitment and dedication of this team proves that teachers can and will change their practices when they believe that improvement is possible. This work has shown me that the use of highly effective teaching strategies will encourage students to become excited and involved in learning and will improve student achievement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name Evelyn Murdock Preparation Program *New Leaders for New Schools*
School *Kenwood Academy High School*
Mentor Principal *Elizabeth Kirby*
Area 24 Area Instruction Officer Arthur Slater

***Change Project Title
Transitioning Into Triumph: A Freshman Advisory Program***

Description of Instructional Priority – What issue was addressed?

Research shows not only that 9th graders who fail one or more classes increase the length of time it will require to graduate from high school with a high school diploma. Research further shows that many 9th graders are not successful during their first year of high school because they lack the communication skills, awareness, time management, maturity, and social knowledge needed to transition into this new phase of their life and that students who fail one core class are more likely to not graduate from high school if they do not receive support. Last year, Kenwood Academy attempted to address this issue by developing a freshmen support program. However, due to a lack of curriculum, personnel, and time, the initiative was met with little success. So, the purpose of this project is to lead an effective advisory program in which students discuss various social concerns, review academic standards, engage in various educational and social experiences, develop academic and organizational skills, and are paired with a peer-mentor and career mentor to guide them towards academic success. It is for these reasons and many more that the 2006-07 Instructional Leadership Change Project will be *Transitioning into Triumph*. It is a *Transitioning into Triumph* is a Freshman Advisory, Self-Development, and Mentor program designed to improve and to increase the freshman-on-track-to graduate rate.

What was your theory of change? What did you do?

What was the student learning result?

After reviewing all of these, it has been determined that the more support students receive both in and out of the classroom not only does their academic performance increase but also their behavior increases as well. For example, compared to 2005-06 school year data, less 9th graders are being suspended from school, serving in-school detentions, and more 9th graders have shown improvement in English, Math, and Science. Students, and parents, quickly became acclimated to the college prep culture of Kenwood Academy. In addition, students have learned organizational skills, social skills, behavior management, and academic development skills that will be useful to them during their secondary and post-secondary careers. Most importantly, students have identified their learning strengths and weaknesses and have developed strategies for respectively empowering and overcoming them.

How did this experience better prepare you for a CPS Principalship?

As a leader, I have proven my ability to increase student achievement by improving the freshman-on-track-to-graduate rate. In addition, I demonstrated my ability to engage and faculty and staff, to facilitate and motivate change, to utilize data to improve instruction and student achievement, to align staff development with school goals and district priorities, and balance management.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Melody Murphy*** Preparation Program ***New Leaders for New Schools***
School Ray School Mentor Principal ***Cydney Fields***
Area ***AMPS*** AMPS Officer ***Melissa Megliola-Zaikos***

Change Project Title Building a Balanced Literacy Teaching and Learning Environment in the Early Elementary Classroom

Description of Instructional Priority – What issue was addressed?

The team is systematically collaborating to create a school culture in which teachers discuss, create, modify, implement, and assess differentiated balance literacy strategies and assessments with the intent to increase student achievement at primary grade levels and across sub-groups according to the school's AYP goals and needs.

What was your theory of change? What did you do?

In grade level meetings, I observed a need for systematic collaboration in achieving literacy standards and ways of consistently assessing the achievement of these standards. The team identified sources of achievement data: running records, Scholastic Guided Reading Assessments, and written assessments. However, each teacher had devised their own system for collecting, analyzing, and assessing the data. We selected a series of benchmark progress tests by Houghton Mifflin to generate diagnostic, mid-year, and end of year data for reading and writing. These assessments measure children's reading and writing progress over time at the second grade level. Furthermore, the scores are analyzed against a national sample to determine reading level. The assessments have been used to initiate conversation about students, learning, and strategies for teaching. Using the same assessment instrument for three different classrooms of students has helped us identify areas of strengths and weaknesses.

What was the student learning result?

Students are benefiting from this project because the teachers are able to identify specific skills that have not been mastered across the grade level. The teachers then discuss strategies and materials that are necessary in ensuring that the weakest skill areas are addressed, individually and as a whole group.

How did this experience better prepare you for a CPS Principalship?

I have grown as a leader because I understand more about the primary literacy curriculum than I did when I started. This experience has helped me to develop management, organization, and resource skills.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Michelle Navarre*** Preparation Program ***New Leaders for New Schools***
School ***NK/O Charter School*** Mentor Principal ***Stacy Beardsley***

Change Project Title ***Family Math***

Description of Instructional Priority – What issue was addressed?

The instructional priority of this proposal is mathematics, with a focus on an improvement in the completion of high quality mathematics homework through increased parental support.

Upon meeting with parents and discussing their concerns around supporting their children’s academic success one of the overwhelming concerns was the difficulty helping students with math homework. Parents were concerned because they didn’t always understand the homework assignments or the different algorithms students were using to learn mathematics. In large part, this was due to the fact that NK/O uses the Everyday Math Program where the skills are taught differently than the way parents learned math. Many parents expressed an interest in getting “tutoring” for themselves so they could more effectively help their children at home. The math teachers at NK/O agreed that increased support in mathematics for parents would be beneficial for students. As a result of these conversations, I knew that this issue needed to be addressed in order to assist parents in helping to increase student achievement in mathematics.

What was your theory of change? What did you do?

In order to increase parental involvement at the school while also addressing the mathematical needs of students and parents at NK/O, I developed “Family Math Night”. The project included a core group of teacher/parent teams that worked closely with myself, and the school’s math coordinator, to plan and implement monthly Family Math Night programs. During Family Math Night these teams modeled effective mathematical strategies to help parents support student learning at home through mathematical games and the use of manipulatives. To support Family Math Night I sent these parent/teacher teams to a two day “Family Math” workshop through CMSI. I also purchased Everyday Mathematics Family Kits and created a math manipulatives lending library for parents. These kits are available for parents to check out and take home to work with math manipulatives and play the math games learned during “Family Math Night”

What was the student learning result?

As a result of this project 93% of the students whose parents are participating in the Family Math Night Program at NK/O have increased the amount of completed homework they are turning in on a consistent basis. 80% of the students whose families are participating in the program have increased their math scores on classroom and school wide interim assessments.

How did this experience better prepare you for a CPS Principalship?

As a result of this project, I have learned that as a principal it will be imperative for me to increase parent participation in educating students. I have learned that listening to parents needs and then addressing them in a way that empowers parents will be essential to getting parental buy-in and increasing student achievement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Ethan Netterstrom</i>	Preparation Program <i>UIC</i>
School <i>Tarkington School of Excellence</i>	Mentor Principal <i>Vincent Iturralde</i>
Area <i>11</i>	AMPS Officer <i>Melissa Megliola-Zaikos</i>

Change Project Title Teacher Instructional Book Club

Description of Instructional Priority – What issue was addressed?

The priority instructional goal for this project is to increase student achievement by improving the instructional practices of teachers. This is evident in increased student outcomes on formative assessments and an increase in authentic student learning as seen in student work and teacher implementation of research-based instructional strategies. A secondary objective of the program is for participants to develop leadership skills that allow them to share their expertise with their grade level partners. This project is aligned to the current SIPAAA as it provides for ongoing professional development, fosters a community of learners, enhances teacher knowledge of differentiated instruction and prioritizes literacy goals school-wide.

What was your theory of change? What did you do?

