

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140025

Grants.gov Tracking#: GRANT11654021

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="1-376000511-A7"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="37-6000511"/>	* c. Organizational DUNS: <input type="text" value="0989872170000"/>
--	---

d. Address:

* Street1:	<input type="text" value="MB 502, m/c 551"/>
Street2:	<input type="text" value="809 South Marshfield Avenue"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60612-7205"/>

e. Organizational Unit:

Department Name: <input type="text" value="Ctr. for Urban Educ.Leadership"/>	Division Name: <input type="text" value="College of Education"/>
---	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Mitra"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Dutta"/>	
Suffix: <input type="text" value="Ph.D"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="312-996-2862"/>	Fax Number: <input type="text" value="312-996-9005"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

A Systems Approach to School Leader Pipeline Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,969,898.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,969,898.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Mitra Dutta	Vice Chancellor for Research
APPLICANT ORGANIZATION	DATE SUBMITTED
The Board of Trustees of The University of Illinois	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/> CFDA Number, if applicable: <input type="text" value="84.377"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S377B140025

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Turnaround Schools GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act, Section 427 (GEPA)

In accordance with federal regulations (including the General Education Provisions Act, Section 427) and the University of Illinois at Chicago's (UIC) anti-discrimination policies for students and employee participation and service, this Turnaround School Leaders project will not discriminate on the basis of race, color, national origin, gender, age, or disability. Located within a metropolitan multi-cultural community, the university is clearly dedicated to hiring individuals from underrepresented groups, including racial minorities and individuals with disabilities. UIC carefully adheres to all rules and regulations for affirmative action and equal opportunity.

Like the university, Chicago Public Schools is an equal opportunity urban school district that is committed to diversification of its staff and the employment of minorities in proportion to their availability among qualified applicants.

The goal of the UIC/CPS partnership is to attract, prepare, and support aspiring and new principals to become effective school leaders in improving teaching and learning in the lowest-achieving schools in the district. This project contains the following proactive, affirmative steps to ensure diversity among project participants.

- Devise new marketing strategies to recruit a diverse group of aspiring principals using a variety of methods to ensure as broad an applicant pool as possible;
- Ensure a uniform selection process that includes a competency based interview and evaluation criteria and that is afforded to all applicants;
- Ensure that there is specialized coursework and training for aspiring principals on topics such as:
 - Cultural competency, so that principals and their staff are able to effectively engage every student, and identify and eliminate the biases that impact

expectations and achievement

- Personalized learning environments to serve every child
 - Effort-based paradigm, to emphasize that achievement is determined by effort, not background
 - Continuous coaching on implementing equity and excellence in diverse environments
 - Law, pedagogy, and instructional best practices for special needs students
 - Best practices, pedagogy, and support for English Language Learners
 - Community and family involvement to improve student outcomes.
- Provide site-based support to aspiring and new principals to set achievement targets for all students moving them to and beyond proficiency.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Board of Trustees of The University of Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Mitra Middle Name:

* Last Name: Dutta Suffix: Ph.D

* Title: Vice Chancellor for Research

* SIGNATURE: Mitra Dutta

* DATE: 05/23/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The University of Illinois at Chicago (UIC) Center for Urban School Leadership/Ed.D. in Urban Education Leadership program seeks funding under Absolute Priority #1: Non-rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program. The UIC program partners with the Chicago Public School District #299, an LEA that contains more than five SIG and SIG eligible schools. In addition, we address both Competitive Preference Priority 1: Existing Policy Conditions that can be Leveraged to Ensure Success and Sustainability of a Turnaround Leadership Pipeline and Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders who have Demonstrated Success in Increased Graduation Rates and Academic Growth in the project narrative with appropriate support documentation in Part 6 – Other Attachments. The number of program participants or candidates we plan to recruit and prepare for SIG/SIG eligible schools is 66, or 22 per cohort for each of three consecutive years. The NCES identification number for Chicago Public Schools district is 1709930. Individual school NCES identification numbers are not yet available as part of our proposal requires collaboration with CPS in the identification of SIG and SIG eligible schools' vacancies and strategies to place UIC prepared principals in those schools.

UIC seeks to further improve our twelve-year established principal preparation program in ways that will consistently produce a pipeline of high quality school leaders who have capacity to transform low-performing schools. Our program is particularly well positioned to focus on such improvements at this time for five significant reasons. First, the program completed a comprehensive internal redesign two years ago that resulted, among other changes, in stronger alignment of coursework to fieldwork, theory to practice, and outcomes to locally adopted

competencies. Second, two years ago the University authorized and funded the UIC Center for Urban Education Leadership (CUEL) to support the further development of the Ed.D. principal preparation program and disseminate findings on the impact of its model. Third, the formation of the CPS Chicago Leadership Collaborative (CLC), and our selection as a charter member through a competitive RFP process, aligns with our partner CPS school district's recent efforts to ramp up improvement of principal quality system-wide in significant ways. Fourth, UIC's new relational database for the principal preparation program allows faculty to track development and impact of leadership capacities (including knowledge, skills, and dispositions) from application through early-career stages of the pipeline—and design interventions as required. Finally, UIC's work continues to have a wide audience among higher education school leader programs nationwide, which is important because higher education has enormous resources that need to be re-directed nationwide toward next-generation, results-oriented, school leadership development.

A distinctive orientation to our work is a systems-theory approach. This proposal is developed around a much more systemic concept of the school leader principal pipeline than we have embraced to date and that the leading professional organizations are currently framing. This proposal recognizes that all major dimensions of our current program—from our theory of leader development to our intentional marketing to the impact of our graduates—can, in principle, influence the quality and quantity of the applicant pool, as well as its ultimate impact on schools.

The goals we propose for this Turnaround grant include:

Goal 1: UIC will develop new outreach approaches and enhance recruitment efforts to select three annual cohorts of 22 highly promising prospective school leaders using CPS competencies developed expressly to prepare and assess the leaders of high-need schools.

Goal 2: UIC will build on the strengths of the preparation phase of its program, including the

academic and clinical components, to integrate strategies to prepare principals for the challenges and opportunities of turning around chronically low-performing schools, as informed by both the literature and an analysis of UIC program data, including new data collection in S/SE schools.

Goal 3: UIC will increase the number of school leaders placed in S/SE schools within two years of residency completion by working strategically with our CPS partners to target the highest need schools with placement of UIC-trained principals. UIC will further provide these principals with highly individual, intense, and frequent leadership coaching in the areas of the CPS competencies, with special attention to how instructional leadership, organizational change leadership, and cycles of inquiry can be used strategically to help achieve CPS's goals for these S/SE schools.

Goal 4: UIC will conduct analysis of its school leader retention record to date over the first 10 years of the program, document patterns of success and retention in S/SE schools vs. all other schools, and develop effective strategies and incentives for supporting and retaining effective school leaders, while working directly with our contractual CPS partners to replace ineffective school leaders.

We believe that pursuit and attainment of the above four goals will allow our principal preparation program to advance to the next level – a level that will result in a higher quality school leadership pipeline through greater selectivity of program candidates; increased articulation between academic and clinical program components; greater collaboration with our CPS partners targeted on preparing, placing, and supporting principals in struggling schools; and improved documentation of our work and its impact on student learning in S/SE schools as described in Goals 1-4.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

University of Illinois at Chicago

Application under the DOE Turnaround School Leaders Program

CFDA 84.377B

Introduction: A Systems Approach to Pipeline Development

The UIC Ed.D Program in Urban Education Leadership is an award-winning principal preparation and development program that must continue to improve in critical ways if it is to reach its potential for consistently improving student learning in the urban schools that have proven the most challenging to turn around. This university-based school leader preparation program is conducted in close, contractual partnership with Chicago Public Schools (CPS). The program was first designed with CPS in 2002 in response to research findings showing that failing schools can dramatically improve under the leadership of visionary, skilled principals. Through a careful balance of coursework, year-long supervised residency, and extended on-site coaching across at least three full years of leadership practice, the Ed.D Program in Urban Education Leadership targets the skills and dispositions that leaders need most to transform the cultures of high-need urban schools.

Our contractual partner is Chicago Public Schools, enrolling over 395,000 students in over 600 schools. Of these, 91% are students of color, including 85% Black and Hispanic students. CPS is virtually a SIG-eligible district from stem to stern, with a student enrollment of 85% low income, 17% ELL, and 13% students with disabilities. Among other concerns, the district has a 32% chronic truancy rate.

Since 2002, UIC has demonstrated its commitment to the continuous improvement of its principal preparation program to improve educational outcomes for CPS students. The results of its approach are evident in the recognition that UIC-trained principals and the program have

received for impact on student learning outcomes in high-poverty Chicago public schools. In 2013, 17 UIC-trained principals received the “Top Principal Bonus Awards” from CPS for leading improvement in student learning, and one principal won the top award for Archdiocese schools, the Polk Brothers Leadership award. In 2012, the UIC program became the first school leadership program to win the Council of Great City Schools Urban Impact Award and the first higher education institution to be awarded Exemplary status by the Bush Foundation Alliance to Reform Education Leadership. It is emblematic of UIC’s approach that at the same time it received this recognition it was submitting a significant new program re-design for approval by the Illinois State Board of Education

UIC is recognized within and outside the district as providing strong school leaders who regularly lead schools to dramatic improvements in attendance, improved graduation rates, and improved scores on standardized achievement exams. In the last 12 months, UIC has been featured twice in *Education Week* cover stories and more recently in a PBS News Hour feature on school leader preparation. UIC principal performance has been featured in a range of other national publications, including *District Administration*, *Planning and Changing*, and Wallace Foundation’s *Knowledge in Brief*. Four of *Chicago Magazine*’s Top 20 elementary schools in 2014 were led by UIC Principals, one of them the recent recipient of a US Department of Education Blue Ribbon Award.

Despite UIC’s record of success, the program design is insufficient to ensure that an adequate number of high-quality applicants emerge from its intensive program of field-based leader development with the skills and dispositions needed to turn around low performing schools. Many program completers have been able to transform low-performing school cultures in elementary and secondary schools, large and small, of all demographic compositions, but a

substantial portion of our completers are not producing transformational results. We have concluded that one of the most significant levers, if not the most significant, for improving our program's impact is to develop a systemic pipeline strategy, which we propose to do so through the Turnaround School Leaders Program.

A systems-theory approach to pipeline development. Although its original authorship is debated (Carr, 2008), a familiar line has emerged from systems theory as applied to organizational development: “Your system, any system, is perfectly designed to obtain the results it is achieving.” We have come to see that even the most forward-looking formulations of exemplary school leadership programs—such as those developed by University Council for Educational Administration (UCEA), Educational Development Center (EDC) and the Rainwater Leadership Alliance—underestimate the systemic nature of school leader pipeline development. In general, pipeline development is understood as an element in the recruitment and selection process after which other phases of the leadership program follow: academic curriculum, supervised clinical practice, candidate assessments, and so on. We are now conceptualizing pipeline development as a function of the entire system, one that begins professionally with pre-service teacher preparation and that continues into mature leadership practice of school principals and district leaders. This proposal is developed around a much more systemic concept of the school leader principal pipeline than we have embraced to date and that the leading professional organizations are currently framing.

We now recognize that all major dimensions of our current program—from our theory of leader development to our intentional marketing to the impact of our graduates—can in principle influence the quality and quantity of the applicant pool. For example, when an experienced teacher leader from a school led by a UIC principal begins to see herself as a future candidate for

our program, it is typically NOT because of our recruitment strategy. It is because one of our principals has created a school culture with teacher leader opportunities that affects both the willing and able sides of the “qualified applicant” equation. As in any system, the components in this instance are interactive: strong principalship practices incorporating high-functioning school leadership teams result in the development of teacher-leader skills and dispositions that make for a promising applicant to the school leadership program.

It is therefore the intent of this proposal to develop a more systems-oriented approach to pipeline development, one that leverages our access to teachers in UIC pre-service and in-service teacher education programs and in schools led by UIC principals to increase teacher leadership aspirations, skills, and opportunities, thus strengthening the applicant pool that in turn will increase the impact of UIC school leaders on SIG and SIG-eligible (S/SE) schools. This will be done in part by honoring organizational theorist Tom Peters’s dictum that “Great leaders don’t create followers; they create leaders.” To achieve this aspiration, our pre-service and in-service development of principals will intentionally foreground teacher leadership development, and we will work more effectively with CPS to ensure that a higher percentage of our principals are placed in S/SE schools, and once there, are consistently supported by high-quality, differentiated leadership coaching in their first two years.

We propose to improve our program’s impact on Chicago’s low-performing schools with a focus on S/SE schools by pursuing the following four major goals:

- a. UIC will develop new outreach approaches and enhance recruitment efforts in order to select three annual cohorts of 22 highly-promising prospective school leaders using CPS competencies developed expressly to prepare and assess the leaders of high-need schools.
- b. UIC will build on the strengths of the preparation phase of its program, including the

academic and clinical components, to integrate strategies to prepare principals for the challenges and opportunities of turning around chronically low-performing schools, as informed by both the literature and an analysis of UIC program data, including new data collection in S/SE schools.

- c. UIC will increase the number of school leaders placed in S/SE schools within two years of residency completion by working strategically with our CPS partners to target the highest need schools with placement of UIC-trained principals. UIC will further provide these principals with highly individual, intense, and frequent leadership coaching in the areas of the CPS competencies, with special attention to how instructional leadership, organizational change leadership, and cycles of inquiry can be used strategically to help achieve CPS's goals for these S/SE schools.
- d. UIC will conduct analysis of its school leader retention record to date over the first 10 years of the program, document patterns of success and retention in S/SE schools vs. all other schools, and develop effective strategies and incentives for supporting and retaining effective school leaders, while working directly with our contractual CPS partners to replace ineffective school leaders.

A. Project Design

UIC Program Design: The SIG Turnaround School Leaders Program opportunity comes at a propitious time in the history of UIC's history of program design and redesign. First implemented in 2002, the UIC program was committed not to a particular design, but to answering one organizing question that we believed would yield an optimal design over time: *"What would it take for a university-based program to produce principals able to transform high-need urban schools into successful learning environments at a rule, rather than an*

exception to the rule?" By obtaining early funding from philanthropic organizations in Chicago and nationwide—including the Broad Foundation, Chicago Community Trust, MacArthur Foundation, Stone Foundation, and many others, UIC has built capacity to sustain the program over time. It also has systems and personnel in place to collect and analyze data on program elements and on outcomes in the high-need schools UIC-trained principals lead.

A number of design features have come to define the program and are now considered key to its success:

- A formal partnership with Chicago Public Schools to ensure that our program's graduates are meeting school system needs.
- Highly selective admissions criteria designed to admit a distinct cohort of 15-20 students once each year.
- A pre-service/in-inservice continuum that admits students to a 12-18-month school leader licensure program (pre-service), followed by continued coursework and leadership coaching for a minimum of 2 more years in principals' novice years as their leadership practice develops.
- For each candidate in the pre-service phase, a required full-year, full-time, paid residency in a leadership role in a high-need urban school, supervised by a full-time university leadership coach with a record of school transformation as a former principal.
- A strong commitment to candidate assessment, resulting in counseling out 15% of candidates over time.
- An equally strong commitment to using data to improve the program, resulting in multiple program revisions and ongoing re-design.

UIC has been recognized in multiple venues for its uses of data to improve its professional preparation program in school leadership. The program recently documented its uses of data for continuous program improvement in a journal article (Cosner, et al. 2012) and was also singled out in a study by Davis and Darling Hammond (2012) for our analysis of data for program improvement. In addition, when the program received the first annual award from UCEA for Exemplary Leadership Preparation, data collection and analysis was identified as a strength.

In 2006, a commission convened by the Illinois Board of Higher Education (IBHE) named UIC a “model” program in school leaders preparation, and in 2008, UIC faculty led a joint task force of the IBHE and Illinois State Board of Education that successfully changed school leader preparation licensure in Illinois to require all program providers to enter into contractual partnerships with school systems and to make programs more selective, more intensively field-based, and more rigorously outcomes-based.

Although the UIC program is at the forefront of changes in principal leadership preparation nationally, we have a lot more to learn and to do in order to have the impact we want on the learning outcomes of urban children and youth. The Turnaround School Leaders Program is an opportunity for us to focus on strategies in the pre-service and in-service elements of the program that we believe will have an impact on the ultimate outcome of student learning.

Indicators of Program Quality and Effectiveness: The principals we train accept and remain in leadership positions in high-need schools across the district. Currently, about 98% of the 142 students who have successfully completed the residency year have achieved administrative positions in urban schools. 100 of these have become urban school principals within three years following residency, and nearly all of these placements were in high-need

schools. The remaining students became assistant principals or system-level leaders. UIC candidates are disproportionately successful in passing the rigorous CPS eligibility process, which typically fails over 60% of applicants who already hold state school leadership certification. From 2010-13, over 90% of UIC candidates passed this assessment process, which is required in order to become a principal. Moreover, for the past eight years, 85% of UIC principals have retained their principalship, largely in high-need CPS schools. Departures are mostly due to promotions and retirements.

Our training is producing leaders who can achieve outstanding results, but these results are not consistent across each cohort or uniform from one cohort to another. Promising results include:

- Using the high bar for achievement-gap metrics recommended by Branch, Hanushek and Rivkin (2012), UIC elementary principals are seeing on average four months of achievement growth beyond expected gains in the course of their tenure, compared to the system's average one month of gains over the principal's tenure.
- In the 2010-11 school year, high schools led by UIC principals improved attendance, freshman on-track, and graduation rates at levels that exceeded comparable CPS high schools by between 5 and 8 percentage points for each metric.
- In 2011-12, the average graduation rate for the 13 UIC-led high schools with graduating classes was 65.5% (7.2% higher than the CPS district average), and 16 CPS high schools led by UIC principals posted a 44% reduction in annual dropout rates against the CPS average of 4%.
- In 2011-12, UIC-led high schools posted three of the top 12 ACT gains in the system.

But our data demonstrate that we are not having adequate impact across the board. In

response to **Competitive Preference Priority #2**, an examination of the recent performance trends of SIG-eligible CPS schools that are led by UIC-trained principals supports our view that UIC-trained principals are learning SIG-relevant skills in key areas, but remain inconsistent in leading the improvement of SIG-like schools. Two tables (see attached, labeled “Competitive Preference Priority #2”) compare 4-year trends in several indicators of school performance for three groups of CPS schools: a) CPS schools led for at least two years by UIC-trained principals that were designated “SIG-eligible” for at least one year from 2010 to 2013; b) Non-UIC-Led CPS schools placed on administrative probation 1 or 2 times between 2010 and 2013 for failing to meet APR performance thresholds (labeled “Probation_Occasional”); and c) Non-UIC-Led CPS schools placed on administrative probation 3 or 4 times between 2010 and 2013 for failing to meet APR performance thresholds (labeled “Probation_Chronic”). Table 1 examines high school performance, Table 2 elementary school performance.

UIC-led SIG-eligible high schools (Table 1) out-performed CPS probation high schools in three key areas. They showed high rates of growth in school-wide attendance, and were more successful over time in reducing the failure rates of freshman – a key statistic and organizational accomplishment linked by the Consortium on Chicago School Research to highly levels of school persistence (Bryk et al, 2010). UIC-led high schools also improved 1-year dropout rates, and significantly reduced the percentage of serious student misconducts that produced out-of-school suspensions from 2012 to 2013 – thus keeping more students in school. On the other hand, the UIC-led high schools did not on average produce greater gains in standardized test scores (ACT or PSAB), graduation rates, or 5-year dropout rates.

Regarding UIC-led SIG-eligible elementary schools (Table 2), differences from CPS probationary schools without UIC leadership were less remarkable. UIC-led elementary schools were also more likely to reduce out-of-school suspensions from 2012 to 2013. But there were few notable differences between the UIC-led elementary schools and CPS probationary schools on the other available indicators, including school-wide attendance and standardized achievement.

To summarize, the UIC-led SIG-eligible elementary and high schools displayed patterns of improvement similar to those of probationary schools on several indicators, tracking progress at about the same pace and direction. UIC-led high schools did evidence strength in several key leading indicators of turnaround school improvement.

Improving the Candidate Pool: We now believe that one of the most significant improvements we can make to our program is to focus on admitting stronger candidates while at the same time thinking systemically about how everything else we do in the program has the potential to strengthen the candidate pool. Our program is already known for its selectivity. However, there is a problem with viewing recruitment and selection as a process that occurs immediately before entry into a formal leadership training programs. We need to intentionally and actively develop teacher leaders long beforehand—both pre-service and in-service—so we have a ready supply from which to recruit and select the best candidates for training into the principalship.

The four central proposal goals presented in the introductory section of this proposal identify key leverage points at the pre-service and post-licensure stages of our program. In *Figure 1* below, we provide objectives for each of those goals. We outline the activities, including timing, for each objective in the final section of the narrative in *Figure 2: Management*

Plan. UIC’s ongoing commitment to continuous improvement is reflected in an objective related to Metrics for each of the four goals as detailed in the management plan.

Figure 1: Proposal goals and objectives

I. Preservice Design Improvements
<p>Goal 1: UIC will improve recruitment and development efforts to select 22 promising candidates annually for its principal preparation program using CPS principal competencies.</p> <ul style="list-style-type: none">• Objective 1a: Outreach – Expand outreach strategies to attract a larger candidate pool with increased representation of educators with credentials to serve students with disabilities and English language learners.• Objective 1b: Teacher Development – Cultivate teacher leader capacity for and interest in the principalship as career path by working with teacher education faculty in the College of Education and leveraging the capacity of UIC-trained principals to develop teacher leadership.• Objective 1c: Admissions Process – Modify admissions processes and protocols to ensure better selection of candidates with characteristics likely to lead to success in S/SE and similar low performing schools.
<p>Goal 2: UIC will improve the <u>preparation</u> component of the program to more successfully prepare principals for S/SE and similar low-performing schools.</p> <ul style="list-style-type: none">• Objective 2a: Evidence on Successful Programs – Identify strategies in the literature and employed by other nationally recognized school leader preparation programs that are most applicable to leadership practices in high need schools.• Objective 2b: UIC Program Data – Identify areas for program improvement specific to preparing principals for the leadership challenges and opportunities in S/SE and similar low performing schools through the analysis of quantitative and qualitative data related to the practices

and performance of UIC principals in S/SE and similar low performing schools.

- **Objective 2c: Modification of Coursework** – Modify pre-service coursework, as informed by 2a and 2b, to forefront knowledge, skills, and dispositions critical to improving high need schools, with special attention to developing the instructional and leadership capacity of teachers in those schools.
- **Objective 2d: Modification of Pre-Service Clinical Component** – Modify the pre-service clinical and field-based component, as informed by 2a and 2b, to better ensure candidates develop the skills, knowledge, and dispositions critical to improving high need schools.

II. Placement and Inservice Program Design Improvements

Goal 3: UIC, in collaboration with Chicago Public Schools, will increase the number of school leaders placed in S/SE schools and provide them with the support necessary to build school capacity for instructional improvement.

- **Objective 3a: Placement Strategies** – Collaborate with CPS to identify principal vacancies and potential vacancies in S/SE schools and determine best strategies for promoting placement of UIC prepared principals in these schools.
- **Objective 3b: In-service Clinical Modules** – Develop and enhance in-service clinical modules specifically designed to support novice principals in high need schools.
- **Objective 3c: Support** – Provide principals in S/SE schools with frequent, intense coaching support in areas of development considered critical to successful performance and effectiveness.
- **Objective 3d: Teacher Leader Development** – Provide novice principals with, among other supports, strategies specifically targeted to teacher leadership capacity building as one means of developing a potential quality pipeline of school leaders.

Goal 4: UIC will collaborate with CPS to retain effective UIC-trained principals in S/SE and similar low performing schools and replace ineffective school leaders.

- **Objective 4a: UIC Record** – Analyze principal retention record to date of UIC prepared/placed principals over the last ten years with attention to patterns of retention in S/SE schools
- **Objective 4b: Retention Incentives** – Collaborate with CPS to further develop incentives for retaining effective school leaders.

Through the Turnaround School Leaders Program, we will focus primarily on two problems in the pipeline of leadership preparation. The solutions we propose at each problem point—pre-service outreach and in-service coaching—will develop the teacher leader capacity necessary for working in low performing schools and for teacher leaders to gain entry to highly-selective principal training programs as their careers advance. In addressing these problems, we will develop UIC’s pipeline capacity, as well as demonstrate to the local principal preparation field and beyond how to systemically guide and nurture teacher leaders, improve the supply of teacher leaders for principal training programs, and support the effectiveness of in-service principals in low-performing schools.

Pre-Service: We aim to increase our annual target of selected applicants from 15-20 high-quality candidates to 22 high-quality candidates. In addition to enhancing our recruitment efforts, we will intentionally develop teacher leaders through outreach to and enhancement of pre-service teacher training programs, both undergraduate and master’s programs. Teachers need to understand teacher leadership and the principalship as career paths from early on, both to motivate them to stay in the field of education if they feel they have leadership potential and to inform them about how they can develop themselves as leaders in preparation for more formal training later. We will target programs at other institutions of higher education in the local area as well as UIC’s teacher education programs. We will work with UIC teacher education programs to modify course content and develop linkages that promote teacher placement in UIC-

led schools. We will reach out to CPS teachers by developing professional communities with a focus on their career interests.

Although significant number of candidates recruited into the UIC program over the last decade have had special-education and ELL backgrounds, it is also clear that we need to recruit more such candidates if our program is to achieve its potential in a school system with a student enrollment of almost 90% African-American and Latino with very high rates of special education students in many schools. We will work directly with the CPS Office of Special Education, the CPS Office of Bi-Lingual and Multi-cultural Education, and Chicago's Hispanic School Administrator's Council to ensure greater numbers of candidates with these affiliations.