I facilitated a group of six teachers across four grade levels, who met for seven weeks to improve student performance by implementing selected research-based instructional strategies from Robert Marzano’s research-based book, *Classroom Instruction that Works*. I led the teachers in selecting relevant strategies, discussing the research, reflecting on their practice, and incorporating the strategies in their lesson plans, curriculum maps and actual teaching practices. I facilitated and supported teachers in conducting peer observations and mini-walkthroughs, examining student artifacts, and sharing their experiences with their grade level teams. These teachers took on more active roles in grade level meetings and promoted and modeled the use of selected strategies. I also observed and coached teachers in their use of research-based instructional strategies, and presented data to the teachers for analysis and discussion.

What was the student learning result?

As a result of this instructional book club, students were more engaged in classroom lessons as their teachers used relevant and meaningful research-based instructional strategies such as cooperative learning, setting objectives, providing meaningful feedback, reinforcing effort and providing recognition. Student quarterly grades and formative assessment scores improved as a result of this instruction. The six teachers involved in the project took on increased leadership roles during grade level meetings and shared their expertise with their peers in order to replicate their instructional success at four different grade levels.

How did this experience better prepare you for a CPS Principalship?

Creating, coordinating and facilitating the instructional book club allowed me to support and encourage teacher leadership within a school, establish a community of learners, support ongoing staff development, and impact literacy instruction at a school-wide level. The project gave me additional experiences leading standards-based instruction, putting educational theory and research into practice, using formative assessment data, developing a culture of reflective practice, and developing a common vision of improvement among the participants of the project. Using Oracle to monitor the budget and allocate spending served to improve my ability to navigate the budget and to align spending to priority SIPAAA goals.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Juan Carlos Ocon*** Preparation Program ***Launch***
 School ***Benito Juarez Community Academy***
 Mentor Principal ***Dr. Jay Lalley***
 Area ***21*** Area Instruction Officer ***Johnetta James***

Change Project Title: Effective Strategies to Improve the Instruction of Mathematics

Description of Instructional Priority – What issue was addressed?

My change project is about much more than simply identifying strategies to improve the instruction of mathematics. I chose this project because of the make up of the department and that of Benito Juarez Community Academy. The ratio of boys to girls is two to one at BJCA. Many of the discipline problems at BJCA stem from dysfunctional households. If we analyze closely many of the situations our young boys find themselves in, one can easily see that one of the problems is the fact that the father is either absent or is passive, almost to the point of being invisible. These young men need male role models who will take an active role in their lives. I have often stated to Mr. Loreda, our principal, that the math department should be the premier department in the school simply because of its make up. The math department is predominantly male. These male teachers should be in positions of leadership within the school, but for some reason, they do not feel empowered to take the lead in any project. They, in fact, are very passive when it comes to going above and beyond for our students. My goal is to motivate and empower them to effect change first in their department and then in the school. Intrinsically, the goal of the project is to help them reflect on their own practice and explore ways to motivate them so that change can take place personally and professionally.

The school has 12 Math teachers: 2 female and 10 male teachers. One of the 2 female teachers is a first year teacher. 3 of the nine male teachers are Mexican, one is Indian and one is African-American. This information is critical because the school is 92% Mexican. The teachers in the Math department are not active in the school community. In fact they are almost invisible within the school because they all work in isolation even though 3 of the 12 teachers are coaching a sports team for the school.

As a school, we are increasingly concerned about our student's performance in standardized exams in the area of Mathematics. In 2005, 315 students took the PSAE. In Math, 17.8% of our students met or exceeded standards. While this is an improvement over the previous year's score of 15.0, it is still very low in comparison to the Subregion (32.0%), District (27.5%), and the State (52.8%).

There have rarely been any peer observations within the math department. Best practices are not shared. Even though the school's priority is the course planning process, very little articulation takes place within the department. This project

will focus on profiling the department, identifying best practices, peer observations, articulation, teacher based PD and stronger use of technology across the department.

When the 2006-2007 academic year began, I profiled the Math department with the purpose of identifying best practices in the delivery of mathematics instruction. I began by simply observing the 12 math teachers. My observations focused on student engagement and teacher delivery of instruction. I logged my observations and concluded the following:

1. 9 out of 12 teachers had students working in traditional rows. Group work or collaborative teams were rarely observed.
2. Most teachers had little sense of time as it relates to student engagement. This led to too many leading questions and very little PAUSE time for students to “figure it out or to respond”.
3. Classroom instruction was focused around the teacher and not the student, hence the student voice was absent from the class. It was clear that the teacher was the sage on the stage and not the guide on the side.
4. Teachers did not utilize student leaders to help with low performing students.
5. Formative comments were not present on HW, Quizzes, or notes.
6. Only 3 of the 12 teachers use technology other than a graphing calculator.
7. The department was not a cohesive department. Teachers did not really articulate best practices and what made it worse was the fact that they even bickered in department meetings over delivery of instruction.
8. The chair is new to the school and so has had a tough time winning over the department.
9. Most teachers were not aware that they had more males in the class than females and so were not aware of the complexities of this dynamic.

Once I completed the profile of the department, I evaluated the failure rates of each teacher in the department and found that the teachers with the highest failure rates were teachers who still believed, wholeheartedly, in the direct instruction model. It was clear that, in their classroom, they were the sage on the stage. Once I completed my analysis, I was ready to present my findings to the leadership team.

I then presented my findings to the chair of the department. While he had inclinations about what was happening in the classrooms, he did not readily accept what I was presenting to him. After discussing the findings further he and I decided that the next step would be for him to observe his teachers to see if his observations matched my findings. The following week he was freed from all his classes so that he could observe all 12 teachers in his department. He was instructed to merely observe, take notes and be objective. His focus was on student engagement and delivery of instruction. He actually was very excited to learn about his department. When he

returned, he had copious notes on each and every teacher. We crossed referenced our notes and discovered that we had observed similar things.

What was your theory of change? What did you do?

The next step was to develop a plan of action. Throughout our discussion the one concept that was clearly at the forefront was the lack of collaboration within the department and in the math classrooms. The plan was to introduce peer observations to the department with the purpose of identifying best practices. This would open the doors and minds of teachers so that ideas could be shared. The next part of the plan was to work with teachers to develop workshops based on the observations. These workshops would focus on best practices observed in the classrooms and would be presented by the observing teachers. The final phase is to create a binder of best practices that could be shared with the department. Once the plan was formulated, the issue became time. It was going to take time to devise a schedule of peer observations and even longer for the observations to actually take place.

We decided to address the issue of collaboration in the classrooms first as a way to introduce collaboration and also as a way to introduce the fact that something different and new was about to happen. This, of course, is easier said than done because it is about changing the mindset and culture of an entire department. Since we are foremost concerned with student engagement, the decision was made to eliminate the traditional rows in the classrooms. Instead of traditional rows, class rooms would now be set up in groups of three. We now had to present the idea to the rest of the department. Knowing that there would be resistance, I conducted research on collaborative learning and differentiated instruction before presenting the findings from my previous observations and the plan of action. I used *The New Circles of Learning* (Johnson/Holubec), *The Adaptive School: A Source Book for Developing Collaborative Groups* (Garmston/Wellman), and *How to Differentiate Instruction in a Mixed Ability Classroom* (Tomlinson) to prepare for the discussion and to be to address the issues and questions they would have.

As you can imagine, there was a lot of resistance to the idea of collaborative circles. Teachers brought up many good points from “we have tried this before and it was more trouble than anything” to “students do not really learn because they tend to socialize” and “I have done it my way for many years and I know my kids are learning”. These were easy to refute with failure rates and scores on standardized scores. There was one reaction, though, that I was not expecting because it came from a teacher I consider superior and progressive. He stated that he was not going to change because he had one of the lowest failure rates in the school and that was proof that his methods were working. This was, of course, a blow to the plan because he is a respected member of the department. My research and observations did not impress him, but I did let him know that he and I, together, needed to look at his own data before making any conclusions. He also asked me to observe him one more time so that I could see that his methods were working. I observed him the very next day and what I discovered was that he already had created an environment of collaboration in his classes. It just was not set up in groups. The students were openly engaged in conversation about math. The only difference is that he had set it up so that he was the sage on the stage. At the post observation, he and I discussed the fact that he already was using many collaborative

strategies. He could not get passed the fact that collaboration is much more than physically putting desks close to each other. We discussed strategies to enhance what he already was doing and ways to implement new strategies that focused him on becoming the “guide on the side”. He immediately became a proponent of the plan and it was only then that we were able to put it in to action.

The department chair and I then devised an observation schedule based on our notes. We strategically scheduled teachers. We also created a simple form for teachers to complete during their observation so that they were meaningful and relevant. The form focused on identifying best practices. A copy of the completed form is given to the chair. The teachers are then asked to present their findings at the next faculty meeting schedule. To date, 9 teachers have conducted a peer observation and completed a form. Two teachers have presented the best practices they observed. What is also critical to report is that the culture of the department is slowly changing. I can walk in to the math office and actually hear conversation that revolves around best practices. The chair has posted the observation schedule in the office for all to see. This is an on-going project that will take a lot of time because we are trying to change the mindset and practice of an entire department.

What was the student learning result?

This is an on-going process and the results of it will not be known immediately because we are talking about changing the mindset of students and teachers. Students are reporting positive things because it forces them to collaborate in a meaningful way with their peers. Teachers have mixed emotions about the process, but they are slowly making the changes that allows for more shared collaboration and accountability.

How did this experience better prepare you for a CPS Principalship?

The principal has asked me to begin the same process with the English, History, and Science departments. I have presented the project to the department chairs and have begun the process to assist the chairs get started on their own plan of action. This opportunity has prepared me well for a principalship because it has allowed me to work on effecting change. Changing the mindset of the school is a tough challenge, but it must be done in order to truly change the culture and expectations of the teachers and the students.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Ida Patterson*** Preparation Program ***New Leaders for New Schools***
 School ***John B. Drake Elementary*** Mentor Principal ***Yvonne E. Jones***
 Area ***9*** Area Instruction Officer ***Stephen Flisk***

Change Project Title In-School Professional Development in Literacy

Description of Instructional Priority – What issue was addressed?

As identified in the school SIPAAA, improving reading achievement is a school-wide goal. Analysis of a variety of data sources indicated reading comprehension as an area of concern. The teachers selected implementing differentiated instruction through guided reading as a school-wide focus for addressing improving reading comprehension.

What was your theory of change? What did you do?

Developing a professional learning community with the 5th and 6th grade teachers assigned to the project was a priority. Through providing professional development followed by modeling and coaching and book studies, teachers had the opportunity to do self-reflections and improve their instruction.

At the onset of the project, a data driven model for planning instruction was introduced. Implementation of standards based instruction using data was the focus. It was very important to help teachers understand what the students needed to know and how to identify their strengths and weaknesses to plan effective differentiated instruction and create flexible groups. Based on the data we implemented the Fountas and Pinnell model for guided reading.

What was the student learning result?

As a result of this project, students are receiving differentiated instruction in reading based on their needs as identified through data analysis of school-wide assessments. Students are more actively engaged during instruction and cooperative learning is being promoted.

How did this experience better prepare you for a CPS Principalship?

This experience has better prepared me for the principalship by affording me the opportunity to possess an understanding of the change process for individuals and groups. I have gained experience in strategically planning and implementing a school initiative as a result of needs identified by staff members by providing support through professional development and resources to empower teachers to provide effective literacy instruction while developing their leadership capacity.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Nancy Paulette***
School ***John Spry Elementary School***
Area ***10***

Preparation Program ***UIC***
Mentor Principal ***Dr. Carlos Azcoitia***
Area Instruction Officer ***Diana Zendejas***

Change Project Title ELL Project

Description of Instructional Priority – What issue was addressed?

The main objective of the ELL Project is to provide English language learners with a realistic opportunity to acquire a higher level of English proficiency. The instructional priority is second language acquisition with a primary focus in communication rather than in grammatical form. According to Peregoy and Boyle, the communicative competence goes beyond grammatical forms and includes the development of an inventory of oral and written language skills from which to achieve communication across of a broad variety of social and academic situations (Porgy and Boyle, 2005). Therefore, with this project, bilingual students have a realistic opportunity to acquire an English communicative competence. The main measurable component of the ELL project is the Word Knowledge intervention.

The ELL Project addresses the needs of the students who are linguistically and culturally diverse in order to help them to acquire a higher level of English proficiency. At John Spry Community School, an overwhelming majority is Hispanic. Therefore, the project gives voice to a historically relegated group of students, and provides a model that will empower them to succeed in the 21st Century. The ELL Project is a long-term project. Research shows that it takes at least five years to demonstrate a high level of English proficiency (Cummins, 1979; Thomas & Collier 1995). In this sense, the project has realistically foreseen the training of lead teachers and administrative staff that will ensure the project's sustainability in the long run.

What was your theory of change? What did you do?

In general terms, I strongly believe that every change must have a specific and clear purpose as well as focused efforts to achieve that purpose. In addition, all the persons involved in the process of change must be engaged and committed to achieve the instructional purpose. Furthermore, it is very important to foster a climate of collaboration and professional learning. In this sense, the purpose of the ELL project was clear and specific: to provide English language learners with a realistic opportunity to acquire a high level of English proficiency by effectively addressing their needs.

All the efforts made were focused to achieve this purpose. The team involved in the ELL Project started by analyzing the available data in order to make data driven instructional decisions. Teachers were encouraged to reflect about their own instructional practices in order to identify their training needs to support second language acquisition. Structures were created to implement an on-going professional development to meet teacher's needs. Financial resources were aligned with the instructional purpose. The expenditures were basically allocated to implement

professional development and instructional resources to support the ELL project. A monitoring system was implemented to keep track of the students' progress.

A climate of commitment and engagement was fostered; all the constituencies were engaged and committed with the project. Teachers were willing to move diverse students to a higher level of English proficiency. They implemented a word knowledge intervention to support second language acquisition. In addition, they changed their instructional approaches. Instead of using the traditional grammar based model, they used the communication-based model. They also changed the instructional environment of the classroom to one that supported second language acquisition. Therefore, they used graphic organizers, context embedded instructional resources, and they implemented instructional modifications. Parents and members of the community were also engaged and committed with the ELL project. Parents were supporting the ELL project from their homes. They received simple and specific instructions from the teachers. Community Businesses donated electronic devices to motivate students, parents and teachers' participation in the ELL project.

Finally, an environment of collaboration and professional learning was implemented. The ELL team gathered together to share experiences, improve effective research based practices, etc. Parents were collaborating from their homes. Professional development was an on going process that included all the constituencies involved in the ELL Project. The monitoring system helped teachers to make instructional modifications.

What was the student learning result?

The Word Knowledge intervention was implemented on September 2006. According to the Learning First results, in Vocabulary Development, sixth grade students went from 38.5% in the Fall test to 43.6% in the Winter Test. After the Winter Learning First Test the ELL team used this data to make instructional modifications at sixth grade level. Now that teachers and students are familiar with the ELL Project, the ELL team expects better results for the last Learning First Test.

How did this experience better prepare you for a CPS Principalship?