Also as part of Goal 1, we will modify our admissions processes to ensure better selection of candidates likely to be successful in S/SE schools, as informed by data analysis conducted under Goal 2, as well as by a formal report on turnaround schools commissioned by CPS in 2007. Achievement of Goal 2 to improve the preparation component of the pre-service program will be facilitated by understanding the leadership practices deemed effective for transforming high-need schools, as informed by the literature and our own data analysis. Shelby Cosner, a member of our academic faculty, has already begun to explore the literature toward this end and is currently leading research to explore the leadership practices that enable low-performing schools to improve their status under CPS accountability measures. We will build on this work by conducting an analysis of program and school performance data in conjunction with original qualitative data collection and analysis for insights into the practices of UIC-trained principals. Finally we will enhance the preparation candidates receive by modifying coursework and clinical components as informed by the quantitative and qualitative data.

In-Service: Leadership coaching after initial licensure, which comes 18 months into the program, is another area to target for improvement. A distinctive strength of the UIC program is three years and typically four years of leadership coaching beginning in the preservice, year-long residency and concluding after two to three years of school leadership. UIC coaches are highly qualified, have a minimum of six years of leadership coaching experience, and each of them has a documented record of having brought dramatic improvement to student learning outcomes in public schools (this is a condition of their hiring). UIC Leadership coaches meet regularly to form a professional learning community to determine how the very real and individual needs of candidates at various stages of leadership development can best be addressed.

Although pre-service coaching during the one-year residency is both intensive and well-focused on CPS competencies required for leadership in low performing schools, in-service coaching tends to be less well-defined and less consistently applied to all students during their leadership service as principals or assistant principals while in the program.

We will work with CPS to promote placement of UIC-trained principals in S/SE schools and focus on providing improved and more consistent coaching to increase retention and effectiveness. We will develop a common repertoire of coaching practices, supported by processes and tools, targeted at significant problems of practice likely to be encountered by early career principals. In addition to using these modules, coaches will support the principal in the hiring of teachers, including from UIC's teacher preparation program, who have been oriented to a possible career as principal, and developing them for the purposes of achieving school goals. The coaching of the principal will extend to working with the entire Instructional Leadership Team (ILT). This work will contribute to the goal of achieving student learning gains while also developing a supply of people with the qualifications needed to be successful in a principal

training program. It will also result in coaching modules with potential for use by other principal leadership training programs. Finally, UIC will use its data on program participants and their performance record in Chicago schools to influence CPS decisions regarding retention incentives for principals in low-performing schools as well as replacement decisions of ineffective leaders.

Theory of leadership development: The UIC program is guided by a strong theory of leadership development that we are now working to make more transparent, explicit, and published. In selecting the most promising candidates and providing them the most optimal experiences to accelerate their development as leaders, we are heavily influenced by such leadership and expertise-development researchers as David Day and his colleagues (Day, Zaccaro, et al. 2004; Day 2009), the team at the Center for Creative Leadership (2014), and Bereiter and Scardamalia on development of expertise (1993).

We know that not all people can become highly effective principals. Any program that hopes to prepare transformational leaders routinely and at scale has to begin by being highly selective. Preparation programs need to select candidates whose existing knowledge, skills, and dispositions make it likely that they can become effective, first-year principals in the limited preparation time available. However, for such selectivity to be productive, candidates must choose to enter the pipeline in numbers sufficient to enable the program to achieve its transformational goals. This will likely happen only with strategic development of candidates' choices prior to entering the pipeline.

Empirically, however, we know that most individuals who show initial promise still do not lead in ways that close chronic gaps in achievement and instructional effectiveness, much less do so in ways that are sustainable over time. In our view, this problem persists largely because norms of preparation continue to focus on getting novice leaders to apply large

collections of diffuse, disconnected, and pre-packaged concepts, precepts and skills to their day-to-day leadership practices.

The theory that guides our practice is this: school leadership development, as a subspecies of leadership development more broadly, is a particular kind of adult learning that requires rich and varied experiences of leading over an extended period of time to develop the expertise and dispositions for leadership. These experiences can best accelerate development if they are accompanied by a) sequenced academic coursework that engage candidates in theoretical and research literature that helps frame their practice, b) frequent and systematic formative course/project feedback to students on the quality of their leadership practice, c) cumulative documentation of leadership learning, and d) periodic, high-stakes summative assessment of leadership learning at key program benchmarks, including processes to counsel people out if indicated. In short, guided, reflective practice can accelerate cognitive, practical, and dispositional leadership development if the developmental experiences are intentionally selected for their growth-producing potential.

B. Significance of the Project

If we as a field and as a nation are serious about improving school learning outcomes for children in high-poverty neighborhoods, then we have to be serious about how schools are led. If we are going to raise our expectations for schools and school leaders, then we are going to have to raise our expectations for how principals are selected and prepared. Finally, the organizations where the most infrastructure and resources are currently located—the institutions that have the most capacity to make cost-effective changes to produce the necessary results—are found in higher education.

UIC is showing what a locally engaged mid-tier university can initiate, sustain (see Sustainability section below), and continuously improve in the area of principal preparation. This is significant because others are learning from our practice as we continue to learn ourselves. UIC is having and will continue to have an impact on district, state, and national discourse on school leader development practice and policy. It is helping IHEs, districts, and states raise their expectations for what school leaders can accomplish and how higher education can play its role. We expect to incorporate into this assistance our work and insights around pipeline development toward the goal of turning around low-performing schools.

In Chicago, UIC has for 12 years worked closely with CPS as a partner around the growing emphasis on leadership preparation across the tenure of 5 different district CEOs. UIC was a founding partner in the development of the CPS Chicago Leadership Collaborative (CLC), an innovative model for filling all principal vacancies in CPS with principals from selective, residency-based programs (see Sustainability below). At the state level, UIC is extending its impact. Our faculty members were asked to lead the state Legislative Task Force on School Leader Preparation, resulting in a 2010 law which closed down all existing Illinois principal preparation programs after 2012 and required programs to reapply for a new state endorsement under a far more rigorous set of outcome-based criteria. The new school leadership licensure law has already been showing a documentable impact in program re-design statewide. It has also been written up by a range of national publications, and Illinois just received funding from Wallace Foundation to enable UIC, Illinois State University, and a few other institutions to lead a state-wide strategic implementation initiative so that our gains are nurtured statewide instead of attenuated by resistance to change.

Nationally, in the past three years, UIC staff were invited to offer presentations on the leadership program and school impact data for a range of national and state-level organizations, including the National Council of State Legislatures, National Governors' Association, State Higher Education Executive Officers, Education Writers Association, Education Trust, Wallace Foundation, Illinois Large Unit District Association, Council of the Great City Schools, University Council on Educational Administration, and others. In 2012, the *Journal of Planning and Changing* published three different articles featuring UIC in a special edition of the journal dedicated to new models of principal preparation. A variety of state and district agencies have formally sought leadership policy and planning assistance from UIC. These include the states of New York, North Carolina, Tennessee, Texas, Connecticut, and Vermont-- and districts such as Gwinnett County, Georgia; Decatur, Illinois; Jackson, Mississippi, and Knoxville, Tennessee. We at UIC see ourselves as part of a growing national movement that will bring together the considerable resources of school districts and IHEs to develop and refine next-generation models of school leadership development that are practice-based and results-driven.

C. Capacity to implement the proposed project

UIC has actively partnered with the Chicago Public School district to prepare and place trained principal candidates since the UIC EdD. program's inception. UIC set a high bar for principal candidate achievement, incorporating locally developed CPS district competencies into coursework and fieldwork. The mutual responsibilities and expectations of this partnership over the first 10 years were delineated in a Memorandum of Understanding (MOU) modified annually as needed. In 2012, this partnership became more formalized. As part of CPS' new comprehensive school principal quality strategy, the Chicago Leadership Collaborative (CLC), UIC was selected as one of four partners to prepare principals for CPS. The "Amendment to the

Principal Preparation Program Services Agreement” (see attached) is the contract between CPS and UIC which specifies mutual responsibilities and expectations of both parties and includes a rubric for the locally designed competencies titled “Chicago Public Schools - Performance Standards for School Leaders Rubric – Evaluating Practice of Principals”

CPS School Principal Competencies (see attached), which UIC had a role in helping to shape, focus heavily on the leadership capacities needed to improve student outcomes in high-needs schools. Moreover, the rigorous CPS eligibility assessment, which most applicants holding the Illinois State Administrative Certificate fail, is based explicitly on these competencies. Over 90% of UIC candidates pass this assessment because these competencies are core to the UIC preparation and development program.

In response to state legislation passed in 2010, CPS established a new teacher evaluation system in 2012-13 known as REACH (Recognizing Educators Advancing CHicago), replacing a 40-year-old ineffective evaluation system. The three major measures for REACH are Teacher Practice, Student Growth, and Student Feedback. Goals of REACH are to:

- Build principals' and/or teachers leaders' expertise in observing and analyzing instruction to support teacher growth around a common standards for teaching excellence
- Provide teachers with information and guidance to inform their development and engage teachers in reflection and self-assessment regarding their own performance
- Differentiate support and accountability for teachers based on their experience and/or impact on student learning.
- Create a culture of continuous improvement among teachers, school leaders, system administrators and students.

Competitive Preference Priority #1—Principal Autonomy: Chicago Public Schools has endeavored in recent years to provide principals throughout the system with increased autonomy to make decisions about how their own school will operate. The increased autonomy comes with a degree of increased accountability. Principals work in collaboration with their school staff, Local School Councils (LSCs), and Network chiefs to craft the most promising blueprint and attendant decisions for their school’s success.

Local School Councils were legislatively enacted in Illinois in 1988 and are made up of the school principal, 6 parents, 2 community members, 2 teachers, 1 non-teacher staff, and (in high schools) 1 student representative. LSCs have the responsibility and authority to 1) Approve how school funds and resources are allocated, 2) Develop and monitor the annual Continuous Improvement Work Plan (CIWP--formerly School Improvement Plan), and 3) Evaluate and select the school's principal.

The following describes the autonomy principals have related to budget, staffing, scheduling, and assessment decisions. See attached for documentation of these policies excerpted from the CPS website.

Budgeting: All principals in Chicago Public Schools have the autonomy to budget funds allocated to their schools, based on student enrollment, as they deem appropriate in consultation with their respective Local School Councils (LSCs).

Staffing: The Chicago Public Schools Office of Human Capital provides a career opportunity website at “Welcome to HR4U.” <https://www.cps-humancapital.org/app/>. The “process” link of the “Candidate Gateway” specifically indicates that applicants that meet the basic CPS employment requirements are selected and hired by the school principal.

Scheduling: The CPS school calendar reflects a district driven single track calendar of the first time in a number of years. CPS experimented with multi-track calendars and alternate start and end times options (including elementary schools) for more than a decade. This year, CPS created a single-track calendar based on feedback from a range of stakeholders as indicated in the excerpted CPS press release below. However, the budget autonomy granted to building principals (as indicated above) permits principals (with LSC approval) to create before, afterschool, or Saturday student programs as deemed beneficial to their respective school.

Assessment: Autonomy related to assessment is not specifically listed in the Competitive Priority #1 listing. However, in the spirit of ensuring principal autonomy, increased latitude to make decisions about student testing and assessment alternatives has gained momentum in recent years as critical to demonstrating school turnaround. Note the excerpted language from the announcement regarding the modified assessment policy which states, “The new policy will provide school leaders and teachers with more autonomy in establishing assessments that help teachers develop instructional plans and align assessments with Common Core State Standards (CCSS) to increase student learning time.”

Consultation regarding the development and modifications of the UIC EdD in Urban Education Leadership has occurred over time in multiple forms. (See “Attestation of Consultation” attached). The formation of the program in 2002 and the redesign of the program to meet Illinois State Board of Education (ISBE) principal endorsement legislation in 2012 required scaffolded scrutiny and approval from the UIC COE Department of Policy Studies, College of Education, Board of Trustees, and State of Illinois. The program currently includes a Student Leadership Advisory Board which regularly provides feedback on all aspects of the program. UIC’s partnership with CPS in the Chicago Leadership Collaborative (CLC) was

achieved through a competitive RFP process. The CLC is overseen by a national advisory council.

D. Sustainability of the proposed project after the award period ends

The improvements we are proposing for SIG Turnaround School Leaders are intended to make an already sustainable program much more effective—to move it to the next level of performance. These are not changes that will disappear when the funding ends; these are innovations that will continue changing how we do business. Our budget narrative explains how the requested funds will provide an infusion of resources to help us redirect our operations to establish sustainable new structures and processes for the program. These improvements take place within a strong collaboration with Chicago Public Schools that is a central part of the district’s school improvement strategy; we are committed to the same fundamental goal of student success in high need schools, and are therefore committed to one another’s success to achieve this shared goal.

For 10 years, the UIC College of Education has partnered with Chicago Public Schools (CPS) in a nationally recognized collaboration to produce principals who demonstrably improve student learning. This collaboration has led to the formation of a contractual, collaborative organization that represents an entirely new approach to principal pipeline development and hiring by Chicago Public Schools. This new organization, the Chicago Leadership Collaborative (CLC), currently includes three higher education institutions—UIC, Loyola of Chicago, and Harvard University in partnership with Teach for America—as well as one prominent not-for-profit national organization, New Leaders. This collaborative demonstrates that high-performing principals can be produced at a large scale in the third largest district in the country.

At the university level, the University of Illinois Board of Trustees authorized the creation and funding of a new Center for Urban Education Leadership to support the EdD Program; three full-time, permanent clinical faculty positions have been created to support leadership coaching; and an academic faculty position in Education Organization and Leadership was identified by the Department as the highest priority for hiring this past year. Academic coursework is taught by our own full time faculty members, not by adjuncts, and we have stable streams of external funding to supplement our three permanent-dollars clinical faculty with two other coaches. Sufficient resources for the additional coaching lines come from our contractual partnership with CPS /CLC, and we have external funding sources to supplement our work.

Part of the rationale for the University President's funding of the new Center for Urban Ed Leadership (see our website: <http://www.urbanedleadership.org/>) was to ensure sustainable capacity; our clinical faculty lines are more than covered by the CLC partnership and the Center's funds. We are experimenting with administrative support structures that go beyond the liberal arts academic department model to achieve a staffing model more appropriate to a professional school. Principal preparation cannot be sustained at a high level with a staff structured identical to a philosophy department, and we are implementing new staffing structures to investigate what will be most effective (see Management Plan).

No program is bullet-proof, of course, but it is very difficult to imagine a scenario in which this program would not be thriving in 2017. Even if the current leadership of the program were to step down (not anticipated), we have built such internal leadership capacity and institutional support that the program would have no difficulty continuing its relationships with CPS, sustaining the university-funded Center for Urban Education Leadership, providing outstanding coaching to aspiring and practicing principals in the field, securing external funding

for research as necessary, and so on. The internal leaders who are emerging in the program, on the academic and clinical side, will ultimately prove to be more knowledgeable and capable than the program's founders, because this next generation's training and experiences are better tailored to the highly specialized work we are learning to conduct at increasingly higher levels each year.

E. Management Plan

Because the SIG Turnaround School Leader Pipeline funding is directly targeted at our reason for existing as a program, most of the structures and systems necessary for managing this grant are already in place. The University of Illinois Board of Trustees two years ago approved a Center for Urban Education Leadership to provide infrastructure support to the College of Education and the Department of Educational Policy Studies (EDPS) to ensure that the continuous improvement mantra of the Ed.D. Program in Urban Education Leadership can be realized (See attached Organization Chart). The Center is staffed with a Director, an Associate Director, a Research Director, senior researchers, full-time leadership coaches, and other staff who work together as a team, meeting every Monday morning to assess progress on program capacity and on funding initiatives that enable us to continue developing. We in the Center work in an integrated way with the EDPS in which the Urban Ed Leadership Program is housed, and the Department is home to the Ed.D. Program Coordinator, the Academic Program Director, the Leadership Coach Director, and two more full time leadership coaches, all of whom are members or affiliate members of the Center. The EDPS Department Chair is a member of our Ed.D. faculty and a co-PI on this grant. The Center's reason for being is in part to support and develop the work of the Ed.D. Program and the Department, and the Center Director and the Program

Coordinator have for the last two years been the same faculty member, which we anticipate will continue for some time.

To supplement this foundation of systems, structures, and personnel, funds will support a Project Manager who is also a half-time SIG Leadership Coach. This means that the Project Manager will be immersed also in the kind of work that will help all coaches focus their practice on high-leverage strategies for S/SE schools. By hiring a new administrative assistant, we expect to supplement our already considerable management capacity in ways that are not expensive but will provide the kind of new capacity necessary to ensure the success of the grant. Because the goals of our proposal are complex and interactive, and because all require monitoring systems to collect and analyze data on their achievement, we present our Management Plan in table format.

Figure 2: MANAGEMENT PLAN

Goal 1: UIC will improve recruitment and development efforts to select 22 promising candidates annually for its principal preparation program using CPS principal competencies.	
Objective 1a: Outreach – Expand outreach strategies to attract a larger candidate pool with increased representation of educators with credentials to serve students with disabilities and English language learners.	
Benchmark 1a: Increase the number of experienced teachers, instructional leaders, and assistant principals who attend information sessions by 100% over baseline (2014) in each of three years, with at least 20% of potential candidates having backgrounds in special education and teaching English language learners.	
Collaborative Activity (and responsibility)	Timeline
▶ Target recruitment to teacher and teacher leader preparation programs within UIC and	Year 1 and

with other institutions of higher education in the local area to promote interest among their students in school leadership. Prioritize programs that train educators in special education and bilingual teaching. <i>(Director and Associate Director)</i>	ongoing
▶ Enhance relationships and communications with CPS around recruitment (CPS is UIC’s primary source of applicants) and in particular CPS departments responsible for special education, second language learners, social-emotional learning/development, etc. <i>(Director and Associate Director)</i>	Year 1 and ongoing
▶ Develop and enhance a range of targeted strategies, including using social media, to stimulate interest among diverse audiences, including Teach for America, Nationally Board Certified teachers, assistant principals, educators in special education, and bilingual educators. <i>(Director and Associate Director)</i>	Year 1 and ongoing
▶ Integrate strategies across Goal 1 objectives to create a system of recruitment, development, screening, and selection easily replicable by CPS/other CPS partners and other IHEs preparing school leaders. <i>(Director, Associate Director, and Director of Coaching)</i>	Year 2 and ongoing
Objective 1b: Teacher Development – Cultivate teacher leader capacity for and interest in the principalship as a career path by working with our teacher education faculty in the College of Education and leveraging the capacity of UIC-trained principals to develop teacher leadership.	
Benchmark 1b: Provide development experiences to 250 teachers in training and in-service teachers to cultivate their interest in the principalship as a career, as well as their leadership capacity.	
Collaborative Activity <i>(and responsibility)</i>	Timeline
▶ Modify course design (e.g., content, guest speakers, and student observations in schools) in UIC	Year 1

teacher education programs to influence the career goals and trajectories of individual teachers toward the principalship. <i>(Associate Director and Teacher Education Coordinator)</i>	
▶ Develop linkages with UIC’s teacher training programs to place student teachers in UIC-led schools and encourage the hiring of UIC-prepared teachers into UIC-led schools. <i>(Associate Director, Director of Coaching, and Teacher Education Coordinator)</i>	Year 1 & ongoing
▶ Develop professional communities or networks of teachers and teacher leaders who aspire to the principalship in order to support the development of their capacity as school leaders. <i>(Associate Director)</i>	Years 2 & ongoing
▶ Share strategies for development of teacher leadership capacity with other teacher and teacher leader preparation programs within UIC and with other institutions of higher education in the local area as a means of deepening the potential candidate pool at an early stage of teacher preparation. <i>(Director, Associate Director, and Director of Coaching)</i>	Years 2 & ongoing
Objective 1c: Admissions Process – Modify admissions processes and protocols to ensure better selection of candidates with characteristics likely to lead to success in S/SE and similar low performing schools.	
Benchmark 1c: Revise 100% of processes and protocols used in admissions to reflect competencies for turning around schools in the Chicago Public Schools and optimal candidate characteristics based on analysis of data.	
Collaborative Activity <i>(and responsibility)</i>	Timeline
▶ Identify areas in the CPS competencies that may not adequately address turnaround competencies using an analysis of the 2007 IMPACT study done for CPS focusing on Turnaround schools. <i>(Director, Associate Director, and Director of Coaching)</i>	Year 1

<p>▶ As informed by objectives 2a and 2b, and with particular emphasis on dispositional qualities that appear from the literature, 1) review UIC admissions criteria to ensure that applicant characteristics determined critical to success in high needs schools are adequately incorporated, and 2) review protocols and processes for screening and interviewing of potential applicant candidates to ensure they will adequately reflect the interviewed candidate’s potential for success in a high needs urban school. <i>(Director of Research, Director, Associate Director, Director of Coaching)</i></p>	<p>Year 1</p>
<p>Objective 1d: Metrics – Improve metrics and procedures to track progress on objectives a-c.</p>	
<p>Benchmark 1d: By project’s end, procedures will be developed to track the efforts designed to attract 22 quality entrants each year.</p>	
<p>Collaborative Activity (<i>and responsibility</i>)</p>	<p>Timeline</p>
<p>▶ Enhance procedures for tracking outreach strategies including: Organizations contacted, outreach vehicle(s), response numbers, and candidate yield (Associate Director)</p>	<p>Year 1</p>
<p>▶ Generate metrics to track quality of entrants and their progress through the principal preparation program (Associate Director, Director of Coaching, Director of Research)</p>	<p>Year 1</p>
<p>▶ Track contact with and follow-through by other UIC teacher preparation programs and for other IHE teacher preparation programs regarding their efforts to promote interest in principalship career and willingness to add leadership capacity development to curriculum. (Associate Director)</p>	<p>Year 1 & Ongoing</p>
<p>Goal 1: Achievement Indicators</p>	<p>Targets</p>

	'14-'15	'15-'16	'16-'17
Attendance at information sessions (100% increase over 2014 baseline, currently estimated at 80)	160	160	160
20% of attendance will be educators with ELL and special education backgrounds	32	32	32
# pre-service and in-service teachers to receive development experiences	50	100	100
Percent of process and procedures revised and implemented for selection into program	100%	100%	100%

Goal 2: UIC will improve the preparation component of the program to more successfully prepare principals for S/SE and similar low-performing schools.

Objective 2a: Evidence on Successful Programs – Identify strategies in the literature and employed by other nationally recognized school leader preparation programs most applicable to leadership of high need schools.

Benchmark 2a: Identify literature and programs in the first six months of the grant program and complete review by the end of the first year.

Collaborative Activity (and responsibility)	Timeline
▶ Review best-practice literature on school leadership with specific attention to leadership practices in low-performing and/or urban schools. (Director of Research, Academic Faculty Coordinator)	Year 1 and ongoing
▶ Review strategies of other nationally recognized school leader preparation programs to discern the strategies believed best related to principal leader transformation, successes, and school improvement. Consult with those program leaders as needed/possible. (Director of	Year 1 and ongoing

Research, Academic Faculty Coordinator)	
▶ Gather literature on successful Turnaround schools for evidence of specific strategies that are deemed best related to improvement. (Director of Research, Academic Faculty Coordinator)	Year 1 and ongoing
Objective 2b: UIC Program Data – Identify areas for program improvement specific to preparing principals for the leadership challenges and opportunities in S/SE and similar low performing schools through the analysis of quantitative and qualitative data related to the performance of UIC principals in S/SE and similar low performing schools.	
Benchmark 2b: By the end of year 1, identify eight schools for qualitative interviews of four to six key leaders per school to combine with analysis of quantitative school data and program records for evidence to inform program design.	
Collaborative Activity (and responsibility)	Timeline
▶ Review program records of individual candidate progress and performance and quantitative data of school indicators, i.e., graduation rates, attendance, discipline records, etc. and student achievement and outcome data, to identify schools where UIC-trained principals are achieving transformative results and where they are struggling. (Director of Research and research staff)	Year 1 and ongoing
▶ Use quantitative data to select schools for qualitative investigation to better understand performance levels as they relate to the training and support of the principals, including interviews of principals, key staff, and stakeholders. (Director of Research, Academic Faculty)	Year 2 and ongoing
▶ Continue cycles of data collection and analysis in order to diagnose, implement and	Year 2 and

continue improvement of the program and the pipeline. (Director, Director of Coaching, Director of Research)	ongoing
Objective 2c: Modification of Coursework – Modify pre-service coursework to forefront knowledge, skills, and dispositions critical to improving high need schools, with special attention to developing the instructional and leadership capacity of teachers in those schools.	
Benchmark 2c: Coursework will be modified in Year 2 and Year 3 to better prepare principals based on findings from 2a and 2b above.	
Collaborative Activity (<i>Academic faculty members</i>)	Timeline
▶ Academic faculty, in consultation with program leadership, research faculty and clinical faculty, will examine the findings that come out of the work under objectives 2a and 2b.	Year 1 and ongoing
▶ Academic faculty will review current syllabi (already geared to leadership in urban schools) to determine how the findings may further inform course content revisions and increased attention to the needs of low performing schools. Faculty will create modified instructional strategies and assignments intended to advance the skills knowledge, and dispositions as informed by the data collected in objectives a. and b.	Year 2
▶ The new course strategies, assignments, and candidate outcomes will then be included in the ongoing cycle of diagnosis and implementation to determine if the modified coursework is influencing candidate development as intended.	Years 2 & Ongoing
Objective 2d: Modification of Pre-Service Clinical Component – Modify the pre-service clinical and field-based component to better ensure candidates develop the skills, knowledge, and dispositions critical to improving high need schools.	
Benchmark 2d: Pre-Service clinical component will be modified in Year 2 and in Year 3 based on	

the findings from 2a and 2b above.	
Collaborative Activity (Director of Coaching and coaching staff)	Timeline
▶ Clinical faculty, in consultation with program leadership, research faculty and academic faculty, will examine the findings that come out of the work under objectives 2a and 2b.	Year 2
▶ Program leadership will review current field placement procedures to better ensure that candidates are exposed to successful models of improvement in struggling schools and that mentor principals are prepared to help candidates develop capacity to achieve comparable results.	Years 2
▶ The Internship course curriculum will be modified to further advance the skills, knowledge, and dispositions suggested by findings as being related to success in low performing schools. Note: Candidates enroll in an internship class that parallels and supports their year-long field experience.	Years 2 & Ongoing
▶ Clinical staff (coaches) will participate in professional development related to advancing the identified skills, knowledge, and dispositions with their respective candidate coaches.	Year 2 & Ongoing
Objective 2c: Metrics – Improve metrics and procedures to track progress on objectives a-d.	
Benchmark 2c: By project’s end, document methods for informing the modification of the pre-service experience, as well as changes in the academic and internship elements of the program	
Collaborative Activity (Director of Research and Academic Faculty Coordinator)	Timeline
▶ Develop interview protocols to gather targeted information from school leaders, staffs, and stakeholders.	Year 1
▶ Establish criteria for identifying programs and practices to be studied and methods of studying these practices.	Years 1
▶ Document the specific modifications made to academic course syllabi, the clinical Internship	Years 1

course, and field experience expectations.		
Goal 2: Achievement Indicators	Targets	
	'14-'15	'15-'16 '16-'17
By end of year 1, review six leadership programs and literature	X	
By end of year 1, select 8 schools for qualitative study based on quantitative analysis	X	
Interviews conducted in schools selected for qualitative study and analyzed to provide feedback to program design	5 schs	3 schs
Coursework and clinical components modified based on findings above	X	X
Goal 3: UIC, in collaboration with Chicago Public Schools, will increase the number of school leaders placed in S/SE schools and provide them with the support necessary to build school capacity for instructional improvement.		
Objective 3a: Placement Strategies – UIC will collaborate with CPS to identify principal vacancies and potential vacancies in S/SE schools and determine best strategies for promoting placement of UIC prepared principals in these schools.		
Benchmark 3a: Over the three years of the program, 50% of openings in S/SE and other low-performing school (i.e., Tier 3) will be filled by UIC-trained principals.		
Collaborative Activity (Director and Director of Coaching)	Timeline	
▶ Collaborate with CPS regarding S/SE schools targeted for principal replacement. Identify which can be replaced directly and which require LSC approval, and work strategically with CPS to increase number of UIC principal placements through both routes.	Year 1 and ongoing	

<p>▶ Work closely with the pool of UIC Assistant Principals serving in CPS schools who have developed the necessary expertise to become transformational principles in S/SE schools, monitoring their development and moving them into the principalship when they demonstrate readiness for leadership.</p>	<p>Years 1 & Ongoing</p>
<p>▶ Create formal network of assistant principals to focus leadership coach and academic faculty attention on their development needs.</p>	<p>Year 1 & Ongoing</p>
<p>Objective 3b: In-service Clinical Modules – Develop and enhance in-service clinical modules specifically designed to support novice principals in high need schools.</p>	
<p>Benchmark 3b: By the end of three years, develop six coaching modules to support principals working to turn around low performing schools.</p>	
<p>Collaborative Activity (<i>Director of Coaching and coaching staff</i>)</p>	<p>Timeline</p>
<p>▶ Hire one full-time SIG leadership coach whose central responsibility is to develop and to share with other coaches procedures, assessments, and instruments specific to supporting principal success in S/SE schools.</p>	<p>Years 1</p>
<p>▶ Sustain a professional learning community among existing full-time coaches and new SIG leadership coach in order to enhance coaches’ ability to support the UIC theory of action for school transformation among school leaders in low-performing schools.</p>	<p>Year 1 & Ongoing</p>
<p>▶ Design clinical modules for post-residency/in-service support that target development of the skills, knowledge, and dispositions as related to leadership success in a low-performing school, as informed by work carried out under objectives 2a and 2b.</p>	<p>Years 2 & Ongoing</p>
<p>▶ Monitor implementation of the newly designed in-service coaching modules through discussions at bi-weekly coaches’ meetings and make adjustments as indicated.</p>	<p>Year 2 & Ongoing</p>

Objective 3c: Support – UIC will provide principals in SIG and SIG-eligible schools with frequent, intense coaching support in areas of development considered critical to successful performance and effectiveness.

Benchmark 3c: By end of three years, 20 UIC-trained principals in S/SE or similar low performing schools will receive up to threes years of coaching post-residency.

Collaborative Activity (<i>and responsibility</i>)	Timeline
<ul style="list-style-type: none"> ▶ Develop new working relationships with CPS Network Chiefs who supervise S/SE schools’ principals so that the progress of each principal is jointly and strategically monitored and supported by UIC coach and by Network Chief. (Director and Director of Coaching) 	Year 1
<ul style="list-style-type: none"> ▶ Provide approximately four hours per week of coaching for novice principals in the first three years of tenure for twenty selected principal-led schools considered S/SE. (Director of Coaching) 	Years 2
<ul style="list-style-type: none"> ▶ Monitor coaching implementation (primarily by the coaches as well as by program leadership) to ensure that principals are developing capacity in the competencies considered critical to school improvement. (Director of Coaching) 	Years 2 & Ongoing
<ul style="list-style-type: none"> ▶ Regularly collect feedback from coaches and novice principals on the coaching process, study feedback, and modify strategies as indicated. (Director of Research) 	Year 2 & Ongoing

Objective 3d: Teacher Leader Development – Provide novice principals with, among other supports, strategies specifically targeted to teacher leadership capacity building as one means of developing a potential quality pipeline of school leaders.

Benchmark 3d: By end of year 3, 50 teacher leaders in S/SE schools and similar low performing schools will be identified for development by principals and coaches and provided with opportunities to enhance their leadership skills.

Collaborative Activity (<i>and responsibility</i>)	Timeline
<p>▶ Enhance coaches’ ability to support principals in developing teacher leadership including (but not limited to) assistant principals, Instructional Leadership Teams (ILTs), Literacy/Math, Bilingual Coordinators, counselors, professional learning communities (PLCs), etc. through coursework and coaching. (Director of Coaching and coaching staff)</p>	<p>Year 2 and ongoing</p>
<p>▶ Ensure that academic coursework for novice principals engages them in structured documentation and analysis of extent to which teacher leadership is being developed in each school (Academic Faculty Coordinator)</p>	<p>Years 2 and ongoing</p>
<p>▶ Ensure that coaching modules include specific strategies that address school-based collaborative leadership, development of teacher leader capacity, and seeding interest in the principalship. (Director of Coaching)</p>	<p>Years 2 & Ongoing</p>
<p>▶ Monitor principal practices for development of teacher leaders in the 20 UIC novice principal led S/SE schools selected for intensive in-service coaching. (Director of Coaching)</p>	<p>Year 2 & Ongoing</p>
<p>Objective 3e: Metrics – Establish metrics and procedures to track progress on objectives a-d.</p>	
<p>Benchmark 3e: By project’s end, procedures will be in place to track principal placement in S/SE schools, design and implementation in-service coaching modules, and the level of interest in the principalship as a career among teacher leaders in selected novice principal UIC led schools.</p>	
Collaborative Activity	Timeline
<p>▶ Track number of UIC principal candidates placed in S/SE schools and the generation of the vacancy, i.e., voluntary or involuntary principal vacancy, failure of renewal by LSC, school slated for turnaround, etc. (Director of Research)</p>	<p>Year 1 & Ongoing.</p>

▶ Create pacing chart for the design, implementation, monitoring, and modification of in-service coaching modules. (Director of Coaching)	Years 1
▶ Track the number of hours coaches provide direct support to novice principals in schools identified for the project and document progress toward the principals' identified capacity development needs (Director of Coaching)	Years 2 & Ongoing
▶ Sample/survey teacher leaders in novice-principal supported schools regarding their level of interest in the principalship career and how that interest was generated. (Associate Director)	Year 2

Goal 3: Achievement Indicators	Targets		
	'14-'15	'15-'16	'16-'17
% openings in S/SE and low performing schools filled by UIC-trained principal	50%	50%	50%
Total number coaching modules developed and implemented	2	5	6
Total number principals in S/SE schools receiving intensive coaching	10	20	20
Total number teacher leaders provided development experiences	10	30	50

Goal 4: UIC will collaborate with CPS to retain effective UIC-trained principals in S/SE and similar low performing schools and replace ineffective school leaders.

Objective 4a: UIC Record – Analyze principal retention record to date of UIC prepared/placed principals over the last ten years with attention to patterns of retention in S/SE schools

Benchmark 4a: Complete analysis of retention record by end of year 1 in order to inform collaborative work with CPS around retention.

Collaborative Activity (Director of Research)	Timeline
▶ Use newly developed program database to determine the principalship placement and tenure of	Year 1

<p>each cohort member over the last ten years. Compare retention record of principals in S/SE schools with those in non-S/SE schools. Compare retention in UIC led schools with schools in CPS systemwide and with sub-groups of CPS schools as may prove informative/useful.</p>	
<p>Objective 4b: Retention Incentives – Collaborate with CPS/CLC to further develop incentives for retaining effective school leaders.</p>	
<p>Benchmark 4b: Improve retention rates of effective principals by 50% over the three years of the grant as compared to the first 10 years of the program.</p>	
<p>Collaborative Activity (<i>Director and Director of Coaching</i>)</p>	<p>Timeline</p>
<p>▶ Seek to collaborate with CPS in reviewing the criteria for the current CPS financial bonus recognition and reward program, initiated one-year ago, for principals whose schools are deemed to have made outstanding progress for the given year.</p>	<p>Year 1</p>
<p>▶ Share UIC case study analyses and other data collected on improvements made in UIC led schools. Highlight evidence of principal long-term commitment and what appears, from the data, to generate long-term commitment.</p>	<p>Years 2 & ongoing</p>
<p>▶ Collaborate with CPS/CLC to develop a suite of incentive strategies that recognize/reward principals for a variety of improvements at a variety of stages of progress.</p>	<p>Years 2 & Ongoing</p>
<p>▶ Collaborate with CPS/CLC to replace ineffective principals, whether UIC prepared or non-UIC, with principal candidates that have demonstrated evidence during residency of capacity to improve a struggling/low-performing school.</p>	<p>Year 1 & Ongoing</p>
<p>Objective 4c: Metrics – Improve metrics and procedures to collect data as indicated in objectives a-c.</p>	
<p>Benchmark 4c: By project’s end, initially developed procedures will be in place to documents UIC principal retention, positive leadership behaviors and strategies, and progress toward revised principal</p>	

retention incentives in CPS.			
Collaborative Activity			Timeline
▶ Document principal retention rates among UIC prepared candidates (Director of Research)			Year 1
▶ Develop analysis procedures to determine principal behaviors and strategies in successful and non-successful Sa/Se schools and identify commonalities across schools of positive and negative behaviors and strategies. (Director of Research)			Years 2
▶ Track UIC suggestions (including date) made to CPS regarding principal retention incentives (Director, Director of Coaching)			Years 1 & Ongoing
Goal 4: Achievement Indicators		Targets	
		'14-'15	'15-'16
Complete analysis of retention record of UIC-trained principals		X	
% improvement in retention rate in comparison to first 10 years		50%	50%
		50%	

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Part 6: Other Attachments

- Individual Resumes for Project Directors and Key Personnel
- Memorandum of Understanding for Partnership (UIC/CPS CLC Partnership Contract)
- Attestation of Consultation with Signatures
- Competitive Preference #1 – Principal Autonomy
- Competitive Preference Priority #2 – UIC Principal Performance Tables
- Chicago Public Schools (CPS) Principal Competencies
- Center for Urban Education Leadership/Urban Education Leadership Program Organization Chart
- References

Faculty and Staff Bios and Abbreviated Curriculum Vitae

Attached are curriculum vitae for the following faculty and staff of the UIC Ed.D. in Urban Education Leadership program.

Academic

Steven Tozzer, *Ed.D. Program Coordinator, Academic Faculty* (Project PI)
Shelby Cosner, *Director of Ed.D. Academic Program, Academic Faculty* (Project Co-PI)
Andrea Evans, *Educational Policy Studies, Academic Faculty* (Project Co-PI)
David Mayrowetz, *Educational Policy Studies, Chair, Academic Faculty* (Project Co-PI)
Jennifer Olsen, *Curriculum & Instruction, Assistant Clinical Professor* (Project Co-PI)

Clinical (Ed.D. in Urban Education Leadership)

Peter Martinez, *Ed.D. in Urban Education Leadership, Director of Coaching, Clinical Faculty*
Cynthia Barron, *Ed.D. in Urban Education Leadership, Coach*
Nancy Carter-Hill, *Ed.D. in Urban Education Leadership, Coach & Clinical Faculty*
Beverly LaCoste, *Ed.D. in Urban Education Leadership, Coach*
Kathleen Mayer, *Ed.D. in Urban Education Leadership, Coach & Clinical Faculty*
Paul Zavitkovsky, *Ed.D. in Urban Education Leadership, Coach*

Administrative Staff

Katonja Webb, *Center for Urban Education Leadership, Associate Program Director*

Research Staff

Samuel Whalen, *Center for Urban Education Leadership, Research Director* (Project Co-PI)
Lisa Walker, *Center for Urban Education Leadership, Senior Researcher*
Martha Hebert, *Center for Urban Education Leadership, Senior Researcher*

STEVEN TOZER

Dr. Steve Tozer is a professor of Educational Policy Studies, and founding Coordinator, EdD Program in Urban Education. He began as a kindergarten teacher at Hull House, and director of an early childhood center in Uptown Chicago, later directing an alternative school for adjudicated Cook County youth. After doctoral studies at UI Urbana-Champaign, Tozer served as head of Curriculum and Instruction at UIUC; chair of Policy Studies at UIC; president of the American Educational Studies Association; Chair of the Governor's Council on Educator Quality in Illinois; and Chair of a State Legislative Task Force on school leader preparation. His collaborations with colleagues at UIC and Chicago Public Schools have been funded by the Broad Foundation, Chicago Community Trust, MacArthur Foundation, and others. He is lead author of a textbook, *School and Society, Historical and Contemporary Perspectives*, 6th Edition (2009), and lead editor of *The Handbook of Research in Social Foundations of Education* (2011).

EDUCATION

- 1982 - Ph.D., University of Illinois at Urbana Champaign, Philosophy of Education
- 1978 - M.Ed, Loyola of Chicago, Elementary/Early Childhood Education
- 1972 - B.A., Dartmouth College, German

RESEARCH AND TEACHING INTERESTS

Steve Tozer is a Professor in the College of Education at the University of Illinois at Chicago and Coordinator of the Ed.D. Program in Urban Education Leadership. He is past president of the American Educational Studies Association and the Council for Social Foundations of Education. He was Head of the Department of Curriculum and Instruction at the University of Illinois at Urbana Champaign and Chair of Policy Studies at UIC. In journals such as *Educational Foundations*, *Educational Studies*, *Teachers College Record*, and *Educational Theory*, Tozer has explored the origins of the field of social foundations of education in teacher and administrator development. He has served on the editorial boards of *Educational Studies*, *Educational Foundations*, and *Teachers College Record*, and is currently Associate Editor of *Educational Theory*. His co-authored textbook for teachers, *School and Society, Historical and Contemporary Perspectives*, is now entering its sixth edition. Tozer's collaborations in the professional development of teachers and school leaders have been funded by the MacArthur Foundation, Eli Broad Foundation, Chicago Public Education Fund, and others. He received the Stevenson Award from the Association for Teacher Educators for leadership and dedication to the education profession. He currently chairs the Illinois Board of Higher Education Legislative Task Force on School Leadership Preparation.

PUBLICATIONS

Books

Tozer, S.E., G. Senese and P. Violas (2012). *School and Society: Historical and Contemporary Perspectives* 7th Edition. New York: McGraw Hill. First Edition published as Tozer, S.E., P.C.

Violas and G. Senese (1993). School and Society: Educational Thought as Social Expression. New York: Random House.

Tozer, S.E., B. Gallegos, and A. Henry, eds. (2011) Handbook of Research in the Social Foundations of Education, New York: Routledge/Taylor Francis, Inc.

Tozer, S.E., ed. (1999) Philosophy of Education 1998. Urbana, IL: Philosophy of Education Society.

Selected Book Chapters Since 2000

Superfine, B. M., Smylie, M. A., & Tozer, S., Mayrowetz, D. (2009). Promising strategies for improving K-12 education in Illinois: Improving the educator workforce, *The Illinois Report 2009* (pp. 49-64). Urbana-Champaign, IL: Institute of Government and Public Affairs, University of Illinois.

Tozer, S. & Butts, R.F. (2011). The evolution of social foundations of education. In Tozer, Gallegos, & Henry *Handbook of Research in the Social Foundations of Education*. New York: Routledge.

Chou, V. and S. Tozer (2008), What's Urban Got to Do With It? in Peterman, Francine (ed.) *Partnering to Prepare Urban Teachers: A Call to Activism*. Washington DC: AACTE.

Selected Journal Articles

Cosner, Tozer, & Smylie (2012). The Ed.d. Program at the University of Illinois Chicago: Using Continuous Improvement. *Planning and Changing* 43 1-2 Summer 2012.

Tozer, S., Zavitkovsky, P., and Martinez, P. (2009) Demonstrating Results: Leading Teacher Inquiry into Student Performance Data in Urban Schools. AERA Division A, Section 5 (Leadership Development) San Diego, April 13.

Tozer and Horsley, H. (2006). Professional development of teaching in physical education: where are we now? In *Journal of Teaching in Physical Education* 25 (4) 450-457.

Tozer, Burstein, P., and O'Connell, Carole (2006) Four Perspectives on Alternative Routes to Teacher Certification. Feature article, in *Success In High Need Schools*, Journal of ACI's Center for Success in High Need Schools 2:1 June
<http://www.successinhighneedschools.org/journal/issue/2/1/825>

PRESENTATIONS (Selected (2012) National Presentations on School Leadership Development

Preparing Effective PreK-12 School Leaders: Learning from Illinois's Experience. National Governors' Association Learning Lab, November 28-29th, Wyndham Blake Hotel/ University of Illinois, Chicago.

Evaluating the Effectiveness of Leadership preparation: What, Why and How. University Council on Education Administration, Denver, November 15, 2012

School Leadership as a Cost-Effective Lever for Improving Learning in High-need Schools. Education Trust National Conference, November 8 – November 9, 2012 at the Grand Hyatt Washington.

Treadmill at the Top. Council of Great City Schools Annual Conference. Indianapolis, October 2012.

Strengthening State Regulations for Principal Preparation. National Council of State Legislatures. Chicago McCormick Place. August 6, 2012

What About the Principal? Education Writers Association Annual Conference, co-sponsored by AERA and University of Pennsylvania, May 17, 2012.

Policies for Effective Principals. AREL and Texas Education Agency April 17, 2012, Second Meeting of the Advisory Group, Austin, Texas

Partnering to Turn Around Schools. AACTE 2012 Annual Meeting invited presentation: February 18, 2012 Chicago.

Principal Effectiveness Program. College Board's 2012 Regional Forum. Chicago, Sunday, February 12, 2012

Building Successful Partnerships with Local Education Agencies, Alliance to Reform Education Leadership Network Convening, January 24 and 25, 2012, Dallas, Texas

Preparing School Leaders to Align Early Childhood and K-12 Education Systems LINC University Consortium Meeting, - Presentation by University of Illinois at Chicago, February 2, 2012.

Academic Faculty

SHELBY COSNER

Dr. Cosner's research focuses on the development of *organizational capacity* within schools. She is particularly interested in the ways in which school leaders support the development of *human and social resources*; two important dimensions of school capacity. From such a perspective, she has examined the the development of trust in schools. She is currently investigating the development of evidence-based (data-based) teacher collaboration. Her recent work appears in such peer-reviewed journals as *Educational Administration Quarterly*, the *Journal of School Leadership, Urban Education*, and *Educational Management Administration & Leadership*. Forthcoming publications will appear in *Leadership and Policy in Schools*.

Dr. Cosner is a former school- and district-level leader. She teaches a variety of leadership, school organization, and qualitative research methods courses for doctoral students in the Urban Education Leadership Ed.D. and Policy Studies in Urban Education Ph.D. programs. Dr. Cosner received UICs Council for Excellence in Teaching and Learning Award in 2009.

EDUCATION

2005 - Ph.D., University of Wisconsin-Madison, Educational Leadership and Policy Analysis

RESEARCH AND TEACHING INTERESTS

Cosner's research focuses on institutional change/development/improvement and the work of leaders in such contexts. Within this broad perspective, she is particularly interested in school improvement, the enactment of school-wide instructional reforms and the development/enactment of strategy for improvement, leadership practices (teacher, school and district) that support school improvement and the enactment of school-wide instructional reforms, and leadership preparation/development. She brings organizational and leadership perspectives to her work. Cosner is an applied qualitative researcher whose work draws heavily from organizational sciences, sociology, social psychology, and management.

SELECTED PUBLICATIONS

Tozer, S., Cosner, S., Zavitkovsky, P., Martinez, P., & Whalen, S. (under review). Improving under-achieving schools at scale through next-generation school leadership.

Cosner, S. (under review). Developing school leaders to advance collaborative data practices: The need to cultivate developmental perspectives and diagnostic approaches.

Cosner, S. (in press). Advancing a phase-based model of school leadership for the support of collaborative data practices as a school-wide improvement strategy. *Journal of School Leadership*.

Cosner, S., Tozer, S., & Smylie, M. (2012). The Ed.D. program at the University of Illinois at Chicago: Using continuous improvement to promote school leadership preparation. *Planning and Changing*, 43(1/2), 127-148.

Cosner, S. (2012). Leading the on-going development of collaborative data practices: Advancing a schema for diagnosis and intervention. *Leadership and Policy in Schools*, 11(1), 26-65.

Cosner, S. (2011). Supporting the initiation and early development of evidence-based grade-level collaboration in urban elementary schools: Key roles and strategies of principals and literacy coordinators. *Urban Education*, 46(4), 786-827.

Cosner, S. (2011). Teacher learning, instructional considerations, and principal communication: Lessons from a longitudinal study of collaborative data use by teachers. *Educational Management Administration & Leadership*, 39(5), 568-589.

Cosner, S. (2010). Drawing on a knowledge-based trust perspective to examine and conceptualize within-school trust development by principals. *Journal of School Leadership*, 20(2), 117-144.

Cosner, S. (2009). Building organizational capacity through trust. *Educational Administration Quarterly*, 45(2), 248-291.

Peterson, K. & Cosner, S. (2008). Teaching your principal: Top tips for the professional development of the school's chief. In V. von Frank (Ed.), *Professional learning for school leaders* (pp. 5-9). Oxford, OH: National Staff Development Council.

Cosner, S. (2006). School improvement models. In F. English (Ed.), *SAGE encyclopedia of educational leadership and administration* (pp. 904-906). Thousand Oaks, CA: SAGE Publications.

Peterson, K. & Cosner, S. (2006). School culture. In F. English (Ed.), *SAGE encyclopedia of educational leadership and administration* (pp. 249-251). Thousand Oaks, CA: SAGE Publications.

Cosner, S. (2005). Towards a human capital development strategy: Uncovering the approaches used by a high school principal to support teacher learning. In W. Hoy & C. Miskel (Eds.), *Theory and research in educational administration: Educational leadership and reform* (pp. 233-264). Greenwich, CT: Information Age Publishing.

HONORS AND AWARDS

- 2009 - Teaching Recognition Program Award by the UIC Council for Excellence in Teaching and Learning.
- 2003 - David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, University Council for Educational Administration.

ANDREA E. EVANS

Dr. Evans manages the Master's and Ph. D. degree programs in educational administration and higher education (college student personnel). Responsibilities have included: Managing principal and superintendent certification programs; Collecting data and authored reports related to NCATE accreditation, self-study program review, and annual assessment reports; Managing budget, course scheduling, and faculty assignments; Facilitating the hiring process for adjunct faculty; Conducting annual faculty evaluations; Managing student grievance process and other academic programming matters; Teaching department courses; Serving as member of the Dean's Executive Council.

EDUCATION

Ph. D.	University of Illinois at Chicago, Educational Policy and Administration	2004
M. Ed.	DePaul University, Curriculum and Program Development	1994
B. S.	University of Illinois at Chicago, Biological Sciences	1989

ACADEMIC EXPERIENCE

Associate Professor of Educational Leadership and Policy Studies, Department of Education Policy Studies, College of Education, University of Illinois at Chicago (August 2012- present)

Department Chair and Associate Professor, Department of Educational Administration and Higher Education, College of Education and Human Services. Southern Illinois University Carbondale (July 2010- 2012).

Assistant Professor of Educational Administration, Department of Leadership, Educational Psychology and Foundations (LEPF), College of Education. Northern Illinois University (August 2004–2010).

PUBLICATIONS

Evans, A. E. (2013). Leveraging national and state policy toward leadership for equity and excellence. Chapter for *Handbook of Research on Educational Leadership for Diversity and Equity*. L. Tillman & J. J. Scheurich (eds.). Routledge: NY

Evans, A. E. (2009). NCLB and the quest for educational equity: The role of teachers' collective sense of efficacy. *Leadership and Policy in Schools*, 8(1), 64-91. [An earlier version of this paper was presented at the 2007 annual meeting of the University Council for Educational Administration.]

Reed, L. & Evans, A. E. (2008). What you see is [not always] what you get! Dispelling race and gender leadership assumptions. *International Journal of Qualitative Studies in Education*, 21(5), 487-499. [An earlier version of this paper was presented at the 2007 annual meeting of the University Council for Educational Administration.]

Evans, A. E. (2007). School leaders and their sense-making about race and demographic change. *Educational Administration Quarterly*, 43(2), 159-188. [An earlier version of this paper was presented at the 2005 annual meeting of the University Council for Educational Administration.]

Evans, A. E. (2007). Changing faces: Suburban school response to demographic change. *Education and Urban Society*, 39(3), 315-348. [An earlier version of this paper was presented at the 2004 annual meeting of the University Council for Educational Administration.]

Evans, A. E. (2007). Horton, Highlander, and leadership education: Lessons for preparing educational leaders for social justice. *Journal of School Leadership*, 17(3), 250-275. [An earlier version of this paper was presented at the 2006 annual meeting of the University Council for Educational Administration.]

Smylie, M. A. & Evans, A. E. (2006). Social capital and the problem of implementation (pp. 187-208). In M. I. Honig (Ed.), *New Directions in Education Policy Implementation: Confronting Complexity*. Albany: State University of New York Press.