This was a unique and extraordinary experience that helped me to enlarge my vision as an instructional leader. In addition, this field experience helped me to enrich and complement my knowledge and skills for a CPS Principalship. Through this experience, I had the opportunity to engage staff, students, parents, local school council, and community to work toward the achievement of the ELL Project's instructional purpose. I also had the experience of supporting staff development strategically to build internal capacity and capability. In addition, I had the extraordinary experience of fostering the establishment of a community of learners. Through this field experience, I also had the opportunity to overcome the challenges set by this systematic change. Finally, I had the opportunity to cooperate in sustaining a safe and secure instructional environment for all students.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Barry Rodgers***

Preparation Program ***LAUNCH***

School ***Westinghouse Career Academy*** Mentor Principal ***Dr. Lona Bibbs***

Area ***21***

Area Instruction Officer ***Dr. Johnetta James***

Change Project Title - Science Inside and Out

Description of Instructional Priority – What issue was addressed?

This project will energize science instruction and learning by integrating engaging, real world experiences which utilize resources in the Chicago area. Students will be exposed to many of the career opportunities in science related fields. The team will work to develop pre and post classroom activities to support learning. The team will foster collaboration with teachers from other departments to facilitate opportunities for interdisciplinary learning. Teacher development will be further enhanced by building connections to external institutions and resources.

What was your theory of change? What did you do?

ACT data reveals a strong need for improvement in science. The college benchmark score is the minimum score needed on the ACT subject area test to indicate a 50% chance of obtaining a B or a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course. The benchmark for science is currently 24. College readiness benchmarks show the following data.

ACT Benchmark Data: Westinghouse Career Academy:

Class Year	Percentage of Students at or Above Benchmark
2007	0
2006	1
2005	0
2004	1
2003	0

ACT average science scores for the past 5 years are listed in the table below:

Class Year	ACT Science Average
2007	15.4
2006	15.9
2005	16.0
2004	15.2
2003	15.0

This data set shows a decrease in the science component of the ACT over the last 3 years. PSAE data has not been released for this year, but 2005 PSAE data shows that only 5.8% of the school met or exceeded state standards. Comparatively, 7.4% met or exceeded standards in math and 26.0% exceeded in reading. A student survey given last year indicates that students believe that they will benefit from opportunities that connect them to "real world experiences" outside resources and careers.

What was the student learning result?

Survey data revealed that as a result of the Instructional Change Project, teachers were more likely to collaborate with their peers and external organization, and more likely to try new instructional approaches with their students. They also indicated that they believed that the practices promoted by the Instructional Change Project increased student engagement and achievement. Student assessment data indicated a statistical increase in student achievement on science topics covered in the project.

How did this experience better prepare you for a CPS Principalship?

Students have benefited as they have been exposed to a rich variety of instructional strategies that utilize resources beyond the boundaries of the traditional classroom environment. Students are gaining a deeper understanding of the subject matter and feel more connected to the curriculum. Teacher collaboration has increased. Teachers are also more likely to differentiate their instruction and utilize experiential learning. Teachers are also more likely to connect with external resources to improve instruction. As a result of the instructional change process, I have grown as a leader as I have created a change initiative from the bottom up. In this process, I had to utilize the expertise of teachers and administrators while simultaneously building on the overall capacity of the staff. I believe that this experience has better prepared me for the principalship because I needed to enhance my development of the five main principal competencies in order to make this program a success. The instructional change project served to remind me of the importance of approaching a change initiative the standpoint of data and student success. Lastly, this process gave me confidence that I can impact real change by fostering an environment of collaboration and reflection.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Juanita A. Rodriguez*** Preparation Program ***LAUNCH***
 School ***Medill Math & Science Academy*** Mentor Principal ***Ms. Denise Gamble***
 Area ***9*** Area Instruction Officer ***Mr. Stephen Flisk***

Change Project Title Creating a Professional Learning Community in Medill

Description of Instructional Priority – What issue was addressed?

This school year Medill school was designated as a Turn-Around school, a model adopted from the University of Virginia. It is a school in transition as it is undergoing drastic changes in curriculum, instruction and assessment practices. The main issue my change project is addressing is low teacher morale and teacher isolation. Medill has had high teacher turnover since the year began and new teachers have been hired. Therefore, my intent was to create a learning community to enhance teacher collegiality and collaboration.

What was your theory of change? What did you do?

My theory of change evolved from my own prior experience and knowledge of Professional Learning Communities. In the past, I've had the fortune of learning along my peers for most of my teaching career. This valuable experience has led me to believe that teachers must be treated as professionals; expected to stay abreast the latest research, engage in meaningful instructional discussions, participate in peer coaching activities and continually increase their own learning bar. In addition, research on successful Professional Learning Communities highlights the importance of utilizing data effectively. Data allows teachers to see progress, and therefore can motivate them to continue, desist or attempt new strategies or interventions. This form of data driven instruction and data decision making is what can improve student achievement. Data informs us by answering the most important question, "Are the students learning? And how do we know?"

In order to build a learning community to improve student achievement at Medill, the teachers needed to learn together, discuss instruction, take risks, and reflect on their practice in a safe environment. The teachers participated in a study group after school; where they read, discussed, and modeled researched based strategies from Classroom Instruction that Works, by Marzano. In addition, the teachers are participating in peer observations similar to the Clinical supervision model; teachers have a pre-conference and provide constructive feedback in post conference. They are in the process of looking at student work to increase their reflective practice.

What was the student learning result?

The teachers are using research-based strategies in their instruction and are becoming more reflective practitioners. As a result, students will benefit academically, socially and emotionally. An enhanced repertoire of effective strategies provides teachers with more tools to reach every student. Better instruction and aligned

assessments allow the teacher to ensure all students are learning. Moreover, when teachers use assessments effectively they can use it to assess their own teaching. Thus, enabling them to become reflective; this ultimately has the power to transform mediocrity into greatness. Hence, the research supports the claim that more students learn from best teachers. Another positive result for the students is the positive culture they will walk into everyday. Teachers will model “collaboration” and “problem solving” rather than isolation and hopelessness.

How did this experience better prepare you for a CPS Principalship?

This experience has reaffirmed my belief in PLCs and their power to transform a school culture and student achievement. PLCs assist schools in the process of change, because it is the best method to get buy in from teachers and encourages adults to become lifelong learners. As a principal I will strive to model a positive life-long learning disposition by participating in my school’s PLC and communicating the importance of it. Moreover, my PLC will naturally allow me to build leadership capacity among my staff and thus achieve another one of my goals of building great teams.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Dawn Scarlett</i>	Preparation Program UIC
School <i>Dett</i>	Mentor Principal
Area 7	Area Instruction Officer <i>Dr. Nancy Carter-Hill</i>

Change Project Title New Teacher Support

Description of Instructional Priority – What issue was addressed?

There are eight new teachers at Dett School. They include one 3rd grade, two 4th grade, two 5th grade, a 2nd grade 1st grade and 6th grade teacher. I addressed the support and professional development needs of these new teachers in order to connect them to the Dett professional community, provide them with training and support as they established routines and procedures in their classrooms, and provide them with a framework for reading instruction that included reading strategies, think-alouds, questioning practices, and best practices in reading instruction.

What was your theory of change? What did you do?

I assisted in the selection of experienced teachers who would serve as mentors and lead mentors to the new teachers (through the Golden Teacher Program). I organized and led a series of before and after school meetings with the new teachers and provided them with professional development on building effective classroom procedures and routines. I paired the new teachers with mentors, and met with teachers and mentors in small groups to monitor the mentor/mentee relationship. I developed a basic reading framework for instruction for new teachers to use that incorporated the essential elements of an effective reading lesson, and I provided professional development and instructional resources to support the instruction. I modeled before and during reading strategies to new teachers, made observations of reading instruction using the framework, and provided feedback to the new teachers.

What was the student learning result?