MANUSCRIPTS IN PROGRESS

Evans, A. E. (under review). Principals' perceptions of their school organizational context: Understanding principal self-efficacy and the nature of principal leadership. *Leadership and Policy in Schools*.

Evans, A. E. (in progress). Towards diversity-responsive leadership.

AWARDS AND HONORS

Dean's Scholarship Support Grant ((b)(4)), 2009.

Outstanding Assessment Report-Principalship Program, Northern Illinois University, 2007.

American Association of University Women Fellow (Alternate), 2005. Illinois Consortium for Educational Opportunity Program Doctoral Fellow ((b)(4)), 1997 -2000

DAVID MAYROWETZ

Dr. David Mayrowetz is an associate professor in the Department of Educational Policy Studies. Dr. Mayrowetz studies the ways in which organizational and institutional factors influence the creation and implementation of educational reforms. His work has been published in *Educational Policy, Leadership and Policy in Schools, Educational Administration Quarterly, Teachers College Record* and *Educational Evaluation and Policy Analysis*. He teaches courses regularly on educational policy, education and the law, case study research methods, instructional leadership, and special education policy.

EDUCATION

2002 - Ed.D, Rutgers University, Educational Administration, Theory & Policy

1998 - M.S., Rutgers University, Public Policy

1992 - B.A., University of Pennsylvania, History

RESEARCH AND TEACHING INTERESTS

Dr. Mayrowetz studies the ways in which organizational and institutional factors influence the creation and implementation of educational reforms. While the reforms that he explores are varied, ranging from attempts to change mathematics instruction to the development of "distributed leadership" in schools, to the placement of students with special needs in general education classrooms, one of the recurring motifs in his work is the effects that changes in general education have for special education students and programs and vice versa.

Dr. Mayrowetz regularly teaches courses on educational policy and education and the law. While at UIC, he also has taught classes on case study research, instructional reform, the foundations of educational administration, and decision making for school leaders.

SELECTED PUBLICATIONS

Mayrowetz, D. (2009). Instructional practice in the context of converging policies: Teaching elementary-level mathematics to students in an inclusive and tested grade. *Educational Policy*, 23(4), 554-588.

Murphy, J., Smylie, M, Mayrowetz, D. Louis, K.S., (2009). The role of the principal in fostering the development of distributed leadership. *School Leadership and Management*, 29(2), 181-214.

Mayrowetz, D. (2008). Making sense of distributed leadership: Exploring the multiple usages of the concept in the field. *Educational Administration Quarterly*, 44(3), 424-435.

Mayrowetz, D. & Lapham, J. F. (2008). But we're in a court of law. We're not in a

legislature. □ The Corey H. court trapped in an identity crisis between adjudicator and policymaker. *Educational Policy*, 22(3), 379-421.

Smylie, M. A., Mayrowetz, D., Murphy, J. & Louis, K. S. (2007). Trust and the development of distributed leadership. *Journal of School Leadership*, 17(4), 469-503.

Mayrowetz, D., Murphy, J., Louis, K. S. & Smylie, M. A. (2007). Distributed leadership as work redesign: Retrofitting the job characteristics model. *Leadership and Policy in Schools*, 6(1), 69-101.

HONORS AND AWARDS

2006 - UIC Great Cities Faculty Scholar

2006 - Paula Silver Award for most outstanding case in 8th volume of the *Journal of Cases in Educational Leadership*, University Council for Educational Administration

2005 - UIC Teaching Recognition Program Award

Jennifer D. Olson

4020 North Springfield Avenue

Chicago, Illinois 60618

773-575-9291

Jolson21@uic.edu

Jennifer Olson is a visiting assistant clinical professor in Curriculum and Instruction at the University of Illinois at Chicago. She coordinates the Secondary Education program and teaches curriculum, instruction, & assessment courses to undergraduate and graduate secondary education students. Jennifer's research focus on urban high school reform is informed by nine years of teaching in Chicago Public Schools, giving her an informed perspective of how policy moves from theory to practice. Jennifer received her PhD in Urban Education Policy Studies in 2013 from University of Illinois at Chicago. Her dissertation explored students' perspectives of organizational change in urban turnaround high schools. Dr. Olson's current research interests include urban high school reform, urban teacher preparation, school turnaround, student voice, and organizational change.

Education

University of Illinois at Chicago

Chicago, Illinois

PhD Policy Studies in Urban Education

May 2013

Dissertation: Student Voices: Implications for School Turnaround in Urban High Schools

Loyola University Chicago

Chicago, Illinois

MEd Curriculum & Instruction

May 1999

Illinois State University

Normal, Illinois

BA Sociology

June 1995

Research Interests

Urban school reform, urban teacher preparation, school turnaround, student voice, organizational change

Teaching Experience

Spring 2013-Present **Visiting Assistant Clinical Professor**

University of Illinois at Chicago, College of Education

- Create and implement curriculum for Curriculum, Instruction, & Assessment in Urban Secondary Schools
- Coordinate field placements for pre-service teachers
- Observe pre-service teachers in Chicago Public Schools

Spring 2010- 2011 **Teaching Assistant**

University of Illinois at Chicago, College of Education

- Create *Introduction to Urban Education* curriculum
- Implement curriculum aimed at preparing pre-service teachers to be successful in urban schools
- Coordinate field experiences for pre-service teachers

Fall 2002-2008

Lead Teacher, FACETS Small School

Harper High School, Chicago, Illinois

- Direct operations and elements of a small school with 125-150 students
- Manage recruitment of incoming students into FACETS
- Recruit and hire staff for FACETS
- Calculate statistics on graduation rates, test scores and attendance
- Organize & implement integrated curriculum for all FACETS classes
- Coordinate and organize team building mentoring days
- Facilitate weekly small school meeting

Fall 1999-2008

Social Studies Teacher

Harper High School, Chicago, Illinois

- Create and implement curriculum for United States history, community civics & culinary arts to 10th, 11th and 12th grade students
- Integrate technology into curriculum, using a custom built website that allows students to post their original work, conference with other students and share documents
- Facilitate Leadership Academy (Uniting urban and suburban students for leadership activities)
- Organize and design an advisory plan for the entire Harper High School student body

Research Experience

2010-2012

Collaborative Teacher Network

University of Illinois at Chicago

- Review professional literature and write literature reviews
- Analyze and code qualitative data and develop reports
- Work collaboratively with other researchers to interpret educational data
- Complete IRB and continuing IRB review paperwork

Summer 2009

Strategic Learning Initiatives

Chicago, Illinois

- Conduct and develop literature reviews related to educational research
- Collect & analyze data on urban education reform issues

Related Professional Experience

2013-Present Secondary Education Program Coordinator

University of Illinois at Chicago, College of Education

- Create UIC/Chicago Public Schools partnerships
- Coordinate pre-service teacher placements in Chicago Public Schools
- Act as liaison between College of Education and Liberal Arts & Sciences
- Support implementation of edTPA in Secondary Education Coursework

2013-Present MEd Instructional Leadership Educational Studies Program Coordinator

- Review student applications for admittance to program
- Advise MEd students on program coursework
- Participate in College of Education recruitment events

2011-2012 Graduate Assistant

University of Illinois at Chicago, College of Education

- Work cooperatively with MEd coordinator to support MEd students
- Plan and implement recruitment strategies for MEd program
- Coordinate social and professional activities for MEd students
- Mentor and supervise graduate teaching assistants

2010-2011 Student Representative: UIC Graduate Student Council Educational Policy Studies

2010 Reviewer: Midwestern Education Research Association Annual Meeting: Columbus, OH.
Individual Paper Submissions:
Division G: Social Context of Education
Division H: Research, Evaluation & Assessment in Schools
Division L: Educational Policy and Politics.

2010 Discussant: Parents, Community Involvement, and Social Influence in Education
Division G - Social Context of Education Paper Session. Midwestern Education Research Association Annual Meeting: Columbus, OH.

2004-2008 Close Up Washington DC Coordinator/Facilitator
Harper High School, Chicago, Illinois

- Organize & manage students participating in a week long government studies trip to Washington D.C.
- Manage fundraising of \$10,000 annually

2004-2008 United States History Course Planning Team Leader
Harper High School, Chicago, Illinois

- Facilitate United States history course planning team meetings
- Collaborate with teachers to organize & design the United States history course plan, including curriculum maps, special education accommodations, state standards and lesson plans
- Communicate United States history course planning information between teachers, department chair, special education teachers and administration

Conference Presentations

- 2013 Students' Perceptions of Leadership in Turnaround Schools. Paper Presentation. University Council for Educational Administration Annual Meeting: Indianapolis, IN.
- 2013 Changes for the good. Changes for the Bad. Students' Perceptions of Turnaround in Urban High Schools. Paper presentation. American Educational Research Association Annual Meeting: San Francisco, CA.
- 2012 Students' Experiences in Turnaround High Schools. Paper presentation. Midwestern Education Research Association Annual Meeting: Evanston, IL.
- 2012 Factors Promoting or Inhibiting School Turnaround. Paper presentation. American Education Research Association Annual Meeting: Vancouver, BC.
- 2012 Teacher Development to Enhance Content Area Reading Instruction for Students with Disabilities. Paper presentation with Michelle Parker-Katz, Marie Tejero Hughes and Tiffany Ko. American Education Research Association Annual Meeting: Vancouver, BC.
- 2011 Student Engagement in a Turnaround School. Paper presentation. American Education Research Association Annual Meeting: New Orleans, LA.
- 2011 Collaborative Teacher Network: Findings Related to Increasing Teachers' Knowledge of Content Area Reading Strategies. Paper presentation with Michelle Parker-Katz, Marie Tejero Hughes and Tiffany Ko. American Education Research Association Annual Meeting. New Orleans, LA.
- 2010 Like Being at a New School: Students' Experience in a Turnaround School. Paper presentation. Midwestern Education Research Association Annual Meeting: Columbus, OH.
- 2010 Scholars at Work: Establishing a Community of Practice in Graduate School. Workshop with Hall, M; Lewis, D.; Warren, C.; Rawls, S.; Dawson, C., & Cummings, M. Midwestern Education Research Association Annual Meeting: Columbus, OH.
- 2010 Scholars at Work: Establishing a Community of Practice in Graduate School. Workshop with Hall, M; Lewis, D.; Warren, C.; Rawls, S.; Dawson, C., & Cummings, M. American Educational Studies Association Annual Meeting: Denver, CO.
- 2010 Graduate Student Experience. Invited Lecture. University of Illinois at Chicago: Chicago, IL.
- 2010 Like Being at a New School: Students' Experience in a Turnaround School. University of Illinois at Chicago Student Research Forum.

2004 Integrating Service Learning Projects into Your Curriculum. Workshop: Chicago Public Schools Office of Small Schools Conference: Chicago, IL.

2005 Lead Teacher Roles and Responsibilities. Workshop: Chicago Public Schools Office of Small Schools Conference: Chicago, IL.

Publications

Olson, J. (Under Review). The teachers that matter: Students' perspectives of urban turnaround high school teachers. *Urban Education*.

Honors and Awards

1st Place Award UIC Student Research Forum 2010
Principals Choice Teacher of the Year Harper High School 2005

Memberships in Professional Associations

American Education Research Association
Midwestern Education Research Association
American Education Studies Association
University Council for Educational Administration

Professional Training & Workshops

2006 Connecting American History Project
The Newberry Library & Chicago Historical Society, Chicago, Illinois

2002 Gilder Lehrman Institute of American History: Civil Rights Seminar
Cambridge University, Cambridge England

Clinical Faculty

PETER MARTINEZ

Peter Martinez is co-director of the Center, and Director of Principal Coaching for UIC's EdD program. Martinez has served on several local, state and national panels that address the need for transforming the preparation, induction and certification processes for key school leadership positions. In 2010, he was a contributor to the nationally recognized Rainwater Foundation publication on "state of the art principal preparation programs." In 2009, Martinez was selected to serve on the National Board for Professional Teaching Standards task force to develop the National Accomplished Principal Standards. Before joining UIC, he served as a senior program officer at the MacArthur Foundation, where he was in charge of its (b)(4), 10-year Chicago Education Initiative. His primary area of expertise is leadership and organizational development training, which he has done in various settings during the past 45 years.

EDUCATION

Loyola University, Bachelor of Science, 1961

WORK HISTORY

University of Illinois at Chicago, College of Education 2001 to the present, Co-Founder and Director of the Center for School Leadership

John D and Catherine T MacArthur Foundation, Chicago, IL 1991 to 2001, Senior Program Officer

Hispanic Construction Industry Association, Chicago, IL 1987 to 1991, Executive Director

Latino Institute, Chicago, IL 1983 to 1987, Director of Programs

United Way of Chicago 1982 – 1983, Strategic Planning Consultant

Saul Alinsky Organizing Network 1963 to 1982, National Staff Midwest and West Coast Coordinator

BOARDS AND COMMITTEES

Accomplished Principal Standards Committee: NBPTS '09-'10: developing national standards for accomplished principals.

Illinois Consortium for Education Leadership '02-'03: making recommendation for improving principal preparation and certification in Illinois.

Chicago Principal Preparation Committee – 2002: made recommendations for developing a more selective and rigorous preparation process for CPS principals.

Chicago Principal Assessment Center Advisory Committee, 3 years: monitoring the effectiveness of the Centers simulation assessment process for principal candidates.

Entry Reviewer for Chicago Principals and Administrators Association “Outstanding Leadership Awards 2001”: evaluating work of awardees candidates.

Chicago Academy for School Leadership (CASL) Advisory Board, 3 years: reviewing the staff development course programs for principals and administrators

Chicago Public Schools (CPS)Teacher Recruitment Management Committee, 3years: making recommendations for improving the quality of new teachers hired by CPS.

CPS High School Restructuring Committee, 1 year: making recommendations for substantially improving failing high schools.

CPS Central Office Reengineering Steering Committee, 3 years: working with Index Consulting to develop recommendations for reengineering central office structure, operations, and practices.

Governor’s Commission for Teaching and America’s Furture 2 years: developed recommendations for improving the quality of teacher certification.

Chicago Public Schools new teacher induction committee, 4 years: creating and overseeing a new induction and retention policy for new teachers.

Donors Forum Grant Makers in Education, 10 years: working with grant-making colleagues to improve education grant making in Chicago.

National Grant Makers in Education, 3 years: working with colleagues to share grant making strategies for improving K-12 education in public schools.

CYNTHIA BARRON

Dr. Cynthia K. Barron is a leadership coach with the UIC College of Education Urban Education Leadership program. She has more than 40 years' experience in education, with 35 of those years spent in Chicago Public Schools as a teacher, athletic coach, counselor, principal of two schools (elementary and secondary), Area Instruction Officer, and Interim Chief Area Officer for High Schools. During her eight years as a successful principal, Barron received many honors. She is the only two-time winner of the Chicago Principals and Administrators Association's Outstanding Leadership Award, first as the principal of Jane Addams Elementary School, where test scores increased appreciably from a composite of 40 percent meeting or exceeding goals to more 75% meeting or exceeding standards on the IGAP (Illinois Goals Assessment Program). She then went on to win her second award as the founding Principal of Jones College Prep. In 1998, at the request of the Chief Executive Officer, Barron went on to transform Jones College Prep from a two-year vocational school to one of the top schools in Illinois in only four years. From 2002 through 2009, Barron served as the Area Instruction Officer for the Chicago Public Schools for two high school areas totaling more than 40 schools. In both cases, the increases in student attendance and achievement were attributed to her leadership, characterized by the development of high performing teams. Barron later returned from retirement to serve as the Interim Chief Area Officer for High School Area 25, where she leveraged a new Interim Assessment Initiative across all 11 schools in her area. She serves on the Advisory Board for the Marilyn G. Raab (MGR) Foundation, on the Teach for America Stakeholders Board, and on the Mikva Challenge Board of Directors. Barron presents nationally for ACT regarding College Readiness, Course Rigor, and Student Preparation, and was recently elected to serve on the Illinois ACT Council. She led the High School Curriculum Framework Project work for the University of Illinois at Chicago Urban Education Leadership EdD Program.

EDUCATION

- University of Illinois at Chicago – Completion of Superintendent's Certification course work
- Loyola University, Chicago, IL – Doctor of Philosophy, Educational Leadership and Policy Studies – 1993
- Chicago State University, Chicago, IL – Master of Science in Education – 1987
- George Williams College, Downers Grove, IL – Bachelor of Science, Teaching (K-12) – 1970

WORK EXPERIENCE

2009-Present	Leadership Coach, University of Illinois at Chicago, Urban Education Leadership Program
2009 – Feb. 2010	Interim Chief Area Officer, Chicago Public Schools Appointed as Interim Chief Area Officer during the transition period as a retired professional for the district.
2002-2009	Area Instruction Officer, Chicago Public Schools
1998-2002	Principal, William Jones College Preparatory High School

1994-1998 Principal, Jane Addams Elementary School

1970-1994 Various Positions:
 Assistant Principal, W.K. Sullivan Elementary School, CPS
 Truant's Alternative Case Manager Consultant, Thornton Township
 Project Facilitator, Division of Dropout Prevention, Chicago, IL
 Counselor, teacher, and coach, Prosser Vocational High School, CPS
 Teacher, coach, and attendance counselor, Corliss High School, CPS
 Teacher, coach, Night School coordinator, department chair,
 St. Francis DeSales High School, Chicago, IL

RECENT PRESENTATIONS

December, 2011 & 2010: ACT, 2010 State Conference, "The Challenges of Change,"
 "University of Illinois at Chicago Curriculum Framework Project: Using College Readiness
 Standards as a Framework for Urban Success," Springfield and St. Charles, Illinois

June, 2010: Chicago Public Schools, Area 30 Alternative Schools, "Instructional Leadership
 Team Assessment and Development," Chicago, Illinois

January, 2010: ACT, "The Third Annual Invitational Symposium on College Readiness, Course
 Rigor, and Student Preparation," "Urban Schools, What Works in College Readiness," Dallas
 Texas

2006-2010: Chicago Public Schools, Principal Professional Development for over 40 principals.
 Monthly sessions included but were not limited to: Instructional Leadership Teams, Skillful
 Leader, Collective Commitment, Performance Management

January, 2009: ACT, "The Second Annual Invitational Symposium on College Readiness,
 Course

Course Rigor, and Student Preparation," Chicago, A Model for Urban Success," Houston, Texas

AWARDS

- 2009 South Chicago Chamber, Education, Leadership and Vision Award
- 2007, 2009, 2010, Selected by ACT to present at the first, second, and third National
 Symposium on College Access, Course Rigor, and Academic Achievement
- 2007 Prosser Hall of Heroes Award
- 2002 Chicago Public Schools Outstanding Leadership Award
- 2002 Malcolm X College Educational Partnership Award
- 2000 Service Learning Leader School Award
- 1998 School Leadership Award for Outstanding Principal

NANCY CARTER-HILL

Dr. Nancy Carter-Hill is a leadership coach and clinical faculty member with UIC's Urban Education Leadership Program, where she successfully mentors students through principal residencies and school leadership positions in diverse school environments. Carter-Hill also serves as a Visiting Clinical Assistant Professor, teaching courses in the Education Policy Studies department at UIC's College of Education. She began her work at UIC in 2007 after a 34-year career as an educator, principal, professional developer, coach, mentor, and system-level leader. Her passion is developing leadership skills in building relational trust, developing specific strategies for engaging stakeholders in improving school climate and culture, and in creating and sustaining leadership teams as a means for improving educational outcomes.

Under her leadership as a Chicago Public School principal, scores rose despite the sharply rising numbers of low-income families who enrolled in her school while she was principal. Carter-Hill later served as Area Instruction Officer from 2002 through 2007, where she supervised 25 underperforming elementary schools located on Chicago's West Side. During her tenure, the percentage of students meeting or exceeding state standards in reading and mathematics more than doubled, and student gains far surpassed the district average.

Throughout her career, Carter-Hill has prepared future educational leaders for excellence through her work with UIC, The College Board Leadership Institute for Principals, Loyola University Chicago, Olivet Nazarene University, Illinois Administrators Academy, Leadership Initiative For Transformation, Leadership Academy, Urban Network for Chicago (LAUNCH), and Chicago State University,

EDUCATION

- Doctor of Education, Curriculum and Instruction, Loyola University, Chicago, IL.
- Master of Education, Reading & Learning Disabilities, DePaul University, Chicago, IL.
- Bachelor of Science, Early Childhood Education, Southern Illinois University, Carbondale, IL.

PROFESSIONAL EXPERIENCE:

2007 - Present	<i>Clinical Assistant Professor/Principal Leadership Coach, University of Illinois at Chicago, Ed.D. in Urban Education Leadership program</i>
2002 - 2007	<i>Area Instruction Officer, Chief Administrator for 22 CPS Area 7 Elementary Schools</i>
1993 - 2002	<i>Principal, John T. Pirie Fine Arts & Academic Center</i>
1989 -1993	<i>Assistant Principal, Carnegie and Cardenas Elementary Schools</i>

RELATED WORK EXPERIENCE:

- 2007 - 2008 Leadership Coach: Coached/mentored 6 principals individually and in College Board residency sessions. Principals in High School, Middle School and Elementary Schools in Buffalo and Rochester, NY; Long Beach, CA; Jacksonville and Orlando, FL; and Houston, TX. College Board Leadership Institute for Principals (CBLIP).
- 2008 - 2009 University of Illinois at Chicago: CIE/PS 548, Leadership for Literacy Instruction.
- March 2007 Presenter: for the School Teams Achieving Results for Students (S.T.A.R.S.) program, Chicago Principals and Administrators Association Conference.
- 2004 - 2005 Mentor / Coach to aspiring school principal candidates: Leadership Academy and Urban Network for Chicago (LAUNCH).
- Winter 2005 Presenter: Promotions Conference, "Getting Your Child to the Next Grade", Test-taking Skills and Tip for Parents, CPS Power of Parents Conference Series.
- Spring 2004 Adjunct Faculty: Loyola University Chicago: Chicago Doctoral Cohort, ELPS 470, "School Supervision".
- 2003 - 2004 University of Illinois at Chicago: PS 594 Seminar in Urban School Transformation: Professional Development and Human Resource Management.
- 2000 - 2002 Coach/Mentor to newly assigned school principals: Illinois Administrators Academy: Leadership Initiative For Transformation (LIFT).
- 1999 - 2000 Designer/Writer: Proposal accepted by the Illinois State Board of Education for a new Masters of Education with Type 75 Program for Olivet Nazarene University.

AWARDS / HONORS

- 2007 Outstanding Service Award presented by the Chicago Public Schools' CEO
- 2002 Principal of the Year Award, Pirie Fine Arts & Academic Center
- 1998 Leadership Award for Outstanding Principals presented by The Chicago Principals and Administrators Association (CPAA) and LaSalle Bank
- 1998 State of Illinois Treasurer's Award
- 1997 Chicago Mayor's Proclamation for Outstanding Leadership

BEVERLY LACOSTE

Beverly LaCoste, a leadership coach with UIC College of Education's Urban Education Leadership program, has more than 38 years' experience as a teacher, principal and district level administrator in several urban school districts. She has also served as a consultant to Chicago Public Schools in partnership with the University of Chicago and the Alderman of the 4th Ward; Special Assistant to the Deputy Superintendent of Curriculum and Instruction for the Atlanta Public School District; Human Resource Consultant for Clayton County Public Schools, and Chief of Staff of St. Louis Public Schools. As principal of Kenwood Academy High School, LaCoste received the Chicago Public Schools Principal of Excellence Award, and later as Pre-K-12 principal of Wendell Phillips High School and Wells Prep Elementary School, LaCoste received the Illinois Institute of Technology Community Award for Education. Her schools have been recognized for outstanding improvement in reading, attendance and overall student achievement.

Throughout her career, she directly and indirectly has partnered with many organizations/ foundations to help guide initiatives that left an impact on the lives students and their families, including: The Annie E. Casey Foundation; Atlanta Housing Authority, The Arthur M. Blank Family Foundation, Centers for New Horizons, Chicago Housing Authority, Enterprise Foundation, The Bill & Melinda Gates Foundation, The Joyce Foundation and Mercy Hospital-School Clinic..

She has an extensive background working with distinguished organizations, foundations and universities to build and enhance professional capacity of teachers to deliver quality instruction that promotes student achievement. LaCoste has taught school administration and school law to master's degree students at Concordia University, Cambridge College and Indiana Wesleyan University.

EDUCATION

- ABD, Education Leadership and Policy Studies, Loyola University, Chicago, Illinois
- Certificate of Advanced Study, Career, Vocational, and Technical Education, University of Illinois Urbana
- M.Ed., Administration and Supervision, Loyola University, Chicago, Illinois
- B.S.Ed, Physical Education, Elementary Education, , Eastern Illinois University, Charleston, Illinois

WORK EXPERIENCE

2008-present	School Leadership Coach, <i>University of Illinois, Chicago, College of Education</i>
2006-2007	Department of Human Resources (part-time), <i>Clayton County Public Schools</i>
2005-2006	Chief of Staff, <i>Saint Louis Public Schools</i>

2004-2005	Special Assistant to Deputy Superintendent for Curriculum and Instruction, <i>Atlanta Public Schools</i>
2002-2004	Consultant, <i>Chicago Public Schools collaborative with University of Chicago, Chicago Public Schools Office of High School Development, Ujima, LIFT Principal Mentor</i>
2000-2004	Adjunct Instructor, Education Leadership <i>Indiana Wesleyan University; Cambridge College</i>
1997-2002	Wendell Phillips Academy High School & Wells Preparatory Academy Elementary School, <i>Principal</i>
1996-1997	CPS Central Service Center, Director, High School Restructuring
1993 to 1996	Kenwood Academy High School, <i>Principal</i>
1992-1993:	Curie High School, <i>Assistant Principal</i>
1991-1992:	CPS Central Service Center, <i>Teacher Coordinator: Department of Human Resources, Teacher Personnel</i>
1989-1991:	Lake View High School, <i>Assistant Principal</i>
1988-1989:	Oak Park and River Forest High, <i>Administrative Intern to Superintendent/Principal</i>
1977-1988:	Lake View High School, Chicago, Illinois, <i>Assistant Principal & Counselor</i>
Prior to 1977:	Delivered exemplary instruction

AWARDS & RECOGNITIONS

- Junior League of Chicago, Teen Outreach
- Principal of Excellence Award, 1995
- Illinois Institute of Technology, Community Award for Education, 1999
- School recognition for increased student achievement and attendance improvement
- School recognition for increased student achievement in reading for elementary school
- Women and Minorities Scholarship (Illinois)

KATHLEEN MAYER

Dr. Kathleen Mayer has served as a visiting clinical assistant professor for five years at the University of Illinois at Chicago, providing leadership coaching for Chicago principals. A former Peace Corps volunteer in Nicaragua, Kathleen served as principal of Carson Elementary from 1991 to 2007. A Chicago Public School with over 1200 students in the high-poverty, largely Latino, Gage Park neighborhood, Carson improved from 12% of students reading on-level in 1991 to 73% meeting or exceeding Illinois State standards in 2007, reaching the State's average in Reading. Carson exceeded the state's average in Math with more than 80% of students meeting or exceeding. Recognized by Chicago Public Schools as a School of Distinction, Carson was given autonomous management status (AMPS) and was cited in a Designs for Change study as an exceptional school (designsforchange.org).

Kathleen was named a Principal of Excellence and a member of the Whitman Academy. Supported by several fellowships, she had the opportunity to study educational systems in Italy, Spain, Germany, Mexico, China, Japan, and Uruguay. Kathleen received a M.Ed. in Bilingual Education in 1981 and an Ed.D. in Curriculum and Instruction in 1999, both from Loyola University, Chicago. Dr. Mayer served as a principal mentor for interns in the LAUNCH, New Leaders for New Schools, and University of Illinois programs.

EDUCATION

1998 Ed.D, Curriculum, Loyola University, Chicago, IL

1987 Coursework completed for PhD and Administrative Certificate, Loyola University, Chicago, IL

1981 M.Ed., Curriculum and Instruction, Multicultural Education, Loyola University, Chicago, IL

1976, Bilingual Education, certification program, Northeastern Illinois University, Chicago, Illinois

B.A., Humanities, Mundelein College, Chicago, Illinois

WORK EXPERIENCE

2007 – Present University of Illinois at Chicago, Clinical Assistant Professor

2003 – 2007 University of Illinois at Chicago, Mentor Principal, Consultant and Co-teacher

1991 – 2007 Carson Elementary, Chicago, Principal

1976 - 1991,	Chicago Public Schools: Spry Elementary, Saucedo Magnet, Morgan Park High School, Nightingale Elementary, Bilingual Teacher, Reading Lead Teacher, Bilingual Lead
1975 – 1976	Our Lady of the Angels, Chicago, Teacher
1971 – 1975	U.S. Peace Corps Volunteer, Nicaragua

AWARDS, FELLOWSHIPS, EXCHANGES

- Principal of Excellence Award
- Whitman Academy Award
- CPS Bilingual Educator Award
- Lt. Governor’s Award for Language Teachers
- King Juan Carlos Fellowship to Spain
- Education for Global Involvement Fellowship to Japan
- North Central Regional Educational Laboratory (NCREL) Principal Fellowship
- Educators Exchanges to China, to Mexico and to Reggio Emilia, Italy
- Marshall Fund host: Visited German teachers and principal over several years to develop cross-cultural understanding and to share pedagogy
- Fulbright exchange with principals from Uruguay

OTHER

Adjunct professor, Lewis University, principal leadership program

Presenter, Illinois Association of Multilingual Multicultural Educators, National Association of Bilingual Educators, International Reading Association, Hechinger Institute, Harvard Civil Rights Project, University of Wisconsin, and other educational conferences.

PAUL ZAVITKOVSKY

Paul Zavitkovsky has 30 years of experience in public education, 18 of which were spent as an elementary and middle school principal in three different communities. As principal of Boone Elementary in Chicago, the diverse, high-poverty school became the first in the district ever to receive the International Reading Association's annual Exemplary Reading Program Award for the State of Illinois. In the spring of 2000, the school was also one of only six schools nationally to receive the Fordham/Chase National School Change award for its exemplary turnaround effort. This award was based in part on a 30-point rise in math and reading scores during years at which the school's poverty rate also continued to increase. He has worked as a consultant for public and private agencies that are seeking to improve educational strategies and to learn more about gleaning useful data from student testing. He is a leadership coach with UIC's EdD in Urban Education Leadership program. In addition, work at UIC includes Designing and conducting research-in-practice seminars and workshops and conducting basic research on generating/formatting teacher-friendly data in real time to drive school-improvement conversations at the grade/departmental and school-wide level.

EDUCATION

- 1982 Harvard University
Graduate School of Education, Cambridge, Massachusetts
C.A.S., Completed doctoral coursework (ABD) with concentrations in
organizational behavior and adult developmental psychology
- 1973 Harvard University
Graduate School of Education, Cambridge, Massachusetts
Ed.M., Reading and language acquisition
- 1968 Wesleyan University
Middletown, Connecticut
B.A., American history/government

WORK EXPERIENCE

- 2004 to Present Instructor and Leadership Coach, Urban School Leadership Program
University of Illinois-Chicago, Chicago, Illinois
- 2001 to 2004 Senior Policy Analyst, Civic Committee,
The Commercial Club of Chicago, Chicago, Illinois
- 1991 to 2001 Principal, Daniel Boone Elementary School, Chicago, Illinois
- 1986 to 1991 Principal, Silverbrook Middle School, West Bend, Wisconsin
- 1982 to 1986 Management Consultant,
Meyers Consulting Group, Milwaukee, Wisconsin

1978 to 1982	Free-Lance Management Consultant and Instructor, Cambridge, Massachusetts
1975 to 1978	Principal, Oak Street Elementary School, Franklin, Massachusetts
1973 to 1975	Classroom Teacher, American School of Warsaw, Warsaw, Poland
1970 to 1973	Classroom Teacher; Learning Disabilities Teacher

Staff – UIC Center for Urban Education Leadership

KATONJA WEBB

Katonja Webb, Associate Director of the Center for Urban Education Leadership, possesses 18 years of experience in the education and nonprofit sectors, most recently serving as Vice President of Kennedy-King College, one of the City Colleges of Chicago. At the Center, Ms. Webb is responsible for developing and codifying systems to support the success of the Ed.D. program in Urban Education Leadership, including recruitment, student engagement and support, enrollment management, and communication to a variety of stakeholders. Ms. Webb has held executive level positions in the field of education, serving as Dean of Continuing Education at Malcolm X College in Chicago, Deputy Chief of Staff the St. Louis Public Schools, and Dual Enrollment/Special Projects Coordinator at School District of Philadelphia. In addition, she served as founding Executive Director of the Illinois Education Foundation (now One Million Degrees). Ms. Webb has a demonstrated track record of success in increasing rates of student retention and graduation, leading Kennedy-King College's efforts as it achieved a 7% increase in IPEDS graduation rates over a two-year period and more than doubling the completion rates of students enrolled in workforce readiness programs at Kennedy-King and Malcolm X Colleges. An accomplished grant writer, Ms. Webb has authored successful funding proposals to governmental agencies such as the US Department of Education, the US Department of Labor, and the Department of Commerce and Economic Opportunity, as well as a number of private foundations, generating over \$15 million for start-up organizations, mid-size and large school districts, and higher education institutions. Katonja holds a Bachelor's degree in Psychology from Harvard University and a Master's degree in Education Policy, Planning & Administration from the Boston University School of Education.

EDUCATION

BOSTON UNIVERSITY SCHOOL OF EDUCATION, *Ed.M., Education Policy, Planning, and Administration, 2001*

HARVARD UNIVERSITY, *A.B., Psychology, 1995*

WORK EXPERIENCE

2012 – Present	ASSOCIATE DIRECTOR, CENTER FOR URBAN EDUCATION LEADERSHIP, University of Illinois at Chicago
2010 – 2012	INTERIM VICE PRESIDENT, ACADEMIC AND STUDENT AFFAIRS, Kennedy-King College, One of the City Colleges of Chicago, <i>Concurrently served as Dean of Instruction May 2011 – August 2012</i>

2007 – 2010 DEAN, CONTINUING EDUCATION, City Colleges of Chicago, *Kennedy-King College Campus (2009 – 2010), Malcolm X College Campus (2007 – 2009)*

2006 – 2007 EXECUTIVE DIRECTOR, Illinois Education Foundation, Chicago, IL

2005 – 2006 DEPUTY CHIEF OF STAFF, St. Louis Public Schools, St. Louis, MO

2003 – 2005 DUAL ENROLLMENT/SPECIAL PROJECTS COORDINATOR, School District of Philadelphia, Philadelphia, PA

2001 – 2003 GEAR UP PROJECT MANAGER, University of Massachusetts, Boston, MA

1999 – 2001 SITE DIRECTOR, Peace Games, Inc., Boston, MA

1997 – 1999 PROGRAM ASSISTANT, Lawyers Alliance for New York, New York, NY

1995 – 1997 PRO BONO COORDINATOR/LEGAL ASSISTANT, Skadden, Arps, Slate, Meagher & Flom, LLP, New York, NY

PRESENTATIONS & AWARDS

- “Bridging the Gap: Adult Education and Continuing Education Partnerships” at the American Association for Adult and Continuing Education (AAACE) National Conference, Denver, Colorado, November 2008
- Distinguished Administrator Award, Malcolm X College, Chicago, IL, 2008-2009
- Distinguished Administrator Award, Kennedy-King College, Chicago, IL 2010-2011
- “Grant-writing Basics,” Malcolm X College, September 2009
- "Managing Generational Learning Styles in the Classroom,” Kennedy-King College Instructional Leadership Academy, May 2010

Research Faculty

SAMUEL P. WHALEN

Samuel P. Whalen joined the College of Education at the University of Illinois at Chicago in September 2003, where he is now Director of Research in the Center for Urban Education Leadership. He received his PhD from the Department of Education at the University of Chicago in 1993. Before joining UIC, Dr. Whalen was a Senior Researcher at Chapin Hall Center for Children, Research Director at the Center for Talent Development at Northwestern University, and Research Assistant Professor in Northwestern University's School of Education and Social Policy. His areas of expertise include school leadership preparation, high school reform, school-community partnerships, youth development and program evaluation. In August 2008, he concluded a major evaluation of the Chicago Public School's Community Schools Initiative, an ambitious project that established community schooling practices in more than 100 inner-city Chicago public schools. He is the author of numerous articles and reports. With Mihaly Csikszentmihalyi and Kevin Rathunde, he is co-author of *Talented Teenagers: The Roots of Success and Failure*. Whalen is the 1994 recipient of the Social Policy Book Award from the Society for Research in Adolescence.

EDUCATION

- | | |
|------------------------|---|
| Ph.D., 1993 | Educational Psychology, Department of Education,
University of Chicago |
| M.A., 1984 | Religious Studies, Divinity School, University of Chicago |
| B. A. 1980 (Cum Laude) | History, Princeton University |

WORK EXPERIENCE

- | | |
|--------------------------|---|
| Sept. 2003 – August 2008 | Senior Researcher and Principal Investigator
UIC Community Schools Evaluation Project
College of Education, University of Illinois at Chicago |
| 1999 – 2003 | Senior Researcher
Chapin Hall Center for Children at the University of Chicago |
| 1994 – April 1999 | Research Assistant Professor, Northwestern University
School of Education and Social Policy
Research Director, Center for Talent Development |
| 1993 - 1994 | Post-Doctoral Fellow, Chapin Hall Center for Children at
The University of Chicago |
| 1992-1993 | Post-Doctoral Fellow, National Opinion Research Center |

PUBLICATIONS

Selected Books and Publications

Whalen, S.P., DeCoursey, J., & Skyles, A. (2003). Preparing Youth for the Workforce: Exploring Employer Engagement in the Chicago Region. Chicago, IL: Chapin Hall Center for Children.

Whalen, S. P & Costello, J. (2002). Public Libraries and Youth Development: A Guide to Practice and Policy. Chicago, IL: Chapin Hall Center for Children.

Costello, J., Whalen, S.P. & Speilberger, J. (2001). Promoting Public Library Partnerships with Youth Agencies. Journal of Youth Services, Vol. 15, No. 1. (Fall 2001).

Whalen, S. P. (2000). Revisiting the "Problem of Match": Contributions of Flow Theory to talent development. In N. Colangelo, S. G. Assouline, and D. L. Ambroson (Ed.), Talent Development: Proceedings from the 1998 Henry B. and Jocelyn Wallace National Research Symposium on Talent Development. Dayton, OH: Ohio Psychology Press.

Csikszentmihalyi, M., & Whalen, S. P. (2000). The sense of agency in high school: Momentary variations in self-esteem. In F. Miller (Ed.), Adolescence, schooling, and social policy. Albany, N.Y.: SUNY Press.

PRESENTATIONS

Selected National Conference Presentations

Whalen, S. P. (May, 2010). Supporting early career principals in transforming urban high schools: Investigating the transfer of intensive principal preparation to leadership practice. Paper given at the Annual Meeting of the American Educational Research Association, Denver, Colorado.

Whalen, S. P., Martinez, P. & Hebert, M. (April, 2009). Designing transparency and accountability into distributed school leadership: A high school case study. Paper given at the Annual Meeting of the American Educational Research Association, San Diego, California.

Whalen, S.P. (April 2008). Academic success via neighborhood engagement: A Chicago community school case study. Paper given at the Annual Meeting of the American Educational Research Association, New York, New York.

Whalen, S.P. (July 2007). Selection factors in student participation in OST programs: A process perspective. Invited paper at the Excellence Through Inquiry Conference, New York, New York.

Whalen, S.P., Jenkins, C. & Klekotka, P. (April 2007). Selection factors in student participation in OST programs: A process perspective. Paper given at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Whalen, S.P. (December 2006). Student participation in OST programs: Research, policy, and program quality perspectives from Chicago's *Community Schools Initiative*. Presentation to the Annual Meeting of the National Community Education Association, Reno, Nevada.

Whalen, S.P. (September 2006). Pedagogy of leadership: Thoughts on the role of the principal in community school development. Invited address to the Principal's Forum of the Chicago Community Schools Initiative, Chicago, Illinois.

Whalen, S.P. (April 2006). Comparing the experience of co-teaching with other mentoring practices. Paper given at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Whalen, S.P. (April 2005). Distributed leadership and community schooling: Early lessons from the Chicago Community Schools Initiative. Paper given at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada.

Whalen, S.P. (March 2005). The Chicago Community School Initiative Evaluation Project. Presentation to the Annual Meeting of the Coalition for Community Schools, Baltimore, Maryland.

Whalen, S.P. & Bloodworth, M. (November, 2004). Linking formative and summative evaluation of school-based service delivery programs. "Think Tank" session facilitated at the Annual Meeting of the American Evaluation Association, Atlanta, Georgia.

Lisa J. Walker

Lisa Walker has more than 15 years of experience as an applied mixed-methods researcher working in the areas of instructional and school improvement and implementation of evidence-based practices in school settings. Her interests span in-school and out-of-school learning experiences, social-emotional supports for students, school organizational improvement, and school community partnerships. Prior to joining the UIC Center for Urban Education Leadership in April 2014, Dr. Walker worked for ten years at two University of Chicago research institutes: the Center for Urban School Improvement and Chapin Hall. Through her diverse experiences on research and development projects and as an external evaluator, Dr. Walker has developed a focus on research-practice partnerships and honing the research skills that contribute to their success. She has a PhD in the Learning Sciences from Northwestern University.

EDUCATION

2003 Ph.D. Learning Sciences, Northwestern University
1990 M.A. Education and History, Teachers College, Columbia University
1988 Certificate Program for Women in Politics & Government, Boston College
1985 B.A. History, Summa Cum Laude, University of Michigan

PROFESSIONAL EXPERIENCE

Current Senior Researcher, Center for Urban Education Leadership, UIC
2008 to 2014 Senior Researcher, Chapin Hall at the University of Chicago
2012 to 2013 Member, Chapin Hall/SSA IRB
2003 – 2009 Research Associate, Center for Urban School Improvement at the University of Chicago
2003 Chicago Field Site Observer, University of Illinois
1997 – 2003 Research Assistant, School of Education and Social Policy, Northwestern University
1993 – 1997 Education Projects Manager, WHYY (NPR affiliate), Philadelphia, PA
1991 – 1993 Categorical Programs Specialist, School District of Philadelphia
1989 – 1990 Program Assistant, Klingenstein Center for Independent School Education, NY

OTHER

1998 – 2000 Spencer Research Training Fellowship, Department of Human Development and Social Policy, Northwestern University

RESEARCH

Center for Urban Education Leadership, UIC
Ed.D. Urban Principal Leadership Program

Chapin Hall at the University of Chicago

Examining the Use of Data in Afterschool Systems

A four-year qualitative study to inform the afterschool field about data use. Based on the systems-building efforts of nine cities. Senior research leadership. Co-Principal Investigator.

Chicago Teen Pregnancy Prevention Initiative

A five-year replication study of an evidence-based youth development program to reduce teen pregnancy among students in Chicago's high schools. Senior research leadership for classroom observations.

Safe Schools/Healthy Students

Evaluation of an initiative to introduce social emotional learning opportunities into thirteen Chicago schools. Responsible for qualitative component of a mix-methods evaluation.

Center for Urban School Improvement

Effects of Literacy Collaborative on Teacher Quality and Student Learning

An IES study of the efficacy of a K-2 school-based professional development model. Responsible for survey development and analysis as well as qualitative interviews with literacy coordinators.

Information Infrastructure System

A R&D project to develop and implement technology tools with the goal of transforming schools as organizations. Responsible for informing design work through qualitative and quantitative data.

Reading Specialist Study

A study of the implementation of the Chicago Reading Initiative in ten CPS elementary schools. Responsible for case study analysis based on a theory of school change.

Northwestern University

Learning Technologies in Urban Schools

A design and research effort to incorporate use of computer technology into the science curriculum of urban school districts. Provided research assistance in all phases of work.

SELECTED PUBLICATIONS AND PRESENTATIONS

Walker, L., Seay, T., and Landwehr, J. (May, 2013). Using Evaluation to Improve Program Delivery and Meet Fidelity. Presentation at the 3rd Annual Conference for the Teen Pregnancy Prevention Grantee Conference. National Harbor, Maryland.

Walker, L. and Smithgall, C. (November, 2009). Underperforming Schools and the Education of Vulnerable Children and Youth (Issue Brief). Chicago: Chapin Hall at the University of Chicago.

Scharer, P., Gordon, P., Sawyers, L., Adair, J., and Walker, L. (2008). Transforming Literacy Practices: A Long-Term School-University Partnership Supporting Teachers as Instructional Decision Makers. *The Ohio Journal of English Language Art* 48 (2), 44-52.

Sawyers, L., Fountas, I., Pinnell, G., Scharer, P., Walker L., & Bryk, A. (April, 2007). Transforming Teacher Learning through Design Activity: Creating a Web-based Professional Development Support System for Video Case-based Professional Learning. Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.

Bryk, A., Gomez, L., Joseph, D., Pinkard, N., Rosen, L., & Walker, L. (June, 2006). Activity Theory Framework for the Information Infrastructure System. Working paper. Information Infrastructure System Project at the Center for Urban School Improvement: Chicago, IL.

Spillane, J. P., Diamond, J. B., Jita, L., Walker, L., & Halverson, R. (2001). Urban School Leadership for Elementary Science Instruction: Identifying and Activating Resources in an Undervalued Subject Area. *Journal of Research in Science Teaching*, 38 (8), 918-40.

MARTHA M. HEBERT

Martha M. Hebert has worked as a senior researcher with the UIC EdD in Urban Education Leadership Program since 2006. In her role, Hebert collaborates with the Center and with UIC College of Education's EdD program to gather and present qualitative and quantitative evidence of the practice, progress, and successes of EdD program candidates. She also assists with grant proposals for the EdD program, and has served as a project manager for several COE initiatives that illuminate best-practice instructional approaches. Hebert worked also worked for Chicago Public Schools for 36 years: Twenty-one were spent in district and central office positions, including as a consultant in the Office of Grants Management; as executive assistant to the Chief Officer for Professional Development; manager of the New Teacher Induction program in the CPS Teachers Academy; and coordinator in the Office of Funded Programs. She was a classroom teacher for 15 years. Hebert obtained an EdD in Educational Administration and Supervision from Loyola University Chicago in 1994.

EDUCATION

January 1994	Doctor of Education - Administration and Supervision Loyola University, Chicago, Illinois
June 1975	Master of Education - Urban Education Chicago State University, Chicago, Illinois
June 1968	Bachelor of Arts - Sociology Loyola University, Chicago, Illinois
1976-2001	Advanced Studies: University of Illinois at Chicago, Chicago, Illinois Coursework in Administration/Supervision & Urban Education Northeastern Illinois University, Chicago, Illinois Coursework for High School Certificate Coursework for Bilingual Certificate ELIC – Early Literacy Inservice Course for Facilitators

WORK EXPERIENCE

2006-Present	Senior Researcher, University of Illinois at Chicago (UIC), College of Education, Department of Leadership and Policy Studies
2005-2006	Consultant, Division of Grants Administration – Chicago Public Schools

2002-2005 Executive Assistant to Chief Officer for Professional Development
Office of Professional Development – Chicago Public Schools

1996-2002 Manager - Teachers Academy for Professional Development
Chicago Public Schools

1985-1996 Coordinator - Government Funded Programs - Chicago Public Schools

1970-1985 Teacher – Chicago Public Schools

- Doolittle West Elementary School (1972-1985)
- Mayo Elementary School (1970-1972)

1968-1970 Caseworker II – Illinois Department of Public Aid

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

AMENDMENT TO THE PRINCIPAL PREPARATION PROGRAM SERVICES AGREEMENT
(Board of Trustees of the University of Illinois, on behalf of
the University of Illinois at Chicago)

This amendment to the Principal Preparation Program Services Agreement ("Amendment") is entered into this 9th of July, 2013, is by and between the Board of Education of the City of Chicago, a body politic and corporate (the "Board"), with offices located at 125 S. Clark St., Chicago, IL 60603, and the Board of Trustees of the University of Illinois, on behalf of the University of Illinois at Chicago ("Vendor" or "UTC"), collectively (the "Parties").

RECITALS:

- A. The Parties entered into that certain Principal Preparation Program Services Agreement ("Agreement") for a term commencing June 14, 2012 and ending June 30, 2015 ("Term"), approved by Board Report 12-0425-PR1; and
- B. The Parties now agree to amend the Agreement as set forth herein:

NOW, THEREFORE, for good and valuable consideration, the Parties hereto agree as follows:

- 1. **Incorporation of Recitals:** The matters recited above are hereby incorporated into and made a part of this Amendment.
- 2. **Definitions:** Any and all capitalized terms contained in this Amendment, and not defined herein, shall have the definition as set forth in the Agreement.
- 3. **Amendment to Section 5 of the Agreement:** Section 5 of the Agreement is hereby amended by replacing "Exhibit A" with "Exhibit A-1", replacing "Exhibit B" with "Exhibit B-1", and by replacing "Exhibit C" with "Exhibit C-1". Exhibit A of the Agreement is hereby deleted in its entirety and replaced by Exhibit A-1 attached hereto. Exhibit B of the Agreement is hereby deleted in its entirety and replaced with Exhibit B-1 attached hereto. Exhibit C of the Agreement is hereby deleted in its entirety and replaced with Exhibit C-1 attached hereto.
- 4. **Amendment to Section 6 of the Agreement:** Section 6 of the Agreement is hereby amended by (a) deleting Section 6 in its entirety and (b) replacing it with the following:

"6. Compensation: The total maximum compensation payable under this Agreement shall not exceed the amount authorized in Board Report 13-0522-PR10, which is the aggregate amount for all Vendors under this Board Report ("Total Maximum Compensation"), as may be amended from time to time. Vendor shall be paid in accordance with the Schedule of Compensation section described in Exhibit C-1 of this Agreement. There shall be no reimbursable expenses payable to Vendor under this Agreement. Vendor is not entitled to any payment nor is the Board obligated to pay Vendor any amount solely by virtue of entering into this Agreement. It is understood and agreed that the Total Maximum Compensation amount is a 'not-to-exceed' amount and not a guaranteed payment. Compensation shall be based on actual Services performed during the Term of this Agreement, and the Board shall not be obligated to pay for any Services not in compliance with this Agreement. In the event the Agreement is terminated early, the Board shall only be obligated to pay the fees incurred up to the effective date of termination. Payments under this Agreement shall not exceed the Total Maximum Compensation amount without a written amendment to this Agreement. The Board shall

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

pay Vendor for Services provided and materials delivered by Vendor upon invoicing and in accordance with the provisions of this Agreement."

5. **Freedom of Information Act:** Vendor acknowledges that this Amendment and all documents submitted to the Board related to the Amendment are a matter of public record and are subject to the Illinois Freedom of Information Act (5 ILCS 140/1) and any other comparable state and federal laws and that this Amendment is subject to reporting requirements under 105 ILCS 5/10-20.44. Vendor further acknowledges that this Amendment shall be posted on the Board's Internet website at www.cps.edu.
6. **Counterparts and Facsimiles:** This Amendment may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one instrument. A signature delivered by facsimile or electronic means shall be considered binding for both parties.
7. **Original Agreement:** Except as expressly provided in this Amendment, all terms and conditions of the Agreement shall remain unchanged and in full force and effect. This Amendment and the Agreement, taken together, constitute the final agreement between the Parties with respect to the subject matter in the Agreement and this Amendment. The Parties agree that in the event of any conflict between this Amendment and the Agreement, the provisions of this Amendment shall govern.
8. **Board Approval:** The execution of this Amendment is subject to approval by the members of the Chicago Board of Education.