Winter Learning First results showed that the students in 4th and 5th grade made significant gains, and modest gains were made in subtests of 3rd and 6th grades. Classroom observations in all rooms of new teachers showed evidence of the successful establishment of routines and procedures. Observations of classrooms further showed effective implementation of before reading strategies in grades 3, 4, 5 and 6. Classrooms observed displayed the practice of many Area Essentials in reading instruction, including use of explicit charts in instruction, use of work walls, and the establishment of organized, labeled classroom libraries.

How did this experience better prepare you for a CPS Principalship?

This experience made me more keenly aware of the needs of new teachers, and how important it is to work closely with them and make sure that they have the support that they need to be successful. It also helped me understand how important a powerful and

effective reading framework is to effective reading instruction. By providing the new teachers with a framework of the essential elements of an effective reading lesson, I was able to provide them with a structure for instruction that they can build upon as their careers progress.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Joseph A. Shoffner</i>	Preparation Program <i>LAUNCH</i>
School <i>Talman Elementary School</i>	Mentor Principal <i>Mr. A. Acevedo</i>
Area <i>12</i>	Area Instruction Officer <i>Analila. Chico</i>

Change Project Title: DIBELS – Assessment to Success

Description of Instructional Priority – What issue was addressed?

The instructional priority of this project is the identification of specific student learning needs in the area of literacy, developing the skills in our educators that will support response to this data, and fostering a culture whereas every primary educator (K-3) owns their role in the students' developmental process of reading readiness skills.

What was your theory of change? What did you do?

The theory of change for this project is to use DIBELS (Dynamic Indicators of Basic Literacy Skills) as an assessment tool to identify areas of student deficiency. While DIBELS was used in 1st grade; the project allowed the opportunity to assess all students from K – 3rd grades. This was also the first year for IDEL (Indicadores Dinámicos del Éxito en la Lectura), the Spanish speaking version of DIBELS. This allowed teachers to better determine whether barriers to reading were processing or language concerns. The second component of this process was teacher development in the area of analyzing data and determining appropriate modifications.

What was the student learning result?

The difference from the BOY (Beginning of Year) assessment to MOY (Middle of Year) was significant. The teachers responded to the BOY data by making definitive choices in instruction based on the data. While some of the data confirmed the conclusions of some educators, there were also insights that allowed focus on the specific challenge(s) of each student. The extensive MOY data showed progress in every grade level; however more importantly, it allowed the opportunity to respond once again to individual student needs.

How did this experience better prepare you for a CPS Principalship?

The primary benefit of this project is the opportunity to lead a process of change. As an effective administrator change will be an ongoing responsive process. While this project is small in the scope of the overall responsibility of a principal; it has certainly exhibited the impact of a focused change effort.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Marcey Sorensen*** Preparation Program ***UIC***
 School ***Mose Vines Preparatory Academy***
 Area ***25*** Area Instruction Officer ***Dr. Cynthia K. Barron***

Change Project Title:

Creating a Common Lens of Excellence for Classroom Instruction

Description of Instructional Priority – What issue was addressed? There were several issues that were addressed during this project. These issues were as follows:

- Creating a learning community in which teachers' instructional practices were made public through the use of Internal Walk-Throughs (Engaging and developing faculty)
- Improving the quality of classroom instruction (Assessing the quality of classroom instruction)
- Using data to drive instructional improvements with the faculty as a whole and creating an opportunity for teacher voice to become a central part of the discussion on how to improve instruction at Mose Vines (Facilitate and Motivate change)

What was your theory of change? What did you do?

My theory was that if we (the staff of Mose Vines) could create a common vision and language for what defined excellence in classroom instruction, we could achieve a higher level of commitment to make these changes and truly see gains in both teacher practice and student achievement across the board. Our steps were as follows:

- Created an interdisciplinary team of teachers to work on the Internal Walk-Through Process using one of their common planning periods so that the work was job embedded into their work day
- Developed a rubric, through collaborative discussion, for engagement in the classroom through the teacher and student lens (i.e. what does it look like from teacher actions and student actions)
- Shared this rubric with the entire staff for feedback, professional development, and to discuss shared expectations
- Created an Internal Walk-Through protocol
- Implemented Internal Walk-Throughs (3 thus far this year – we anticipate 3 more)
- Shared Internal Walk-Through data with the staff to make the data public
- Developed “next steps” with the staff collectively

What was the student learning result?

As we can see thus far, the student learning results are as follows:

- Tardiness to class has decreased overall due to the clear expectation of bellringers, agendas, and objectives being used in most classrooms (engagement upon entering)

- 91% of Social Science teachers turn in lesson plans (planning for engagement) on a weekly basis due which translates into higher levels of student participation in class
- Freshman on track to graduate rate has increased by 5% since the start of the Internal Walk-Through process
- 80% of students can explain the purpose of the lesson and connect to the content/skills in a real and relevant way

How did this experience better prepare you for a CPS Principalship?

This experience has better prepared me for a CPS Principalship in several ways. First and foremost, it allowed me the opportunity to engage and develop faculty around a Chicago Public Schools Initiative. As a future instructional leader for Chicago Public Schools, I will have Area-led Walk-Throughs in my school. This is an opportunity to embrace an already widely used best practice and adapt it to my school setting and make it user-friendly for my teachers. Secondly, it allowed us as a team to develop common language and common expectations for high quality instruction. There is nothing more powerful than teachers having clear expectations of each other. Through the development of this rubric, teachers began to hold each other accountable for the results and practices being used in their classrooms. Lastly, and most importantly, it helped me to learn that we can collaboratively improve classroom instruction when we come together through distributive leadership models. Improving our practice is our number one challenge and we know that it is the most powerful indicator in improving student performance. We have chosen to embark upon a project together that allows us to grow our school culture into a learning community that focuses on continuous school improvement.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Stephanie Stewart*** Preparation Program ***New Leaders for New Schools***
School ***Belmont Cragin Elementary*** Mentor Principal ***Maria Cabrera***
Area ***4*** Area Instruction Officer ***Olga Laluz***

Change Project Title - Data Driven Instruction K-8

Description of Instructional Priority – What issue was addressed?

SIPAAA goal 1b was addressed:

1. Reading: Implement a balanced literacy program
- b. Improve use of districtwide formative assessments to drive instruction (DIBELS, Learning First, other).

It is important for teachers to become proficient self-directed users of data to guide instruction. CPS has already provided Benchmark Assessments for grades 3-8 and DIBELS for second grade to Belmont-Cragin Elementary School. In order to seamlessly integrate data analysis into the culture of Belmont-Cragin, we purchased the DIBELS assessment for kindergarten and second grade. I guided the development of all K-8 teachers to ensure proficiency in administering, analyzing, and strategizing based on benchmark assessments.

What was your theory of change? What did you do?

I methodically scaffold professional development about data to ensure that in the beginning teachers understood how to analyze one type of data well. Over time, the focus has shifted to analyzing multiple assessments and data sources to inform instruction. I strategically coached certain teachers to spearhead the change process based upon what I know about how they react to change and new ideas so that all learning styles are respected, regardless of one's propensity to accept change. Teachers who desire more information and new ideas were selected to serve in a role in which they led their peers. Their excitement and endorsement helped those who are more resistant to change to begin considering the practices. These resistant individuals were given more support and time for implementation to ensure that their professional learning style was honored.

What was the student learning result?

We have reviewed DIBELS and Benchmark Assessment data. As of January 2007, 70% of kindergarten students are at Benchmark or Strategic. As of January 2007, 63% of first grade students are at Benchmark or Strategic. As of January 2007, 60% of second grade students are at Benchmark or Strategic. As of January of 2007, 86% of third graders showed improvement in Reading scores since the September test. As of January of 2007, the average scale score of fourth graders went up 13 points in Reading since the September test. As of January of 2007, the average scale score of fifth graders went up 4 points in Reading since the September test. In grades 6, 7, and 8, scale scores remained stagnant in Reading from the September 2006 to January 2007 tests.