[Signature page to follow]

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

IN WITNESS WHEREOF, the Parties have signed this Amendment as of the date set forth above.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS ON BEHALF OF THE UNIVERSITY OF ILLINOIS AT CHICAGO

By: David J. Vitale (b)(6)
David J. Vitale, President

By: (b)(6)

Attest: Estela G. Beltran 7/9/13
Estela G. Beltran, Secretary

Name: WALTER K. KNORR
COMPTROLLER

Title: _____

Approved as to Legal Form (b)(6)

Date: 7/2/13

(b)(6)
James L. Bebley, General Counsel

Board Report No. 13-0522-PR10 -4

Attachments:

Exhibit A-1: Scope of Services

Exhibit B-1: Deliverables

Exhibit C-1: Compensation

2012-03175-00-01-07

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Exhibit A-1

**SCOPE OF SERVICES
University of Illinois – Chicago (“UIC”)**

Board Program Manager: Devin McFarland
Phone: (773) 553-1526
E-mail: dfmcfarland@cps.edu

Vendor Contact: Steve Tozer
Phone: 312-413-7782
E-mail: stozer@uic.edu

I. SCOPE OF SERVICES

Definitions

- **Aspiring Principal Program (“APP”)** – a year-long rigorous internship that provides Interns with study and practice that prepares them with the practical knowledge, skills, tools, and support they will need to lead a school from day one of a principalship.
- **Intern** – a candidate participating in the year-long internship.
 - **Pre-Intern** – Interns who will enter into a six-month long development program prior to beginning an internship in CPS.
 - **Full-time Intern** – Interns who will work full-time in a school operated, chartered, or contracted by CPS, as a school leader.
- **Coach** – individual employed and managed by (or affiliated with) UIC that provides site-based supervision and feedback.
- **Mentor Principal** – a high performing principal, defined as proficient or above on the Board’s Principal Evaluation, who serves as a mentor to Interns during their year-long internship by allowing the Intern to serve as a leader in the school operated, chartered, or contracted by CPS, and conduct activities necessary to develop leadership capacity as described in the CPS Competencies. Mentor Principals must meet the State of Illinois Principal Preparation Program requirements.
- **Assessment Framework** – a tool that tests the Candidate’s mastery of the CPS Principal Competencies, which shall be developed by the Vendor and the Board.
- **Quarterly Reports** – reports submitted to CPS by the 15th day following the calendar quarter.

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- Recruitment – the Vendor’s process for marketing, sourcing, and qualifying both internal (to CPS or is currently employed by CPS) and external candidates to create a talent pool for the CLC.

UIC will collaboratively engage with the Board to design, implement, and deliver a principal preparation program that will develop Candidates’ leadership and data-driven instruction practices so that they are prepared to enter and successfully complete a rigorous year-long internship.

In each program year following year one of the partnership, UIC will recruit and select a minimum of eighteen (18) Interns who will be prepared to lead a school serving CPS students (“Students”) in the Fall following the Internship. Any deviation from this number must be approved in writing in advance by the Board.

UIC will collaboratively work with the Board on the following seven (7) components:

- 1) Partnership: UIC will submit Program quarterly reports in writing by the 15th day following each calendar quarter. The Quarterly Report shall be completed on the template provided by CPS which is attached here to as Attachment 1B, as may be amended, and will provide status updates about recruitment, curriculum, Intern and program assessments as detailed in Exhibit B-1 (“UIC Deliverables”). UIC will also be required to meet with CPS and the CLC partnership to share best practices about the aforementioned items, and engage in problem solving activities that will help influence or impact the Programs, and provide an opportunity for collaborative thinking and group analysis.
- 2) Induction: UIC will develop and maintain strong program recruitment and selection strategies to ensure Candidates are qualified to meet the CPS Principal Competencies attached hereto and incorporated into this Agreement as Attachment 1A “CPS Principal Competencies” by the completion of the Candidate’s internship. The selection of Candidates into the Program shall be a collaborative process with the Board. Induction reports will due on the dates set forth in Exhibit B-1. The Board shall review all UIC Intern and coaching selections and subject to Exhibits B-1 and C-1, reserves the right to decline compensation and accountability for participant admittance or Intern Program participation should the Board disagree with selection of an Intern, Mentor or Coach.
- 3) Candidate Assessment: UIC will provide quarterly assessments, using a CPS provided template in Attachment 1B, of the Candidate’s proficiency of the CPS Principal Competencies and the process used to intervene if the CPS Principal Competencies are not effectively being demonstrated by the Candidate during the internship. Candidate Assessment reports will be due on the dates set forth in Exhibit B-1.
- 4) Internship: UIC will maintain a rigorous year-long internship experience throughout the Term which will engage Candidates in authentic activities that help simulate real-life situations that a principal would encounter in a school, and ensure practical application and/or practice

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addressing the CPS. The internship experience must involve activities that accelerate the experiential learning curve and produce graduates who are ready to produce dramatic results from day one of their principalship. Program faculty/staff and mentor principals must provide the guidance and support necessary for Candidates to succeed. Internship reports will be due on the dates set forth in Exhibit B-1.

- 5) Coursework: UIC will provide current and accurate course information and syllabi with timely supporting changes and edits that demonstrate how the Program will ensure Candidates are able to demonstrate the CPS Principal Competencies and the progress the Candidates are making against the UIC's program map that outlines the Intern's sequence in the program. Coursework reports will be due on the dates set forth in Exhibit B-1.
- 6) Program Assessment: UIC will assess the effectiveness of the Program using the CPS provided template in Attachment 1B in progressing Candidates in the program so that each Candidate is a) meeting defined milestones in the Program, b) meeting CPS eligibility requirements to become a principal, and c) producing Candidates who ultimately become principals in CPS. Program Assessment will be due on the dates set forth in Exhibit B-1.
- 7) Performance Review: Annually, the Chief Executive Officer or his/her designee shall confirm that UIC has satisfactorily completed the Services as indicated in Section I of Exhibit A-1 and the Deliverables as indicated in Exhibit B-1 (hereinafter referred to as "Performance Review").

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EXHIBIT C-1

COMPENSATION

UIC's compensation will be based on its achievement of the performance milestones set forth below.

UIC will recruit and select a minimum of 18 Interns, and in aggregate with all CLC vendors, the Program cost to the Board will not exceed the total amount authorized by Board Report 13-0522-PR10, as may be amended. Any deviation from this recruitment number must be approved in advance in writing by the Board.

Rate of Compensation:

- (b)(4) per Intern paid in (b) increments upon all Interns in the cohort meeting the Milestones below
- (b)(4) per "Non-traditional Intern" not a part of the APP; paid in full upon Intern's successful passing the CPS Principal Eligibility process no later than December 31st after the program year.

Milestone	% of Total Programmatic Costs
CPS' pre-approval of Candidate Selection List from UIC	(b)(4)
Pre-approved Candidates from UIC pass REACH training	
CPS Principal Eligibility*	

The first (b)(1) payment will not be made until all program Interns have signed and submitted the CLC Participant Commitment Letter to the Board.* Final (b) of programmatic fees for Candidates in the Program will be prorated based upon the number of Candidates that pass the CPS Principal Eligibility process ("Calculated Amount"), no later than December 31 after their internship year.

Candidate(s) may be removed from the CLC at any time during the Program at the direction or prior approval of the Board. The Board and the CLC Partners will agree upon a protocol for removal of an Intern. The Board will inform UIC at least five business days prior to the removal of an Intern.

If an Intern is not meeting the academic or professional standards of UIC, the Vendor may remove an Intern from the Program at their discretion. UIC must inform the Board five business days prior to the removal of an Intern.

In the event, a Candidate is removed from the Program, CPS shall not make subsequent payments to UIC as it relates to the Candidate.

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EXHIBIT B-1

**DELIVERABLES
(UIC)**

1. Partnership

UIC will collaboratively engage with the Board to design, implement, and deliver principal preparation programs for aspiring CPS principals. Key responsibilities and requirements of this partnership are outlined below:

Component	Details	Date	Milestone
<p>✓ Attend monthly CLC meetings</p>	<p>Meetings will include/require UIC to:</p> <ul style="list-style-type: none"> - Share and discuss results and outcomes of the program from the past month - Share and discuss plans for upcoming activities - Share and discuss best practices and materials - Provide updates on induction, internship activities, and coach performance <p>Meetings will include/require the CLC and CPS to:</p> <ul style="list-style-type: none"> - Share and discuss overall program results and outcomes - Address specific vendor questions - Share CLC and CPS information pertinent to Partners/Interns 	<p>Ongoing throughout the term of the Agreement</p>	<p>Monthly attendance and participation at monthly meetings.</p>

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2. Induction

UIC will provide and share with the CLC Partners recruitment and selection strategies to ensure high quality Candidates enter the program that will be qualified to learn, meet, and demonstrate proficiency in the CPS Principal Competencies by the end of the residency year.

Component	Details	Date	Milestone
Recruitment	<p>UIC shall recruit Candidates it believes are highly qualified to learn and demonstrate the CPS Principal Competencies by the end of their residency for entry into the UIC Program.</p> <p><u>UIC will recruit and select a minimum of 18 Interns into the program every year after year one. Any deviation from this recruitment number must be approved in writing in advance by the Board. A projected number of Interns for subsequent program years will be determined by January 15, 2014 or later as determined by the Board.</u></p> <p>CPS will work collaboratively to help with recruitment based on need.</p>	Ongoing throughout the term of the Agreement	The agreed upon # of Interns per year will matriculate into the Program.
Selection – Interns and Coaches (provided by UIC)	<p>UIC may select Intern Candidates and Coaches based on its own Program requirements; however, CPS must review all Candidate and coach selection materials and recommendations and shall do so no later than ten (10) days following receipt of the list of Candidate Selection from UIC.</p> <p>CPS reserves the right to decline compensation and accountability</p>	Before July 1 st of each school year	UIC will provide CPS with selection materials and recommendations.

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	participant admittance or intern program participation should the Board disagree with selection of an Intern or Coach.		
Mentor Principal and Candidate matching	UIC will work in conjunction with CPS to identify qualified Mentor Principals and match them with a Program Candidate.	Before the start of the internship	UIC will provide CPS with list of matched mentor principals with Program Candidates.
Initial Candidate assessments	UIC will complete and share with CPS an initial assessment of Interns – utilizing the CPS provided template - at the beginning of the Program to identify Candidate's level of proficiency related to the CPS Principal Competencies.	Before September 1 st of each school year	UIC will assess Candidates on CPS Principal Competencies through an agreed upon framework per Attachments 1A and 1B

3. Candidate Assessment

UIC will conduct ongoing assessment of Candidates' progress related to the CPS Principal Competencies.

Component	Details	Date	Milestone
Candidate assessment	UIC must submit CPS provided reporting template to analyze and describe data acquired from Candidate assessments on the CPS Principal Competencies.	- By the 15 th day following each calendar quarter	Submit Intern assessment utilizing the tool in Attachment 1B
Intervention Strategy	UIC will develop an appropriate Intervention strategy to be utilized and implemented for Candidates who are not meeting performance expectations related to CPS Principal Competencies.	September 1 st 2013, and 2014	Submit intervention strategy to CPS.
Intervention Plan	UIC will document Candidates who are not meeting performance expectations related to CPS Principal Competencies.	As needed within 10 days of assessment submission or as requested by CPS, whichever is sooner	Submit intervention plan for Candidates as needed.

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4. Internship

UIC will provide a rigorous year-long internship experience that engages Candidates in authentic activities designed to develop, demonstrate, and assess the CPS Principal Competencies essential for increasing Student achievement and preparing Students for college and/or career experiences.

Component	Details	Date	Milestone
Overall Program - Internship activities	UIC will provide and share with the CLC partners and CPS strategies and associated outcomes of the specific internship activities for the year-long residency.	- By the 15 th day following each calendar quarter	Submit plan and associated outcomes for projects and/or activities to CPS utilizing the assessment tool in Attachment 1B.
Triad meetings for Coaches (provided by vendor), Mentor Principal, and Intern	UIC will develop and share with the CLC partners and CPS system or procedure for ensuring regular quarterly check-in meetings and action items with Coach, Mentor Principal, and Intern.	- By the 15 th day following each calendar quarter	Submit progress detailing check-in and action items between Coach, Mentor Principal, and Intern utilizing the assessment tool in Attachment 1 B.

5. Coursework

UIC will provide coursework scope and sequence aligned to the CPS Principal Competencies.

Component	Details	Due	Milestone
Plan/Scope and Sequence	UIC will create a plan/scope and sequence of UIC's coursework or professional development that explains and demonstrates the work and alignment to the CPS Principal Competencies.	Before September 1 st of each calendar year	Submit plan/scope and sequence of coursework or professional development that explains and demonstrates the work and alignment to the CPS Principal Competencies.

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6. Program Assessment

UIC will consistently and systematically assess the effectiveness of the Program in developing the Candidate's proficiency against the CPS Principal Competencies and the Candidate's progress towards meeting the eligibility standards throughout the Term of this Agreement.

Component	Details	Due	Milestone
Program assessment	UIC will provide documentation relating to the Program's progress of Candidate's proficiency of the CPS Principal Competencies and meeting CPS principal eligibility standards.	By the 15 th day following each calendar quarter	Submit report detailing Program progress of Candidate's proficiency of the CPS Principal Competencies and meeting CPS principal eligibility standards.

7. Performance Review

Every year after year one of the Program, the Chief Executive Officer or his/her Designee shall confirm UIC has satisfactorily completed the Services as indicated in Section I of Exhibit A-1 and Deliverables as indicated in Exhibit B-1, respectively (hereinafter referred to as "Performance Review"). UIC is expected to produce Program graduates who are proficient in the CPS Principal Competencies and ready to lead a CPS school in dramatically improving Student achievement.

Whether the Vendor meets the minimum recruitment number and the status of the performance metrics set forth below will be considered as a part of the annual performance review. Any Board approved deviations to the minimum recruitment number and/or any metrics met or not met will be considered before determining subsequent services for future years.

Component	Details	Due	Milestone
Performance Review	CPS will conduct Performance Review, and the parties shall agree upon subsequent services and deliverables for program years 2 (2013-2014) and 3 (2014-2015).	July 2013, July 2014, July 2015	Submit materials to CPS for Performance Review as requested.

CLC Performance Metrics

- # of Interns Selected for Cohort 2/SY 2013-14 (UIC): 18
- # of Interns completing the Internship applying for CPS Principal Eligibility by December 31, 2014: 100%
- # of Interns completing the Internship Passing CPS Principal Eligibility: 80%
- # of eligible Interns Directly Placed as Principal: 80% *

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- % of Interns Rated "Proficient" or "Excellent" by the end of Principalship Year 1: TBD (to be mutually agreed upon between CPS and CLC Partners)

*CPS will take an active role to help achieve this performance metric. Action steps will include, but are not limited to:

- Providing weekly principal vacancy list beginning October 1st of each year
- Organizing, facilitating, and supporting at least four structured opportunities throughout the year for principal Interns to engage with Network Chiefs about their experience, skills, and qualifications
- Organizing, facilitating, and supporting at least one meet and greet events for LSC Chairs to meet with principal Interns by the end of March of each year

Should the number of Eligible Interns in the CLC pool exceed the number of principal vacancies available in the District; we will renegotiate a new target for the performance metric.

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**Attachment 1A:
CHICAGO PUBLIC SCHOOLS
PERFORMANCE STANDARDS FOR SCHOOL LEADERS RUBRIC
EVALUATING PRACTICE OF PRINCIPALS**

COMPETENCY A: CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH A FOCUS ON CONTINUOUS IMPROVEMENT

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
a. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school-wide student achievement data results to improve student achievement					
Assesses the Current State of School Performance	Does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance	Uses limited data to assess current student achievement results and school practices	Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' Continuous Improvement Work Plan to track, and review progress	Completes a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes	<p>REQUIRED EVIDENCE: Continuous Improvement Work Plan</p> <ul style="list-style-type: none"> • Uses disaggregated student data to determine the current state of the school (observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, IEP benchmark progress data, and the Continuous Improvement Work Plan • Continuous Improvement Work Plan reflects current state of the school developed through analysis of disaggregated data (observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, IEP benchmark progress data, and the Continuous Improvement Work Plan
Develops a Continuous Improvement Work Plan	Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a Continuous Improvement Work Plan and/or creates a plan that is not aligned to school priorities for improvement	Uses limited data to identify priority areas for improvement and sets some measurable school-wide goals; names a few milestones and benchmarks of student progress and develops a Continuous Improvement Work Plan that identifies a limited strategy to reach school-wide goals	Uses the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; names milestones and benchmarks of student progress and develops a Continuous Improvement Work Plan that identifies a strategy to reach school-wide targets and goals	Uses a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed Continuous Improvement Work Plan that identifies a strategy to reach school-wide targets and goal	<ul style="list-style-type: none"> • The Continuous Improvement Work Plan identifies strategies to reach school and grade level goals (observations and artifacts: the Continuous Improvement Work Plan, presentation or materials on data and how data will be used) • Grade level targets are derived from the assessment of the current state and support the Continuous Improvement Work Plan (observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, IEP benchmark progress data, and the Continuous Improvement Work Plan

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Maintains a Focus on Results	Does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results	Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the school and implements a limited number of strategies to reach results	Demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies	Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school	<ul style="list-style-type: none"> Faculty assume shared accountability to reach goals [observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results] Staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, IEP benchmark progress data and analysis of disaggregated data] Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs]
b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes					
implements Data Driven Decision Making	Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices	Uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement	Uses data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement	Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas	<ul style="list-style-type: none"> Key data is reviewed at every meeting and all content area teachers are aware of school and grade targets and have aligned individual targets for their students [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Continuous Improvement Work Plan, IEP benchmark progress data, and evidence of how data is used] Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Continuous Improvement Work Plan, IEP benchmark progress data, and evidence of how data is used] Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, content area, individual student performance data, student work, IEP benchmark progress data and evidence of data use in team meetings and planning]

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Implements Data Driven Instruction	Unable to lead staff through continuous data review or lacks consistency in implementation	Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices	Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers	Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals	<ul style="list-style-type: none"> • Continuous data review process is in place to ensure that students learned taught material [observations and artifacts: analyses of interim and formative assessments, classroom observations, evidence of implementation of the IEP, and re-teaching based on results] • Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, and evidence of data use in team meetings and planning] • Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers]
Establishes system to collect and review data on attendance, lateness, discipline and student referrals	Does not use data collected on attendance, lateness, discipline and student referrals	Ensures collection and review of data on attendance, lateness, and discipline and student referrals.	Ensures collection and review of data on attendance, lateness, and discipline and student referrals. With encouragement analyzes the impact on students and attempts to implement interventions.	Ensures collection and review of data on attendance, lateness, and discipline and student referrals. Proactively analyzes the impact on students and implements social and emotional supports, resources and partnerships as need to intervene where needed.	<ul style="list-style-type: none"> • Data collection reports • Procedural safeguards for students with disabilities [following set guidelines regarding attendance, discipline, and student referrals] • Intervention strategies: partner agreements, social and emotional support programs
c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets					
Allocates Resources to Support Student Learning	Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget	Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of Continuous Improvement Work Plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas	<ul style="list-style-type: none"> • Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: building staff development plan, budget, professional learning structures, and the Continuous Improvement Work Plan] • Teachers have teacher editions of grade level texts, supplemental materials, texts and supplies for all students • Art, Music, Dance, Drama, Phys Ed, Technology, and Library Teachers have appropriate materials, equipment, and space necessary for students • Finances and other resources are aligned with strategic priorities [observations and artifacts: budget and run rate] • Support Staff (e.g. ELL, literacy and math teachers, Special Education teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the Continuous Improvement Work Plan [observations and artifacts: teacher schedules, the Continuous Improvement

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					<p>Work Plan, and school budget]</p> <ul style="list-style-type: none"> • A structured schedule is established for all paraprofessionals based on student IEP needs • Utilizing effective scheduling of students with disabilities to ensure implementation compliance of IEP
Prioritizes Time	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting or low-impact activities	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities	<ul style="list-style-type: none"> • Organizes all adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: Building staff development plan and calendar of professional learning] • School time is focused on the improvement of student achievement in alignment with the Continuous Improvement Work Plan, IEP plans, and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data]
d. Utilizes current technologies to support leadership and management functions					
Employs Current Technologies	Does not utilize current technology to support leadership and management functions	Demonstrates limited knowledge and application of current technologies to support leadership and management functions	Identifies and consistently applies new technologies to improve and support leadership and management functions	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents	<ul style="list-style-type: none"> • Communication among leadership, staff, students and parents utilizing current technological tools • Models incorporation of various current technological hardware and software resources/tools which utilize the principles of Universal Design for Learning • Technologies are available for all teachers and students to utilize in all learning settings (this can include accessible instructional materials)

COMPETENCY B: CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS

The principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student.					

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needs and interests, research based effective practice, academic rigor, and high expectations for student performance in every classroom.					
Implements Curricular Scope and Sequence	Does not or cannot ensure scope and sequence align to year-end goals	Attempts to ensure scope and sequence are aligned with year-end goals	Improves components of the instructional scope and sequence to improve alignment with year-end goals	Ensures year-end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence	<ul style="list-style-type: none"> Systems ensure that lesson and unit plans in all content areas align to the scope and sequence and prepare students to be on a college and career readiness track [observations and artifacts: assessment calendar and grade, individual student performance based on IEP, and content curriculum guide] Lesson plans and various curriculum materials produce explicit evidence of curriculum coordination, alignment to Common Core State Standards and other content area standards, and individual student's IEP benchmarks [observations and artifacts: unit plans, staff lesson plans, etc.]
Reviews Instructional Practices	Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students	<p>REQUIRED EVIDENCE: 1) Sample selection of principal feedback on teacher observations in the system (select between 10 and 15 examples and review) 2) % of REACH observations completed</p> <ul style="list-style-type: none"> All staff have a broad repertoire of instructional strategies that they reference in their lesson plans which include strategies specific to needs outlined for students with disabilities [observations and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] Teacher observations include direct feedback regarding teacher instructional practices for all learners Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards [observations and artifacts: staff lesson plans, IEP goals, walkthroughs, teacher observations and evaluations] Consistent practices are observable across multiple classrooms [observations and artifacts: lesson plans, walkthroughs and teacher observations]
b. Implements student interventions that differentiate instruction based on student needs					
Uses Disaggregated Data	Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data	Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making	<ul style="list-style-type: none"> Differentiated classroom activities based on students reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work] Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, IEP benchmark progress data, the Continuous Improvement Work Plan, and evidence of how data is used] All students receive rapid, data-driven interventions matched

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			Interventions	progress	to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction] • Most effective teachers in all content areas are teaching the students with the greatest needs for growth and requires the most extensive supports[observations and artifacts: student data, teacher evaluation data]
c. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning					
Selects and Assigns Effective Teachers	Has no selection criteria and the determination for why teacher selection occurs is not transparent	Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement	Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas	implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths	<ul style="list-style-type: none"> • Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions] • Most effective teachers are teaching the students with the greatest needs for growth and requires the most extensive supports[observations and artifacts: student data, teacher evaluation data] • Teachers meet NCLB qualifications for assigned position
Retains Effective Teachers	Has no clear retention plan in place	Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers, overtime tracks retention rates	Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness	Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	<p>REQUIRED EVIDENCE: Talent Workforce Movement Report</p> <ul style="list-style-type: none"> • Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data] • Documented use of Teacher Leaders with expertise in various content areas throughout the school • High percentage of teachers rated effective stay in the school [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data]
d. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.					
Observes Staff and Gives Feedback	Observations are infrequent and inconsistent; feedback is vague and general	Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need	Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback	Ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan	<ul style="list-style-type: none"> • Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups (Consider diverse learners) as identified by data.[observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets] • All teachers and school support staff receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher

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					goal setting worksheets and written feedback]
Evaluates Staff	Does not have a clear or consistent implementation of REACH for Students does not complete evaluation	Attempts to implement and communicate REACH for Students including limited observation and student outcome data	Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates REACH for Students	Completes all aspects of REACH for Students that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	<ul style="list-style-type: none"> • Performance expectations are clear and aligned with district's policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to all student achievement goals, improvement plans for underperforming staff] • Rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time] • Professional development discussions held with every teacher based on teacher evaluation results (Beginning or End of Year Conference) • Non-evaluative/informal process for regular feedback for teachers and all school support staff (i.e. paraprofessionals and related service staff)
e. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance					
Develops an Instructional Team	Does not create consistent teacher team structures	Introduces common team structures and expectations for teacher teams	Ensures that effective teacher teams use student learning data and student work to advance student outcomes	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work	<ul style="list-style-type: none"> • Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, individual and common planning time, protocols for examination of practice designed to guide collaboration] • Instructional teams across grade levels and all disciplines support adult learning and student achievement [observation and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, collaborative planning time to support diverse learners including the implementation of IEPs within instruction, and evaluation data] • Documented use of Teacher Leaders throughout the school
f. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose					
Implements Professional Learning	Does not offer professional development and support that is timely, relevant or differentiated	Relies on whole group development sessions including trainings on how data should be used, with some	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific	Implements a job-embedded professional learning system for consistent support, development, coaching, and	<p>REQUIRED EVIDENCE: Teacher Professional Development Plan</p> <ul style="list-style-type: none"> • Teacher Development Plan is in align with School Goals, CIWP, and tie back to the common threads of the teacher

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		specific supports	development; protects staff time for development opportunities	peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities	<p>observations</p> <ul style="list-style-type: none"> Teacher-driven professional development focuses on all student learning challenges and progress toward all student achievement goals (observation and artifacts: teacher team meetings, building staff development plan, and peer visitations) Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans (observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations, utilization of an evidence based systematic approach to teaching students with disabilities, and instructional strategy professional development session plan) Structures are established for job-embedded collaborative learning relevant for teachers of all content areas (observation and artifacts: professional learning communities, common planning time between general education and special education teachers, and protocols for examination of practice designed to guide collaboration)
g. Advances Instructional Technology within the learning environment					
Promoting Growth of Technology	Does not support the use of instructional technology within the learning environment	Demonstrates limited knowledge of instructional technology and its promotion of learning	Understands and encourages implementation of technology to enhance student growth	Actively supports the implementation of technology to enhance student growth	<ul style="list-style-type: none"> A culture and expectation of employing a creative use of technology within the school Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment Students with disabilities access technologies (including technologies referenced on the IEPs) to enhance learning Implements and evaluates technological resources and applicable utilizations Monitors and maintains technologies purchased by the school and by the Office of Special Education and Supports

COMPETENCY C: BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
a. Builds a culture of high aspirations and achievement for every student					

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Links Aspiration to College and Career Opportunities	Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities	Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities	Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities	Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations	<ul style="list-style-type: none"> • Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment] • Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, exhibitions, performances, community service programs, teacher observation and walkthrough data, student recognition for effort] • Tracking rates to selective universities • All students and families engage in rich college-going and career access experiences [observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs] • Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets]
Develops a Student Goal Setting Process	Does not create or support goal setting structures for students	Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals	Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year	Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning	<p>REQUIRED EVIDENCE: Compliance with IEPs</p> <ul style="list-style-type: none"> • Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys] • Track student with disabilities transition readiness (LRE, Services, adulthood) • Students and IEP teams are actively involved in transition planning
b. Requires staff and students to demonstrate consistent values and positive behaviors aligned in the school's vision and mission					
Translates the School Values into Specific Behaviors	Does not make values or behavioral expectations clear to staff or students	Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors	Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about that values and behaviors to students	Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders	<ul style="list-style-type: none"> • Values and behaviors are referenced in daily school structures: [observations and artifacts: Continuous Improvement Work Plan, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences] • A system of positive and negative consequences is consistent with the school values (with age appropriate differentiation) across classrooms, grades and content areas [observations and artifacts: PBIS plan for building, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences]

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					<ul style="list-style-type: none"> Written values and beliefs reflect high expectations for all students (observations and artifacts: school level and grade level goals)
Develops a Code of Conduct	Tolerates discipline violations and enforces code of conduct inconsistently	Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school value and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past	Develops clear expectations for student conduct based on the school values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented	Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors	<ul style="list-style-type: none"> School-wide code of conduct aligned with district and school priorities is in place (observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred) Code of conduct is consistently implemented across all classrooms (observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors)
c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical					
Creates a Culture that Supports Social Emotional Learning	Does not share or implement the Illinois Social-Emotions Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills	Shares the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL skills of students	Trains adults on how to support positive student growth through the development of the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports	Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills	<p>REQUIRED EVIDENCE: School Climate & Culture Survey/5 Essentials/My Voice, My School Data</p> <ul style="list-style-type: none"> Adults support SEL skill development (observations and artifacts: referral data, student survey) Students demonstrate an increase in SEL skills (observations and artifacts: student referral data and positive relationship) Appropriate socio-emotional supports are provided to all students (observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data) Core components of social, emotional, behavioral supports are in place to support student learning (observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships)
Creates a Culture that Supports Effective Effort	Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement	Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills	Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student	Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture	<ul style="list-style-type: none"> Effective effort is acknowledged and celebrated (observations and artifacts: assemblies, exhibitions, performances, community service programs, teacher observation and walkthrough data, student recognition for effort) Students describe and demonstrate effective effort behaviors and beliefs across classrooms and across content areas (observations and artifacts: communication service and student work)

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d. Creates a Safe, Clean and Orderly Learning Environment					
Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	Does not ensure that the school is safe; does not comply with the school safety act	Ensures that the school environment is relatively safe and is in basic compliance with the school safety act	Ensures learning environment is conducive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois Safety Drill Act	Plans for and implements facility and equipment expansions & improvements and identifies creative solutions to maximize and share space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety	<p>REQUIRED EVIDENCE: Medical exception compliance</p> <p>REQUIRED EVIDENCE: School safety and fire drill plans</p> <ul style="list-style-type: none"> • Routines and procedures are in place, discussed, and implemented (observations and artifacts: severe weather and drill plans, evacuation chairs school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty hall duty schedules) • School building is clean and safe-all basic facilities are in working order (observations and artifacts: bathrooms, windows, sinks, locks) • Facilities are adequately maintained according to Facility Office schedules (Discussion with Facility Manager) • Facilities plans are aligned to the schools strategic plans • Physical plant supports major academic priorities/initiatives (observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area) • Efforts are put in place to reduce bullying and gangs

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COMPETENCY D: EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED

Principal creates a collaborative school community where the school staff families and community interact regularly and share ownership for the success of the school.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
e. Creates, develops and sustains relationships that result in active student engagement in the learning process					
Builds On-going Relationships	Does not develop positive relationships and/or undermines positive relationships that exist	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully	Enhances and maintains trusting relationships among and between a variety of stakeholder groups	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups (Staff, parents, LSC,	<p>REQUIRED EVIDENCE TO OBTAIN: LSC Evaluation (if evaluation is not completed, feedback from LSC Chair is required) or ALC feedback (if available)</p> <ul style="list-style-type: none"> • Processes are in place to ensure multiple opportunities for school staff to meet, interact and work with families and members of the community (observations and artifacts: building climate survey

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		establish or enhance relationships		PAC, BAC, etc.)	<p>results, community and university partnerships)</p> <ul style="list-style-type: none"> • Staff, LSC, parents and other community members report are positive relationships with the principals and other members of the school (observations and artifacts: school climate survey) • Teachers contact all families regularly to discuss their students' progress and strategies for improvement • School Information (i.e. School Report Cards) are shared with SC and community through multiple media sources • School builds strategic relationships with community partners in all content areas, such as the arts and culture community and health and wellness community
Develops strategic plan to communicate with key community leaders	Does not create a communication plan and does not set expectations or share school vision with the community	Articulates communication strategy with key community leaders, but may not successfully implement strategy	Develops strategic communication plan and shares vision with community leaders to set expectations and share school vision. Regularly following through on strategic plan implementation	Develops and consistently implements strategic communication plan to proactively set expectations and share school vision	<p>REQUIRED EVIDENCE: "State of the School" / "Annual Report to the Community" presentation to parents, LSC, etc. about the current state of the school and future vision</p> <ul style="list-style-type: none"> • Community Leader Strategic Plan to include shared vision and clearly sets expectation of community leaders in that plan • Provides training to LSC on Best Practices for diverse learners
b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies					
Includes Multiple Voices and Perspective	Is disrespectful and/or excludes voices from community forums to discuss school performance	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program	<ul style="list-style-type: none"> • LSCs and community leaders and school system managers are active partners in the leader's decision making process (observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents or community members, times and locations for all meetings are known, school-wide open door policy)
c. Proactively engages families and communities in supporting their child's learning and the school's learning goals					
Engages Families	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families	Shares the school values with families and with the community	Respectfully informs families of learning expectations and specific ways they can support their children's learning	Continuously creates two-way links between family presence in the school environment and the instructional program	<p>REQUIRED EVIDENCE: Evidence of Parent and other stakeholder engagement efforts, including examples of written communication from principal</p> <ul style="list-style-type: none"> • Families are included and invested in the school community (observations and artifacts: parent engagement and survey data, LSC/PAC/BAC meeting attendance, student progress reports, parent access to grades, parent's access to student's records, and parent

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					<p>outreach strategy)</p> <ul style="list-style-type: none"> Families are aware of learning expectations and strategies to support student learning outside the school day (observations and artifacts: parent engagement and survey data, LSC/PAC/BAC meeting attendance, student progress reports, parent access to grades, parent's access to student's records, and parent outreach strategy) Families have language interpreters available for parent-teacher conferences Families are invited and involved in assemblies, exhibitions, and performances.
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively					
Builds Capacity to Manage Change	Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills	Creates space for staff, students, and families to share feelings about change and supports the community while describing the possibilities present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	<ul style="list-style-type: none"> Staff are supported through the change process (observations and artifacts: professional development on the research on change) School Improvement outlines multiple tactics and strategies and can be adapted to reach identified goals (observations and artifacts: the Continuous Improvement Work Plan, formative and summative evaluation data)
Demonstrates Personal Resolve and Response to Challenges	Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges	Sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges	Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges	Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff	<ul style="list-style-type: none"> Processes are in place to identify and address challenges when they arise (observations and artifacts: staff feedback survey data, building climate survey, and Chief/Deputy Chief observation)
Expands relationships with LSC and external partnerships to facilitate	Rarely facilitates a budget, extends and expands relationships with LSC and external partnerships to align budget with the school's	At times facilitates a budget, extends and expands relationships with LSC and external partnerships to align budget with the	Regularly facilitates a budget, extends and expands relationships with LSC and external partnerships to align budget with the school's	Continuously facilitates a budget, extends and expands relationships with LSC and external partnerships to align budget with the school's	<ul style="list-style-type: none"> Budget aligns with school strategic plan LSC and external partnership involvement in the budget creation process

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budget process	strategic plan	school's strategic plan	strategic plan	strategic plan	
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COMPETENCY E: RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff					
Models Equity and Dignity	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed	Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect	<ul style="list-style-type: none"> All staff in all content areas are treated with respect and conflicts are dealt with quickly and efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data]
b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff					
Protects Rights and Confidentiality	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health)	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur	<p>REQUIRED EVIDENCE: Compliance with IEPs</p> <ul style="list-style-type: none"> Staff are aware of the laws, policies, procedures and guidelines around student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights] Parents are aware of their rights [observations and artifacts: parent handbook, protocols for sharing IEP minutes]

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			supports, and/or details of the student's home life (confidential)		
c. Create and supports a climate that values, accepts and understands diversity in culture and point of view					
Recognizes the Strengths of a Diverse Population	Demonstrates limited awareness of the impact of diversity on student learning	Demonstrates personal comfort talking about diversity and culture and takes the steps to develop a personal skill set	Examines and addresses any school structures or school practices that limit the participation of groups of students and families	Recognizes and integrates the learning opportunities that come from a diverse community	<ul style="list-style-type: none"> • School actively creates opportunities for all community members to support diverse student needs and access (observations and artifacts: professional learning activities build capacity of staff to support diverse student needs) • Opportunities exist for students to be in diverse settings and to learn about diverse cultures (observations and artifacts: partnerships with schools that may have different populations, Intra-school conversations for students to explore culture and diversity) • Schools provide instruction within the general education setting prior to referring students for full and individualized evaluation • Schools use universal beginning of year screening tool for all students. School uses ongoing progress monitoring for all students
Creates a Culturally Responsiveness Climate	Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural incompetence	Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments of cultural incompetence	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school	<ul style="list-style-type: none"> • Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity (observations and artifacts: building staff development plan) • Staff actively participates in a professional development experience focused on welcoming and instructing diverse learners in the school. • Staff and school community utilize arts and culture as a tool for understanding and communicating with students and communities
Engages in Courageous Conversations about Diversity	Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors	Actively seeks opportunities to engage in courageous conversations about diversity and culture	Builds the school's and community's collective capacity by initiating direct conversations about culture and diversity, and how they impact student	Develops staff capacity to engage in courageous conversations about diversity and culture--and how they impact student learning	<ul style="list-style-type: none"> • Community conversations about culture and diversity (including students with disabilities) occur regularly (observations and artifacts: LSC, PAC, BAC meetings, professional learning conversations to develop staff capacity to initiate conversations about culture and diversity)

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			learning		
d. Relentlessly pursues reflective behavior					
Reflective Practitioner	Does not reflect or self-manage to utilize leadership behaviors. Does not increase personal leadership capacity by taking action to develop identified areas of growth.	At times reflects and self-manages to utilize leadership behaviors. At times increases personal leadership capacity by taking action to develop identified areas of growth.	Regularly reflects and self-manages to utilize leadership behaviors. Regularly increases personal leadership capacity by taking action to develop identified areas of growth.	Continuously reflects and self-manages to utilize leadership behaviors. Continuously increases personal leadership capacity by taking action to develop identified areas of growth.	<p>REQUIRED EVIDENCE: Principal Self-assessment, due June 1st (by state law)</p> <ul style="list-style-type: none"> • Actions taken on previous LSC and Chief evaluations • Displaying ethical behaviors and acting with integrity • Protecting school assets (protecting computers from theft, etc.) • Working with a mentor to improve practice • Taking on new assignments • Completing personal development classes or workshops • Understanding of legal mandates and board policies

COMPETENCY F: LEADS SCHOOL TOWARD ACHIEVING THE VISION

Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

Element	Unsatisfactory	Basic	Proficient	Distinguished	Examples of Evidence (Evidence should be collected that supports all grade levels in the school)
a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners					
Collaborates to Develop and Maintain a Shared Vision of High Expectations	Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations	Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students	Co-creates a shared vision of high expectations with multiple stakeholders (Staff, parents, students, LSCs, PACs, BACs, etc.); builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness	<ul style="list-style-type: none"> • There is visible alignment between the vision and the school goals [observations and artifacts: the Continuous Improvement Work Plan, School Report Card, and grade level goals] • School vision and goals are shared with stakeholder [Staff, parents, students, LSCs, PACs, BACs, etc.] groups [observations and artifacts: presentation to stakeholders] • Building level staff development plan supports and is aligned to the Continuous Improvement Work Plan and the district vision and mission [observations and artifacts: the Continuous Improvement Work Plan and the building staff development plan] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals]
b. Ensures that the school's identity, vision, mission, drive school decisions					
Ensures vision and mission drive	Actions contradict the school vision or demonstrate inconsistency between stated beliefs	Refers to school vision when making decisions but may	Uses the vision and mission to make all decisions, creates and uses protocols	Uses the vision and mission to make all decisions, uses protocols for making	<ul style="list-style-type: none"> • Building wide goals and vision are shared and widely known within the school community [observations and artifacts:

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

school decisions	and actions	not be guided by the vision	aligned to the vision and mission to make decisions	decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions	posters and newsletters) <ul style="list-style-type: none"> Parents, staff, LSC and others are clear about academic expectations and homework guidelines [observations and artifacts: homework policy, academic guidelines, parent handbook] Team meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes]
Confronts Low Expectations	Does not confront staff who have low expectations for some or all students	Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission	Consistently addresses staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision and mission	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates courses and grading policies that contradict the vision and mission	<ul style="list-style-type: none"> Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to all [observations and artifacts: homework policy and academic guidelines] Builds effective professional learning communities (PLC) within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans] Rigorous course content is accessible to all students [observations and artifacts: student's course load, schedules, and sub-group data]
c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.					
Conducts difficult Conversations to Improve Student Results	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data	<ul style="list-style-type: none"> Promotes and improves teacher attendance School staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: school development plan] Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff development plans] Faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes]

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

Attachment 1B: CLC Assessment Template

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE.

Program Partner Contract Deliverable: Program Assessment Template				
Section 1: Overall CLC Performance Metrics				
Number of Interns selected for Cohort (Cohort 2/SY 2013-14)	Number of Interns Interviewed (input number)	Number of Internships Offered (input number)	Total (input number)	Performance Target (input number)
Cohort 1 (SY2012-13)				
Cohort 2 (SY2013-14)				
If Performance Target has not been met, please explain (input explanation)				
Section 2: CLC Program Specific Performance Metrics				
Number of Interns Taking Eligibility (January Cycle)	Number of Interns in Cohort	Number of Interns Taking Eligibility	Total	Performance Target
Cohort 1 (SY2012-13)				
If Performance Target has not been met, please explain (input explanation)				
Number of Interns Taking Eligibility (January Cycle)	Number of Interns Taking Eligibility	Number of Interns Passing Eligibility	Total	Performance Target
Cohort 1 (SY2012-13)				
If Performance Target has not been met, please explain (input explanation)				
% of Candidates Placed on at least "X" LSC sites	Number of Interns Passing Eligibility		Total	Performance Target
Cohort 1 (SY2012-13)				
If Performance Target has not been met, please explain (input explanation)				
Number of Eligible Interns Placed as a Principal	Number of Interns Passed Eligibility	Number of Interns Placed as Principal	Total	Performance Target
Cohort 1 (SY2012-13)				

ATTESTATION OF CONSULTATION

Attestation of Consultation: Provide a statement describing the involvement of the public, including teachers and school leaders, to provide feedback on the proposed leadership pipeline plan.

Points of Consultation:

- UIC EdD in Urban Education Leadership program approval process
- EdD Program Leadership Advisory Board
- The Chicago Public Schools RFP process for formation of the Chicago Leadership Collaborative (CLC)

The UIC Ed.D. in Urban Education Leadership Program. The Ed.D. in Urban Education Leadership program, designed to prepare and develop principals who are able to lead significantly improved teaching and learning in urban schools, was established in 2003 as a principal preparation program leading to a doctoral degree. As such, the program progressed through approval channels beginning with the UIC COE Department of Educational Policy Studies, the UIC College of Education, the University of Illinois Board of Trustees, and the Illinois State Board of Education.

In 2012, the UIC Ed.D. program submitted a revised application to the State Board of Education based on a two year review of the program by all program staff which included some feedback from a temporarily constituted advisory board of educational experts, members of the grant making community, and CPS network leadership. Additionally, and of primary importance, the UIC EdD. in Urban Education Leadership was required to apply to the Illinois State Board of Education for approval as a principal preparation program under the newly established principal endorsement legislation (drafted with significant input from UIC Ed.D. program leadership). Again, this UIC principal program application required approval by the UIC COE Department of Educational Policy Studies, the UIC College of Education, the University of Illinois Board of Trustees, and, finally, the Illinois State Board of Education which it did receive.

Ed.D. Program Leadership Advisory Board. The Ed.D Program Leadership Advisory Board, created last year, is composed of one student representative from each of the 11 cohorts of the program. Cohort members on the advisory board were nominated and voted upon by their respective cohort members. As students/candidates are the primary constituents of the Ed.D. program, their participation as program advisors is deemed as most appropriate. Since the span of cohorts includes given students who are current principals and all who have experienced the residency/internship, input from their perspective on both levels of pipeline strategies proposed can be garnered, i.e., residents being prepared to become principals, and novice principals being supported to build teacher leader capacity among their school staffs.

Among initial guiding questions that have been posed to our Leadership Advisory Board are:

1. How can this body help to improve the Ed.D. program in its efforts to produce transformative principals for urban schools and to produce doctoral grads that will influence the future of the field?
2. What messages does the program leadership need to hear from students that it might not be hearing?
3. What are some ways in which social networking might be used to enhance program communication with, and among, students?
4. What are your views on program strengths and weaknesses, and how might we best capture the views of all 120 active students on a regular basis on such matters as coaching quality, program advising and support, and coursework?

Feedback based on the above as well as additional survey questions has been shared with program staff and presented back to the Leadership Advisory Board. (See below). Initial steps have been taken to draft and incorporate recommendations for action.

Q1: The Ed.D. program plans to begin convening periodic networking opportunities and structured professional learning experiences for students. What topics would you like to see covered at the professional learning sessions? Do you have recommendations for facilitators? (Feel free to name yourself as a facilitator if there is an area in which you feel particularly strong).

- Culture and Climate
- Tips for being a first year principal
- Instructional leadership for science and special education (recommend Angel Turner)
- Developing effective teams
- Collaborative leadership
- Mechanisms for monitoring fidelity of initiative/intervention/policy implementation
- Budget and fiscal management (including creative use of resources)
- Use of technology in educational leadership
- Data manipulation tools
- Special Education (x3)
- Small group instruction
- Instructional coaching cycles
- Game theory, problem solving, critical thinking (McGreal)
- Supporting students and staff through tragedy and trauma
- Engaging families and communities
- Grant writing

Q2: The LAB would like to develop a resource list of all Ed.D. students and their self-identified areas of strength. In what areas would you be willing to serve as a "thought partner" or share best practices to your colleagues in a one-on-one setting? (Names of those who "self-identified" have been omitted from categories below for privacy.) Categories: Professional Learning Systems, Continuous Improvement, College and Career Readiness, Personal Reflection and Leadership, Transformational Leadership, Special Education, and Family and Community Engagement.

Q3: Some UIC-trained principals have expressed an interest in visually representing their schools' affiliation with the program by way of strategically placed banners. Would you be interested in having such a banner at your school? If yes, what recommendations would you have for the banner's text? *Answers Varied and were specific.*

Q4: What feedback or recommendations would you like to share with the Ed.D. program? *Answers Varied and were specific.*

Members of the Ed.D. Leadership Advisory Board and their cohort number are: Verona Portis (Cohort 1); Christina Zelenka (Cohort 2); Victor Simon (Cohort 3); Ethan Netterstrom (Cohort 4); Sussan Oladipo (Cohort 5); Peggy Burnett (Cohort 6); Kevin Gallick (Cohort 7); Nicole Howard (Cohort 8); Nathan Pietrini (Cohort 9); Katherine Magnuson (Cohort 10); and Rashad Talley (Cohort 11).

Note: A signature sheet attesting to Leadership Advisory Board meeting attendance is attached.

CPS Chicago Leadership Collaborative (CLC). The CLC formalized the long-standing partnership between UIC's principal preparation program and the Chicago Public School (CPS) district which is the primary recipient of UIC's principal candidates. The Chicago Leadership Collaborative was formed as a principal training and support program designed to ensure that every school has a highly effective leader who can drive the change needed to improve student achievement and graduate every student college and career ready. CLC will recruit, train, support and retain effective principals, creating a pipeline of highly qualified and high skilled leaders to meet the district's growing needs. In August, 2011, UIC was selected as one of four partners through a CPS initiated RFP competitive process. At the time of the RFP release, CPS also announced the formation of an advisory council of education experts who would help guide the CLC team as they roll-out the principal training programs and build professional development strategies for school leaders. The national advisory council is intended to act as strategic partners, contributing to the development of CLC principal training and professional development programs. In addition to attending three meetings per year, members provide advice and support for CPS staff as they develop their work throughout the year. The initial council consisted of: Paul Bambrick – Santoyo, Managing Director of Uncommon Schools Newark, Dr. Brenda Cassellius, Minnesota State Commissioner of Education, Zipporah Hightower, Principal, Chicago Public Schools Dr. Mabaliala Hines, Member CPS Board of Education, April Gobel, Executive Director, KIPP Chicago, Jason Leahy, Executive Director, Illinois Principals Association, Dr. Don Shalvey, Deputy Director, Bill and Melinda Gates Foundation, Dr. Warren Simmons, Executive Director, Annenberg Institute for School Reform at Brown University

**Urban Education Leadership Program
Ed.D. Leadership Advisory Board
Monday, March 11, 2013**

Verona Portis	1	(b)(6)	
Christina Zelenka	2		
Victor Simon	3		
Ethan Netterstrom	4		
Sussan Oladipo	5		
Peggy Burnett	6		
Kevin Gallick	7		
Nicole Howard	8		
Nate Pietrini	9		
Katie Magnuson	10		
Rashad Talley	11		

Competitive Preference Priority 1

Competitive Preference Priority 1: Existing Policy Conditions that can be Leveraged to Ensure Success and Sustainability of a Turnaround Leadership Pipeline.

To meet this priority, the applicant must provide documentation that the LEA or consortium of LEAs already has in place policies that provide school leaders (as defined in this notice) with decision-making autonomy (with regard to staffing, school schedules, and budgeting) and provide the LEA or consortium of LEAs with flexibility in the selection, preparation, placement, support, and retention of school leaders to successfully turn around SIG schools and/or SIG-eligible schools. This may include, for example, School Board meeting minutes recording the adoption of policies, guidance documents, or trainings provided to school leaders.

Below is documentation, excerpted from the Chicago Public School website, which indicates the degree of autonomy principals have related to budget, staffing, scheduling, and assessment decisions. See the Capacity section of the proposal for the related narrative.

Budgeting Autonomy

CPS press release from the CPS website

http://www.cps.edu/News/Press_releases/Pages/03_11_2013_PR1.aspx

“CEO Byrd-Bennett Announces Increased Principal Autonomy Over School Funding New Student-Based Budgeting Will Expand Control Over How Funds Are Spent in Their Schools to Ensure Students Excel in Their Classrooms

March 11, 2013

Chicago Public Schools (CPS) announced today it will transition to a new student-based funding model next fiscal year, which will give principals greater flexibility to spend dollars on designing a school day that will best meet the needs of their students.

“As a former principal and teacher, I know that great schools are led by strong leaders. They set high standards and they know how to best support their students. They should have the autonomy to decide how to direct their resources toward the most important people in any school – their students,” said CPS CEO Barbara Byrd-Bennett. “Student-based budgeting will give principals greater flexibility they and their staff need to help their students thrive and succeed.”

The shift to student-based budgeting is part of CPS’s ongoing effort to increase principal accountability. Last month, CEO Byrd-Bennett unveiled a comprehensive, multi-tiered Principal Quality Strategy to recruit, retain, and reward quality principals with the goal of ensuring that every school in the District has strong, effective, and accountable leadership by the start of the 2014-2015 school year.

“Every child in every neighborhood deserves to have a high-quality education and our principals play a vital role in ensuring their academic success,” said Mayor Emanuel. “We hold our principals accountable for the gains or losses our students are making within their schools and they should have the flexibility they need to make the decisions that are best for their schools and their students.”

In previous years, principals received per-position, not per-pupil, allocations from the Central Office based on an outdated formula that dictated specific numbers and types of positions to fill within their schools. The formula often did not adequately tailor resources for the student body the principals and teachers were working with every day.

By moving to a student-based budgeting funding model, CPS is ensuring that principals will no longer be limited in their ability to invest resources in a way they believe will best meet their students’ needs. Beginning in Fiscal Year 2014, CPS will switch to a new funding model that will deliver core instruction dollars on a per-pupil basis. The pool of newly flexible funding will represent about 50 percent of a school’s budget and include money for core staff, educational support personnel, supplies and additional instructional programs. Principals and communities will work together to use these dollars in ways to increase academic achievement and improve student outcomes.

with the CTU and representatives from various stakeholder groups including parents, principals and teachers. The final product is a reflection of the input gathered during the entire process while keeping the academic needs of students a priority.