How did this experience better prepare you for a CPS Principalship?

I have grown as a leader as I have empowered teachers to be confident in collecting data, analyzing data, and using data to make decisions in the classroom. This experience has better prepared me for the principalship in that I have further built upon my proficiency in the CPS Principal Competencies, specifically in the following indicators:

1. Engage and develop faculty- develop teacher leadership within school, support staff development strategically to build internal capacity and capability, align staff development with school goals and district priorities
2. Assess the quality of classroom instruction- be able to use data to improve instruction and student achievement.
3. Facilitate and motivate change- possess a commitment to children and set high expectations for all students, facilitate shared accountability for results, possess the ability to use data in strategic planning, demonstrating the ability to influence people to improve their practice
4. Balance management- manage budget, aligning resources with instructional priorities
5. Develop and articulate a belief system through voice and actions- engage staff, students, parents, local school council and community to work toward developing and implementing a common vision

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Amy L. Torres*** Preparation Program ***New Leaders for New Schools***
 School ***Spry Community Links High School***
 Mentor Principal ***Dr. Carlos Azcoitia***
 Area ***AMPS*** AMPS Officer ***Melissa Megliola-Zaikos***

Change Project Title ***GEARING UP FOR ACT PROGRAM***

Description of Instructional Priority – What issue was addressed?

The instructional priority was based on the discrepancy between the ACT scores that predicts success/survival in college and the actual scores that Community Links students are currently achieving. The average yearly growth in ACT scores, due to natural acquisition of additional knowledge, is 2 points. Despite that natural growth, Community Links students would still graduate and attend college unprepared for the rigor of university level courses.

Because of this disparity, the instructional priority for the GUFA program was to implement interim assessments. The use of interim assessments has been doing the following: allowed teachers to closely monitor student achievement; begun to connect curriculum to College Readiness standards; and slowly increased student learning reflected in higher ACT scores.

What was your theory of change? What did you do?

-My theory of change was to create a blueprint for the building blocks necessary to challenge established practices and begin to collaboratively build a structure that promoted the success of all. At the inception, I began by providing a short, concise vision for the project. I provided examples, goals, and timelines. Subsequently, I initiated individual conversations to provide context and rationale for the project as related to each of the teachers' needs and desires. We moved forward by administering the assessments. A pivotal moment came during the data analysis phase, both in grade level collectives and individually. Teachers shifted paradigms from thinking of the assessments as an evaluative tool for their practice to a diagnostic tool to determine proficiency of students. The proficiency criterion was tied directly to College Readiness Standards. Next, the data was used to develop instructional plans for the purpose of the following: re-teach; spiral in material; teach material to targeted small groups in need; provide whole group instruction. This step made the data useful and practical to teachers. It continued the momentum we had built for the project. To continue, I observed classes to ensure accountability and provide feedback on implementing the instructional plans. My strategy was to build on small successes. Teachers' felt more organized and focused as a result of implementing the Interim Assessments. We are continuing the project until the end of the school year.

What was the student learning result?

Students made small gains in their goals areas as determined by each teacher. We expect the growth to continue this semester on a larger scale.

How did this experience better prepare you for a CPS Principalship?

This experience has prepared me for a CPS Principalship because it has given me substantive experience in the Principal Competencies by:

1. Engage/Develop Faculty
 - Leading the conversation at grade level teams analyzing student results, implications for instruction, and common threads across subject areas.
 - Creating Significant increases in proficiency levels in the college readiness standards. For example, the first year English students increased 10% overall in their movement towards proficiency on the English college readiness standards in the 13-19 score range.
2. Assess the Quality of the Classroom
 - Creating a data-driven culture by emphasizing assessment, analysis, and action via group and individual meetings with teachers
 - Monitoring the administration of assessments every six weeks to measure individual student progress
 - Coordinating results meetings that are structured, focused on student data and solution-oriented
 - Reviewing teacher submission of instructional plans which foster accountability
 - Observing teachers to ensure implementation of instructional strategies that maximize student learning in mathematics and literacy
3. Facilitate/Motivate Change

In my residency, I have had be sensitive to the change process occurring at the high school in addition to my presence. There have been various initiatives (creating the data team, standards-based instruction, addressing individual student needs through a comprehensive Community Stars program) that I have had to introduce and/or support through my leadership. I have:

 - Begun the process by asking teachers to discuss early difficulties of trying something new at school
 - Utilized resistant teachers as key aids in the change process
 - Developed relationships and relational trust
 - Implemented change incrementally
 - Stressed content of change while refining the structure that would best fit the participants
4. Balance Management
 - Managed a \$2500 budget

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Keshia B. Warner*** Preparation Program ***New Leaders for New Schools***
 School ***Reavis Math/Science*** Mentor Principal ***Michael T. Johnson***
 Area ***15*** Area Instruction Officer ***Katherine Volk***

Change Project Title The Portfolio Process

Description of Instructional Priority – What issue was addressed?

Reavis seventh and eighth grade students need exposure to the rigor that will be required to achieve success in high school. Their program is not departmentalized, so the students are not familiar with meeting specific requirements for different subjects. Students complete and present specific portfolio requirements in the four core subjects as well as community service and transition to high school components. The portfolio content comes from class assignments and corresponds to state standards. It is a supplement to the curriculum, because it is an additional assessment tool. The portfolios emphasize the student's role in developing and assessing their own understanding.

What was your theory of change? What did you do?

I had initial meetings with the teachers at the 7th and 8th grade levels. Only one teacher was familiar with student portfolios, and two are first-year teachers. We finalized the specific requirements for language arts, mathematics, history, community service, transition to high school, and presentation. The goal was for the middle school-aged students to be more responsible and accountable for their work prior to entering high school. The portfolio is a comprehensive and organized document. It is presented to a panel of staff members including the assistant principal, lead literacy teacher, the math lead teacher, and the counselor. The portfolio assessment is 60% of the student's grade each quarter. It limits teacher subjectivity. The students have the opportunity to complete projects that are relevant to their own lives, and they have a concrete example of their work to take to high school fairs and prospective high school interviews. The teachers are involved in creating the portfolio criteria, so it is something that can be continued at Reavis after my residency year. Hopefully, they can expand to include the sixth-grade teachers next year.

What was the student learning result?

Students are more diligent about keeping accurate records of meeting Language Arts, Mathematics, and History standards. They recognize the value of community service and improve their presentation skills. Students are better able to assess their own strengths and areas for improvement. Students are more motivated to achieve and to produce a quality product. Overall, the students will leave each grade with a complete record of their progress. The adults are first and second year teachers who are recognizing the critical role they play in student achievement. Their attitude conveys a lot to their students. I have grown by realizing the hard work it takes to get teachers "on board". I value the power of being a persistent leader.

How did this experience better prepare you for a CPS Principalship?

Parents have been very enthusiastic and supportive of the portfolio process. The three teachers on this team have experienced several personal and professional difficulties this school year that have made this project very challenging. This has better prepared me for the principalship, because I know to expect the unexpected. I think the portfolio process is beneficial to a middle school program that is not departmentalized. I recognize that change is a multi-year process, and I am prepared to be diligent and committed to achieve my efforts.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Rebecca J. Watson***

School ***Westcott School***

Area ***14***

Change Project Title - Men Building Men Initiative

Preparation Program ***New Leaders***

Mentor Principal ***Monique Dockery***

Area Instruction: Officer ***Dr. Jose Torres***

Description of Instructional Priority – What issue was addressed?

The Men Building Men Initiative is a monthly book club exclusively for 7th and 8th grade male students. Designed to provide a safe space for text-based, “straight talk” about pertinent life issues specific to adolescent males, male mentors offers social and emotional support to the students as well as additional support in reading comprehension and fluency building through modeling, read alouds, and discussions that push students to make generalizations, inferences, and connections. The young men then enjoy an hour of open gym with their peers and mentors. Each discussion is built around text from Hill Harper’s *Letters to a Young Brother: Manifest Your Destiny*.

What was your theory of change? What did you do?

I facilitated a shared-decision making model to plan and launch the *Men Building Men Initiative*. While I initiated the vision for the program, the male teachers (3) and security guard/basketball coach (1) bought into the vision and took full ownership and responsibility for the program. They developed and implemented the student data-gathering tools and use the resultant data to determine the calendar of discussion topics. I shared a group session template for planning and the team created the marketing and advertising materials, recruited guest mentors and students and communicated with parents.

What was the student learning result?

Students are receiving additional, high quality literacy instruction on a monthly basis. Teachers are seeing the successes of coupling relevant text with engaging discussion strategies and beginning to incorporate these teaching moves into their normal instruction, thus increasing the number of purposeful learning opportunities in the classroom. The young men are seeing themselves, even more, as leaders in their school and owning that responsibility. Students feel more connected to the male members of the staff.

How did this experience better prepare you for a CPS Principalship?

Teachers are full of many wonderful talents and are very eager to share them with the students and school community. As a leader, I’ve learned that one of my roles, and a role of any effective leader, is to help those teachers identify or create instances where they can use those talents to help move students (and fellow colleagues) forward. I believe this experience was a well-designed microcosm of the principalship. From identifying the need and inspiring a shared vision of a viable solution, to managing funds and building relationships, this has definitely increased my preparedness for principalship.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Mira Weber***
School ***Alexander Graham Bell***
Area ***2***
Esparza

Preparation Program ***LAUNCH***
Mentor Principal ***Bob Guercio***
Area Instruction Officer ***Ms. Deborah***

Change Project Title: The Bell Book Club

Description of Instructional Priority – What issue was addressed?

To increase rigor and variety of literacy strategies used in the primary grades, while creating a Professional Learning Community for the teachers.

What was your theory of change? What did you do?

I structured The Bell Book Club to provide opportunities for the Primary team to read and discuss professional literature, Reading with Meaning By: Debbie Miller, to observe other teachers implementing the literacy strategies being described, to attend professional development led by Debbie Miller, to share and analyze student work, and to plan future lessons. The group met twice a month and during the sessions I modeled strategies for teachers to implement in their classroom, utilized a cognitive coaching model to provide feedback on observations, and provided time and resources for teachers to plan and implement new strategies empowering teachers to take risks and ultimately lead professional development on best practice in literacy instruction.

What was the student learning result?

As teachers became more familiar with the strategies described in Reading with Meaning it is clear their students have as well. During each book club session, teachers brought samples of their students work to share and analyze with their peers. This proved very successful as teachers were able to bring work back to their students with meaningful comments and ways to further their understanding. In talking with students and observing classroom lessons and environments, it is clear that, not only have the students been exposed to a variety of new literacy strategies, they are now well versed in utilizing these strategies to help them gain deeper meaning from text. Students are able to read independently and actively engaged in making connections to their materials, asking questions, making inferences, mental imaging and drawing conclusions.

How did this experience better prepare you for a CPS Principalship?

Creating and implementing the Bell Book Club has helped prepare me for the Principalship in many ways. In particular, I feel I have strengthened my leadership capacity in three of the Principal Competencies: Engaging/Developing Faculty, Assessing the Quality of Classroom Instruction, and Facilitating and Motivating Change. In planning The Bell Book Club I had to possess a strong knowledge in leading

standards based instruction, an array of learning theories and strategies, and the ability to model and coach teachers to support them in improving their instructional program. None of this could have been implemented successfully however, without me fully understanding the change process, being able to support teachers during this change and a strong ability to influence them to improve their instruction. I developed trust with the group by sharing accountability for results, following through on observations and providing honest, reflective feedback, and modeling instructional strategies in both professional development sessions and in the classrooms. Through this process I have led teachers in strategic professional development which not only enhanced the literacy instruction in the primary grades, better aligning it to the School Improvement Plan and the Illinois Learning Standards, but also established a strong community of learners.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Ms. Diann N. Weston***
School ***Alfred D. Kohn***
Area ***16***

Preparation Program ***LAUNCH***
Mentor Principal ***Ms. Carol J. Briggs***
Area Instruction Officer ***Karen V. Saffold***

Change Project Title

Community of Learners – Utilizing professional study groups to promote instructional rigor in an effort to: close the achievement gap between sub-groups; increase student achievement; and engage students through enhanced literacy instructional practices.

Description of Instructional Priority – What issue was addressed?

By using the professional study group model, participants have engaged in dialogue about how to best meet the literacy needs of students who have historically been challenged due to existing in a community that has been impoverished and at times disengaged academically. Through examining professional texts, such as Dr. Alfred Tatum's *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, participants have been able to share in discourse about how to create literature events that are engaging, rigorous and culturally relevant to the student populations that are served within the Roseland Community entering the thresholds of Alfred D. Kohn Elementary School.

What was your theory of change? What did you do?

The theory of change for this project was to provide exposure to research-based professional texts that would ultimately produce effective and culturally relevant instructional practices in literacy. Currently the professional study group is comprised of faculty ranging from grades 2nd – 8th and the Lead Literacy Teacher serving 4th – 8th grades. The group meets each month and thus far the professional study group has analyzed Dr. Tatum's text, and determined that they would like to create a school-wide literacy event (e.g., a play and/or musical production).

What was the student learning result?

Results and impacts for assessing student outcomes continue to be in progress with this current Change Project.

V. How did this experience better prepare you for a CPS Principalship?

As an Instructional Leader it is important for me to understand: how to best meet the learning needs of all students; thus, how to provide teachers with opportunities for learning that will best impact the delivery and facilitation of instructional practices using research-based methodologies. Therefore, as I presented the idea of creating a professional study group to engage instructional providers in an arena to assist them with reflecting on their practice using professional resources, I assumed that I was on

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target with addressing and bolstering current classroom instructional practices. Thus, I leaned on the verbiage of Janet Allen, author of *Becoming a Literacy Leader* (2006), that teachers often have great ideas and/or questions regarding the improvement of their instructional practice – however, the forum for making their practice public is often neglected. The need for structuring a professional study group provides teachers with multiple opportunities to engage, to reflect, to review, and integrate new thinking into their classroom instruction in an environment that is comfortable and non-judgmental (Janet Allen 2006). Additionally, in *Whole-Faculty Study Groups: Creating Student-Based Professional Development*, 2001, expresses that the strategy of implementing professional study groups has been created and designed for members (i.e., teachers) to begin to change the way they approach teaching (e.g., creating student-centered learning environments). The overall goal is to be able to identify “student needs” and how to differentiate instruction to adapt to the various modes of learners and also have a more culturally relevant curriculum. These were the original outcomes that I hoped to have achieved from designing and facilitating the professional study group.