Between the launch of the online survey on December 17, 2012 and its conclusion on January 11, 2013, more than 13,000 parents, students, teachers and principals took the CPS online calendar survey and provided the District with information that was incorporated into the final proposed calendar. (Read more at:

http://www.cps.edu/News/Press_releases/Pages/1_18_2013_PR2.aspx

Assessment Autonomy

CPS Reduces Number of District Required Student Tests as Part of New, Streamlined Assessment Policy

Parents, teachers, principals and other key stakeholders inform new CPS assessment policy aimed to increase student instructional time

August 7, 2013

Guided by the input of parents, teachers, students and principals, Chicago Public School (CPS) Chief Executive Officer (CEO) Barbara Byrd-Bennett announced today the elimination of 15 District-mandated tests including elimination of fall standardized testing for all CPS grades as part of the District's new, streamlined assessment policy. This school year, CPS will require 10 District-mandated standardized tests across all grades, a decrease from 25 District-mandated standardized tests last school year. The new policy will provide school leaders and teachers with more autonomy in establishing assessments that help teachers develop instructional plans and align assessments with Common Core State Standards (CCSS) to increase student learning time.

Since February, CPS has hosted 17 focus groups with principals, teachers, parents, education advocates and researchers to gather feedback on the new assessment policy while incorporating input from 450 teachers who responded to a CPS survey on how to best modify the District's assessment policy.

"Our education partners across the District – students, parents, teachers, principals, education stakeholders and researchers – contributed directly to the creation of this sensible, new policy that puts children and their learning first," said CEO Byrd-Bennett. "As a former teacher and principal, I felt that our parents and educators raised valid concerns around our testing policy, which is why we launched a rigorous analysis of that policy soon after I became CEO. This reflects their feedback and places a higher value on increased student learning time."

The new assessment policy builds on the District's April [announcement](#) of eliminating the Northwest Evaluation Association (NWEA) Measures of Academic Progress for Primary Grades (MPG) assessment for kindergarten, first-grade, and second-grade students. Beginning in SY13-14, the annual assessment calendar will limit standardized District testing to the spring for grades two through eleven and offer schools flexibility to select interim measures to monitor progress.

Each school's Instructional Leadership Teams—made up of teachers and school administrators—will be required to identify interim tests from either a District-provided menu of "school choice assessments" or alternate tests of their choice with the requirement that they are aligned to the CCSS, and engage students in activities that require critical thinking, writing and problem-solving.

The emphasis on CCSS in the new assessment policy mirrors state-level efforts to transition to these new, more rigorous academic standards. Starting next school year, the Illinois State Board of Education (ISBE) will administer a fully CCSS-aligned Illinois Standards Achievement Test (ISAT) to students in grades three through eight. The new ISAT will begin to prepare Chicago students for the full transition to the CCSS, which is scheduled for all grades starting in school year 2014-15.

A full list of District-required tests for 2013-2014 is..... Read more:

http://www.cps.edu/News/Press_releases/Pages/PR1_08_07_2013.aspx

Competitive Preference Priority #2: Table 1. School Performance Trends (2010 – 2013) for CPS SIG-Eligible High Schools Led by UIC-Trained Principals for at Least Two Academic Years (as of June 2013, 8 schools total). Comparison with Two Categories: CPS High Schools on Administrative Probation for 1 or 2 Years (from 2010 to 2013, labeled “Probation Occasional”), and CPS High Schools on Administrative Probation for 3 or 4 Years (from 2010 to 2013, labeled “Probation_Chronic”).

	2010	2011	2012	2013	3YR Change
% School-Wide Attendance					
Probation_Occasional (7)	88.5	88.6	88.3	89.5	1.0
Probation_Chronic (37)	76.7	77.3	78.3	81.0	4.3
UIC_SIG (8)	78.1	79.6	82.9	85.2	7.1
% Freshman-On-Track					
Prob_Transitional (9)	66.1	70.7	68.5	77.7	11.6
Probation_Chronic (37)	62.2	64.9	68.1	74.8	12.6
UIC_SIG (8)	60.7	63.0	69.4	79.6	18.9
% Drop Outs: 5 Year Rate					
Probation_Occasional (7)	33.4	31.7	30.2	23.3	-10.2
Probation_Chronic (33)	44.6	43.4	40.5	35.3	-9.3
UIC_SIG (8)	40.2	36.1	35.3	31.4	-8.8
% Drop Outs: 1 Year Rate					
Probation_Occasional (8)	5.8	6.3	6.0	2.0	-3.8
Probation_Chronic (38)	10.0	9.8	8.4	6.0	-4.0
UIC_SIG (8)	10.5	7.1	5.8	4.1	-6.4
% Graduation: 5 Year Rate					
Probation_Occasional (9)	64.5	65.3	65.3	73.1	8.6
Probation_Chronic (38)	52.0	53.5	55.7	59.7	7.7
UIC_SIG-Eligible (8)	56.4	59.1	59.7	62.8	6.5
ACT Composite: Mean Score					
Probation_Occasional (7)	17.2	17.0	17.2	17.3	0.1
Probation_Chronic (37)	15.0	15.0	15.1	15.0	0.0
UIC_SIG-Eligible (8)	15.4	15.4	15.8	15.5	0.1
PSAE Reading: % Meets/Exceeds					
Probation_Occasional (7)	29.9	26.7	27.4	34.9	5.0
Probation_Chronic (37)	15.3	15.3	14.0	16.2	1.0
UIC_SIG-Eligible (8)	15.7	15.9	18.1	20.2	4.5
PSAE Science: % Meets/Exceeds					
Probation_Occasional (7)	23.2	22.2	23.2	21.8	-1.4
Probation_Chronic (37)	7.9	8.2	9.7	7.4	-0.5
UIC_SIG-Eligible (8)	10.9	9.3	14.0	10.5	-0.5

	2010	2011	2012	2013	3YR Change
PSAE Math: % Meets/Exceeds					
Probation_Occasional (7)	27.2	27.9	28.2	30.6	3.4
Probation_Chronic (37)	8.9	10.8	11.2	10.8	1.9
UIC_SIG-Eligible (8)	13.9	13.9	16.0	14.4	0.5
% Misconducts Yielding Out-of-School Suspensions					1YR Change
Prob_Occasional (9)			59.6	53.7	-5.9
Probation_Occasional (7)			58.8	50.9	-7.9
UIC_SIG-Eligible (8)			69.2	52.4	-16.8
Days of Out-of-School Suspension: Mean Days					
Prob_Occasional (9)			3.4	2.8	-0.6
Probation_Chronic (38)			3.9	3.5	-0.4
UIC_SIG-Eligible (8)			3.3	3.2	-0.1

Competitive Preference Priority #2: Table 2. School Performance Trends (2010 – 2013) for CPS SIG-Eligible Elementary Schools Led by UIC-Trained Principals for at Least Two Academic Years (as of June 2013, 17 schools total). Comparison with Two Categories: CPS Elementary Schools on Administrative Probation for 1 or 2 Years (from 2010 to 2013, labeled “Probation_Occasional”), and CPS Elementary Schools on Administrative Probation for 3 or 4 Years (from 2010 to 2013, labeled “Probation_Chronic”).

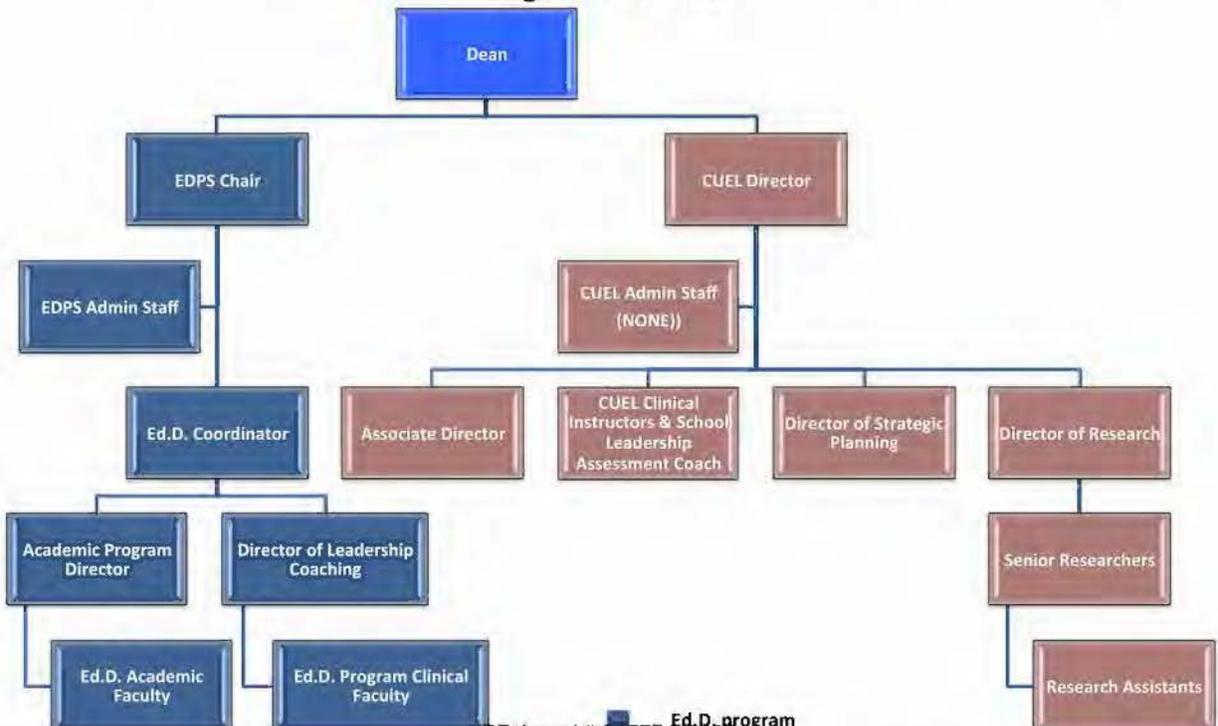
	2010	2011	2012	2013	3YR Change
% School-Wide Attendance					
Probation_Occasional (94)	94.9	94.8	95.2	94.5	-0.5
Probation_Chronic (132)	92.8	92.7	93.5	92.4	-0.4
UIC_SIG-Eligible (17)	95.0	94.9	95.3	94.7	-0.3
ISAT Reading: % Meet/Exceeds					
Probation_Occasional (94)	40.0	44.5	45.9	47.0	7.0
Probation_Chronic (130)	28.3	30.5	32.7	33.7	5.4
UIC_SIG-Eligible (15)	42.4	47.3	48.3	48.1	5.6
ISAT Math: % Meet/Exceeds					0.0
Probation_Occasional (94)	39.5	45.5	47.3	48.9	9.4
Probation_Chronic (130)	26.4	31.0	32.7	34.0	7.5
UIC_SIG-Eligible (15)	43.1	49.0	49.4	51.1	8.0
ISAT Science: % Meet/Exceeds					
Probation_Occasional (94)	65.6	72.1	71.8	76.4	10.7
Probation_Chronic (130)	51.0	56.7	56.9	60.6	9.6
UIC_SIG-Eligible (15)	70.0	75.5	74.2	77.9	7.9
Explore Composite: Mean Score					
Probation_Occasional (84)	13.7	13.7	15.0	15.2	1.5
Probation_Chronic (139)	12.9	13.0	14.1	14.4	1.4
UIC_SIG-Eligible (12)	13.8	13.5	15.2	15.4	1.6
% Misconducts Yielding Out-of-School Suspensions					1YR Change
Probation_Occasional (105)			64.9	60.4	-4.5
Probation_Chronic (156)			78.8	74.0	-4.8
UIC_SIG-Eligible (17)			69.5	53.5	-16.0
Days of Out-of-School Suspension: Mean Days					
Probation_Occasional (105)			2.7	2.3	-0.3
Probation_Chronic (156)			2.6	2.4	-0.2
UIC_SIG-Eligible (17)			2.4	2.0	-0.4

Summary of Principal Competencies

Competency A	Competency B
<p style="text-align: center;">Champions Teacher and Staff Excellence through a Focus on Continuous Improvement</p> <p>a. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement</p> <ul style="list-style-type: none"> ▪ Assesses the Current State of School Performance ▪ Develops a Continuous Improvement Work Plan ▪ Maintains a Focus on Results <p>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes</p> <ul style="list-style-type: none"> ▪ Implements Data Driven Decision Making ▪ Implements Data Driven Instruction ▪ Establishes system to collect and review data on attendance, lateness, discipline and student referrals <p>c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets</p> <ul style="list-style-type: none"> ▪ Allocates Resources to Support Student Learning ▪ Prioritizes Time <p>d. Utilizes current technologies to support leadership and management functions</p> <ul style="list-style-type: none"> ▪ Employs Current Technologies 	<p style="text-align: center;">Creates Powerful Professional Learning Systems that Guarantee Learning for Students</p> <p>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom</p> <ul style="list-style-type: none"> ▪ Implements Curricular Scope and Sequence ▪ Reviews Instructional Practices <p>b. Implements student interventions that differentiate instruction based on student needs</p> <ul style="list-style-type: none"> ▪ Uses Disaggregated Data <p>c. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</p> <ul style="list-style-type: none"> ▪ Selects and Assigns Effective Teachers ▪ Retains Effective Teachers <p>d. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system</p> <ul style="list-style-type: none"> ▪ Observes Staff and Gives Feedback ▪ Evaluates Staff <p>e. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</p> <ul style="list-style-type: none"> ▪ Develops an Instructional Team <p>f. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose</p> <ul style="list-style-type: none"> ▪ Implements Professional Learning <p>g. Advances Instructional Technology within the learning environment</p> <ul style="list-style-type: none"> ▪ Promoting Growth of Technology

<p style="text-align: center;">Competency C</p> <p style="text-align: center;">Builds a Culture Focused on College and Career Readiness</p> <p>a. Builds a culture of high aspirations and achievement for every student</p> <ul style="list-style-type: none"> ▪ Links Aspiration to College and Career Opportunities ▪ Develops a Student Goal Setting Process <p>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</p> <ul style="list-style-type: none"> ▪ Translates the School Values into Specific Behaviors ▪ Develops a Code of Conduct <p>c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical</p> <ul style="list-style-type: none"> ▪ Creates a Culture that Supports Social Emotional Learning ▪ Creates a Culture that Supports Effective Effort <p>d. Creates a Safe, Clean and Orderly Learning Environment</p> <ul style="list-style-type: none"> ▪ Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly 	<p style="text-align: center;">Competency D</p> <p style="text-align: center;">Empowers and Motivates Families and the Community to Become Engaged</p> <p>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</p> <ul style="list-style-type: none"> ▪ Builds On-going Relationships ▪ Develops strategic plan to communicate with key community leaders <p>b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies</p> <ul style="list-style-type: none"> ▪ Includes Multiple Voices and Perspective <p>c. Proactively engages families and communities in supporting their child's learning and the schools learning goals</p> <ul style="list-style-type: none"> ▪ Engages Families <p>d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</p> <ul style="list-style-type: none"> ▪ Builds Capacity to Manage Change ▪ Demonstrates Personal Resolve and Response to Challenges ▪ Expands relationships with LSC and external partnerships to facilitate budget process
<p style="text-align: center;">Competency E</p> <p style="text-align: center;">Relentlessly Pursues Self-Disciplined Thinking Action</p> <p>a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff</p> <ul style="list-style-type: none"> ▪ Models Equity and Dignity <p>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</p> <ul style="list-style-type: none"> ▪ Protects Rights and Confidentiality <p>c. Create and supports a climate that values, accepts and understands diversity in culture and point of view</p> <ul style="list-style-type: none"> ▪ Recognizes the Strengths of a Diverse Population ▪ Creates a Culturally Responsiveness Climate ▪ Engages in Courageous Conversations about Diversity <p>d. Relentlessly pursues reflective behavior</p> <ul style="list-style-type: none"> ▪ Reflective Practitioner 	<p style="text-align: center;">Competency F</p> <p style="text-align: center;">Leads School Toward Achieving the Vision</p> <p>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners</p> <ul style="list-style-type: none"> ▪ Collaborates to Develop and Maintain a Shared Vision of High Expectations <p>b. Ensures that the school's identity, vision, mission, drive school decisions</p> <ul style="list-style-type: none"> ▪ Ensures vision and mission drive school decisions ▪ Confronts Low Expectations <p>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results</p> <ul style="list-style-type: none"> ▪ Conducts difficult Conversations to Improve Student Results

**Center for Urban Education Leadership/ Urban Education Leadership Program
Organization Chart**



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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative

UIC's Center for Urban Education Leadership seeks funding to develop a pipeline strategy to ensure that an increased number of high-quality applicants emerge from its field-based school leader development program well equipped to transform low-performing schools. Although our program is already more selective than any other higher education school leadership program in Illinois, we note that our "top tier" candidates produce more impressive results in schools than those who were, in comparison, "lower tier" at time of admission. Some UIC principals' schools are posting some of the highest achievement gains in the system, while others are performing roughly at system norms. This grant will provide UIC with an opportunity to make improvements that will build an infrastructure to move an already sustainable program to the next level of performance. The proposed project seeks to improve our program's impact on Chicago's low-performing schools with a focus on SIG and SIG-eligible (S/SE) schools by pursuing the four major goals outlined below. The budget has been designed to support the attainment of these goals, ultimately yielding a systems-oriented approach to pipeline development that is sustainable once funding ends. While our intent is not to sustain all the positions and inputs that this extra funding affords--we believe that this infusion of resources will enable us to develop systems, structures, and capacities that are wholly sustainable.

Goal 1: UIC will develop new outreach approaches and enhance recruitment efforts in order to select three annual cohorts of 22 highly-promising prospective school leaders using CPS competencies developed expressly to prepare and assess the leaders of high-need schools.

Budget Implications:

The Center's Associate Director has been charged with leading recruitment and outreach efforts as well as to actively engage in modifying processes and protocols to ensure better selection of candidates with characteristics likely to lead to success in S/SE and similar low performing schools. However, as the Center grows, demands on that individual's time are increasingly encroached upon by clerical and administrative tasks. To ensure that the Associate Director's time is channeled toward the intended objectives – specifically to expand outreach strategies to attract a larger candidate pool – we propose to hire an **Administrative Assistant (1 FTE)**. In order to cultivate a larger pool of high quality applicants, we propose intentionally and actively to develop teacher leaders—both pre-service and in-service—long before they are eligible to apply to the Ed.D. program. To achieve this objective, we request funding to supplement the salary of a **Teacher Education Coordinator (.15FTE)**. This individual will serve as a liaison between the Ed.D. program and the undergraduate and Master's level teacher preparation programs, facilitating access and communication and aiding in the development of this internal pipeline. In addition, the proposed budget allocates funds for non-personnel expenses including **printing** of recruitment and outreach materials and **local travel** related to recruitment and outreach efforts.

Goal 2: UIC will build on the strengths of the preparation phase of its program, including the academic and clinical components, to integrate strategies to prepare principals for the challenges and opportunities of turning around chronically low-performing schools, as informed by both the literature and an analysis of UIC program data, including new data collection in S/SE schools.

Budget Implications:

Attainment of this goal will rely heavily upon the involvement of **Ed.D. Academic**

Faculty (3 at .15FTE) and Leadership Coaches (6 at .05FTE) who will work collaboratively to identify areas for program improvement specific to preparing principals for the leadership challenges and opportunities in S/SE and similar low performing schools. Furthermore, Academic Faculty and Leadership Coaches will modify pre-service coursework to forefront knowledge, skills, and dispositions critical to improving high need schools, with special attention to developing the instructional and leadership capacity of teachers in those schools. They will also collaborate to modify the pre-service clinical and field-based component to better ensure candidates develop the skills, knowledge, and dispositions critical to improving high need schools.

Goal 3: UIC will increase the number of school leaders placed in S/SE schools within two years of residency completion by working strategically with our CPS partners to target the highest need schools with placement of UIC-trained principals. UIC will further provide these principals with highly individual, intense, and frequent leadership coaching in the areas of the CPS competencies, with special attention to how instructional leadership, organizational change leadership, and cycles of inquiry can be used strategically to help achieve CPS's goals for these S/SE schools.

Budget Implications:

The SIG Project Manager/Leadership Coach (1 FTE) will collaborate with CPS to identify principal vacancies and potential vacancies in S/SE schools and determine best strategies for promoting placement of UIC prepared principals in these schools. It should be noted here that, while this individual will be critical to the successful attainment of this goal – including providing direct coaching support to school leaders – s/he will also be responsible for overseeing work toward achievement of all project goals. As referenced above, we seek a small amount of support for each of six Leadership

Coaches to provide frequent, intense coaching to support the development and effectiveness of novice school leaders. These staff will also provide novice principals with, among other supports, strategies specifically targeted to teacher leadership capacity building as one means of developing a potential quality pipeline of school leaders. The proposal takes into account the possibility that some professional development opportunities may be identified outside the auspices of UIC. To that end, the budget allocates funding toward external **professional development** opportunities for principals. Given that the work of the Leadership Coaches (as well as that of the Researcher and Research Assistant detailed below) is conducted at principals' school sites, the budget includes an allocation for **local travel** expenses.

To further support achievement of this goal, the project calls for a **SIG Module Developer (.33FTE)** who will bear primary responsibility for the documentation and codification of in-service clinical modules specifically designed to support novice principals in high need schools. In addition, printing costs have been allocated to provide for the binding and dissemination of the clinical modules.

UIC-trained principals access coaching support through an established course: *EDPS 592: Professional Career Training in Education Policy*. Principals who are no longer enrolled in the EDPS program (i.e., graduates or those who ended their program of study upon attainment of the principal license) are not highly incentivized to enroll in the course and are, therefore, at risk of missing out on key coaching support. Thus, the proposed budget allocates funding for a limited number of (up to 10) **tuition waivers** to cover the cost of the 4-credit hour course for principals who find themselves in that circumstance.

Goal 4: UIC will conduct analysis of its school leader retention record to date over the first 10 years of the program, document patterns of success and retention in S/SE schools vs. all other schools, and develop effective strategies and incentives for supporting and retaining

effective school leaders, while working directly with our contractual CPS partners to replace ineffective school leaders.

Budget Implications:

The **Researcher/Data Analyst (1 FTE)** will lead data collection and analysis efforts. In conjunction with Academic Faculty, the Researcher will conduct an analysis of quantitative and qualitative data related to the performance of UIC principals in S/SE and similar low performing schools to identify areas for program improvement specific to preparing principals for the leadership challenges and opportunities in S/SE schools. Perhaps most importantly, the Researcher will improve metrics and procedures to collect data related to this goal with the support of a graduate **Research Assistant (.5 FTE)**.

Cross-Goal Support

Some components of requested project funding bridge all goals. Travel expenses to anticipated annual conferences hosted by the US Department of Education have also been factored into the overall budget along with expenses for the purchase of basic office supplies. Fringe benefits for all full- and part-time personnel covered in the proposal are calculated according to the standard university projected rates for all three years. As outlined in Form 524, funds will be distributed relatively evenly throughout the three years of the project.

Budget Categories		Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (f)
PERSONNEL					
Leadership Coach (SIG Project Manager)	100%	100,000	102,000	104,040	\$306,040
Administrative Assistant	100%	44,000	44,880	45,778	\$134,658
Leadership Coaches (6 @ \$80K)	5%	24,000	24,480	24,970	\$73,450
Researcher	100%	75,000	76,500	78,030	\$229,530
Academic Faculty - EdD (3 @ \$80K)	15%	36,000	36,720	37,454	\$110,174
Coordinator (Teacher Education)	15%	12,000	12,240	12,485	\$36,725
Senior Researcher (SIG Module Developer)	33%	19,800	20,196	20,600	\$60,596
Research Assistant	50%	20,199	20,603	21,015	\$61,817
Personnel Total		330,999	337,619	344,371	\$1,012,989
FRINGE BENEFITS					
		39.5 rate & 7.89 rate & 2.54 rate	40.69 rate & 8.13 rate & 2.62 rate	41.9 rate & 8.37 rate & 2.70 rate	
Staff - FT	39.50/40.69/41.90	114,945	120,776	126,855	\$362,576
Staff - PT (SIG Module Developer)	7.89/8.13/8.37	1,562	1,642	1,724	\$4,928
Staff - Research Assistant	2.54/2.62/2.7	513	540	567	\$1,620
Fringe Benefit Totals		117,020	122,958	129,146	\$369,124
TRAVEL					
Local Travel		2,000	2,000	2,000	\$6,000
Air		2,000	2,000	2,000	\$6,000
Hotel		2,000	2,000	2,000	\$6,000
Travel total		6,000	6,000	6,000	\$18,000
SUPPLIES					
Books & materials		3,000	3,000	3,000	\$9,000
Office Supplies		1,000	1,000	1,000	\$3,000
Supplies Total		4,000	4,000	4,000	\$12,000
OTHER					
Principal Professional Development		8,000	8,000	8,000	\$24,000
Tuition waivers (10 principals @ \$2800)		28,000	28,560	29,131	\$85,691
Tuition Remission (Research Asst)	42%	8,484	8,653	8,826	\$25,963
Printing Services		7,000	7,000	7,000	\$21,000
Other Total		51,484	52,213	52,958	\$156,654
Total Direct Costs		509,503	522,790	536,475	\$1,568,768
Indirect Costs *26%		130,265	133,676	137,189	\$401,129
Total Costs		\$639,768	\$656,466	\$673,664	\$1,969,897

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

The Board of Trustees of The University of Illinois

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	330,999.00	337,619.00	344,371.00			1,012,989.00
2. Fringe Benefits	117,020.00	122,958.00	129,146.00			369,124.00
3. Travel	6,000.00	6,000.00	6,000.00			18,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	4,000.00	4,000.00	4,000.00			12,000.00
6. Contractual						
7. Construction						
8. Other	51,484.00	52,213.00	52,958.00			156,655.00
9. Total Direct Costs (lines 1-8)	509,503.00	522,790.00	536,475.00			1,568,768.00
10. Indirect Costs*	130,265.00	133,676.00	137,189.00			401,130.00
11. Training Stipends						
12. Total Costs (lines 9-11)	639,768.00	656,466.00	673,664.00			1,969,898.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Office of Naval Research, POC Linda Shipp, 703-696-8559

The Indirect Cost Rate is 26.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization The Board of Trustees of The University of Illinois	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Steve		Tozer	

Address:

Street1:	UIC College of Education-Center for Urban Ed Leadership
Street2:	1040 W Harrison Street
City:	Chicago
County:	
State:	IL: Illinois
Zip Code:	60607
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
412-413-7782	

Email Address:

stozer@uic.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

FWA00000083

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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