However the reality is that these same instructional providers that have elected to participate in the professional study group are also under the extreme mandates and initiatives of belonging to a “40 Focus School” where LRE and area / district literacy and mathematics professional development mandates, as well as before- and after-school programs have consumed their out-of-classroom time. As an instructional leader I have gained instrumental experience and respect for the work that instructional providers are continually involved in. I also have better gauged the adult learner and the essential tools and time they need to develop and improve their practice. Thus, as we continue to collaborate as a professional study group it is with great hope that the outcomes will continue to affect the work and achievement for all students, as well as the professional and instructional practices for all participants.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Erika Williams*** Preparation Program ***New Leaders for New Schools***
 School ***Jones College Prep*** Mentor Principal ***Dr. Donald Fraynd***
 Area ***AMPS*** AMPS Officer ***Melissa Magliola-Zaikos***

Change Project Title Jones College Prep Writing Center

Description of Instructional Priority – What issue was addressed?

Our number one priority is to expand rigorous and engaging instructional and formational experiences through vertical integration of the curriculum and by enhancing student skills in grammar/rhetoric and writing.

What was your theory of change? What did you do?

My theory of change was to provide teachers as much professional development, support, and resources as possible to implement this new Writing Center (WC) initiative because many projects are unsuccessful due to lack of training and administrative support. First, I facilitated meetings to plan **WC curriculum**, mission/vision, and procedures with the WC coordinator and team to establish sustainability for the WC program. I **researched** various writing programs throughout the country. As a result I found several, local high school writing centers to examine as models. I exposed the WC consultants (teachers) to established high school Writing Centers in the Chicagoland area during the **WC Day Trip**. I hosted multiple **Book Chats** on Writing Center Theory and Practice and invited an expert in the WC and Writing Across the Curriculum field. I worked with team members to create an ideal physical environment for the WC. I **managed the WC budget** and ordered materials that best suited our students' needs and chose training sessions that would prove to be most cost effective along with resources that could be used by teachers of various subject areas school wide. I ensured that our WC goals were in alignment with the SIPAAA (Strategic Plan) and worked to include training in our professional development that considered interdisciplinary collaboration and opportunities for student-writing consultants (peer tutors) in the near future. Finally, in planning for next year, I considered training for writing consultants that would best fit our staff and serve our students' needs.

What was the student learning result?

More students have been visiting the writing center; their grades on writing assignments have improved; more teachers (from multiple content areas) have been sending students to the center as a resource for instruction. Writing consultant practices have become more student-centered and intimate in nature. The students have begun to use the center to develop personally in ways that prepare them for college essays, writing assessments, and writing assignments in several subjects (not just English). Writing Center usage has increased consistently each month with over 89+ freshmen, sophomores, juniors and seniors finding the center as a resource

How did this experience better prepare you for a CPS Principalship?

The project has augmented my leadership skills through authentic/practical experiences in the CPS Principal Competencies. For example, I have had additional hands-on experience managing budgets, aligning departmental vision with school priorities, working to improve instructional practice, creating curriculum in literacy & Writing Across the Curriculum, and leading a team to impact student achievement through a school-wide initiative.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name ***Cindy Wulbert*** Preparation Program ***New Leaders for New Schools***
 School ***Goudy*** Mentor Principal ***Mr. Reyes***
 Area 2 Area Instruction Officer ***Debra Ezparza***

Change Project Title *Effective Use of Differentiated Instruction*

Description of Instructional Priority - What issue was addressed? The goal of this initiative is to increase the effectiveness of Instruction by using data to differentiate instruction.

What was your theory of change? What did you do?

I believe that everyone must see a reason to change classroom practice. Teachers who have a voice in determining their professional development will be more enthusiastic and apply new strategies in the classroom. Therefore, I asked the teachers to fill out a professional needs survey. I also let them develop the professional development plan. Teachers listed professional development opportunities that they would like to engage in during the school year. Funds for these professional development activities were made available through the Instructional Change Grant. All teachers wanted to learn how data could be used to differentiate instruction. They were also interested in learning how to use small groups more effectively in the classroom. Creating effective change requires time, research, and the knowledge that everyone goes through the process at different ability levels. I facilitated the change process by providing Internet web seminars, book studies, internal classroom visits, and external classroom visits. The teachers also explored how to use data to help drive instruction. The teachers chose the location and focus of their visits.

What was the student learning result?

Students benefited by having their needs addressed according to benchmark data. Formative and summative assessments occur more frequently, and there is more variety to give students many ways to express what they have learned. The presentation of the material is delivered using a variety of grouping techniques designed to target learners on all levels. In addition, teachers understand how to modify instruction to better meet the needs of students. Students are enjoying the learning process because teachers are planning units with the end in mind. The unit is planned so that there is a connection between the home and the school. The units are not activity driven, they are standards driven. This will serve all students well.

How did this experience better prepare you for a CPS Principalship? The principal is a facilitator of learning for all community members. This project helped me learn effective strategies when working with adults. It also served as a reminder that change takes time, and teachers must buy into the change. Therefore, it is best if everyone has a voice in the process and is an active participant. It is also important to be humble, respectful, and appreciative of the talent of the staff. It also helped me understand more about the budget process and setting short term and long term goals. It is important to celebrate along the way while on the road to the goal set by the community.

***Instructional Leadership Change Project Exhibition
Project Summary***

Name <i>Cynthia A. Zucker</i>	Preparation Program <i>LAUNCH</i>
School <i>Jordan Community School</i>	Mentor Principal <i>Dr. Maurice Harvey</i>
Area <i>2</i>	Area Instructional Officer <i>Deborah Esparza</i>

Change Project Title: ***Project Adelante: Improving Bilingual Teaching and Learning***

Description of Instructional Priority – What was the issue?

At Jordan Community School, one of the SIPAAA goals is to “Close the achievement gap for special needs students and English Language Learners.” Hispanic students comprise approximately 50% of the students at Jordan School, and approximately 30% of the students are English Language Learners (ELLs). ELL students are lagging behind their English dominant peers in test scores and academic achievement at Jordan. Based on analysis of ACCESS and IMAGE test scores for the 2005-2006 school year, only 10% of the bilingual students in the 3rd – 8th grade, most of whom had been in the bilingual program for three years or more, scored at a “proficient” level on the ACCESS test. On the IMAGE test, 53% of the ELLs in grades 3-7 met the standard in reading, but only 21% met the standard in math. Therefore, the goal of this project was the improvement English language proficiency and also academic achievement in the content areas for bilingual students by the use of a Sheltered Instructional Model.

What was the Theory of Change? What did you do?

Students who are learning English as a Second Language need quality instruction which addresses the growth of English language proficiency as well as comprehensible content area instruction in English. Sheltered Instruction is a methodology which addresses this need, by placing a focus on content objectives as well as language objectives in subject area instruction. I worked with a team of teachers, bilingual teachers and regular classroom teachers, who studied the SIOP (Sheltered Instruction Operational Protocol) model of instruction and then adapted their own lessons using this model. They taught lessons using the SIOP approach, in which they highlighted vocabulary, utilized visuals, graphs, and models, used objects and actions to clarify language, adapted the level and structure of language in the lesson, and used meaningful activities that integrated lesson concepts with language practice opportunities for reading, writing, listening, and speaking. Teachers worked in extended day sessions to study, hold discussions, and write lessons. I videotaped these lessons and teachers watched and critiqued them in extended day sessions. Teachers need time to discuss new ideas, collaborate with colleagues, and give each other feedback on innovative teaching methods.

What was the student learning result?

English language learners participated in the lessons and demonstrated success in reading, writing, listening, and speaking. Students were given the ACCESS test in December and the IMAGE test will be given in March. It is projected that students who reach a proficient level of English and those who will meet standards in reading and math will increase by 15%.

How did this experience better prepare you for a CPS Principalship?

I will focus on research-based professional development for the improvement of instruction with my teaching staff. When teachers are given time for study, collaboration, and peer observation, they can develop innovative and effective instructional strategies that have an impact on the improvement of student learning and academic achievement.