

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



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140042

Grants.gov Tracking#: GRANT11654302

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"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="04-3519203"/>	* c. Organizational DUNS: <input type="text" value="0301056590000"/>
--	---

d. Address:

* Street1:	<input type="text" value="30 West 26th Street"/>
Street2:	<input type="text" value="9th Floor"/>
* City:	<input type="text" value="New york"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="10010-9145"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Andre"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Cowling"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="443-524-5950"/>	Fax Number: <input type="text" value="(443) 524-5955"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than 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:**

Leadership Pipeline Development Program

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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

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
Melissa Long	Chief Executive Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
New Leaders, Inc.	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
--	--	--

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="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/>
	CFDA Number, if applicable: <input type="text" value="84.377"/>

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 # S377B140042

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.

New Leaders GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

NEW LEADERS

GEPA COMPLIANCE STATEMENT

December 3, 2012

New Leaders, in collaboration with its school district and charter partners—is committed to ensuring equitable access to, and participation in, all programs and services offered by this grant. New Leaders' mission is dedicated to fostering the high academic achievement of every child, particularly for the students in poverty and students of color who have been traditionally underserved by our public school systems. All of the program components, services and activities are focused on serving high-need public schools and school districts.

First, and foremost, New Leaders believes that every student, in every circumstance, can achieve the highest levels of academic excellence. Because of this fundamental belief, every principal we train must meet a rigorous selection bar that includes a screening process to ensure that all New Leaders both hold and act on the belief that each and every child can achieve at high levels. New Leaders and its partners are committed to eliminating the disparity of educational quality that exists in our cities.

The partners are devoted to recruiting, training, and supporting a diverse pool of school leaders and each partner has a recruitment process that draws on a broad base for future principals. Our current New Leaders' community is diverse in every aspect—APP participants and alumni range in age from mid-20's to early-60's, approximately 75 percent are people of color, and approximately 67 percent are women.

In an effort to eliminate any and all barriers to equitable access for all program candidates and participants to the fullest extent possible, New Leaders takes the following steps:

Barrier #1: Recruiting Top Talent

Identifying top candidates for the APP program, particularly African American men, Latino men and women and bilingual candidates can be a challenge if only recruiting through traditional routes. New Leaders only admits 7 percent of its applicant pool into the program. This means that New Leaders must be deliberate in recruitment strategies to ensure we identify top talent that reflects the needs and the diversity of the communities we serve.

Solution: In order to ensure a diverse applicant pool that meets the needs of our students and to ensure that all qualified applicants have an opportunity to apply to the Aspiring Principals Program, New Leaders partners with trade, community and civil rights organizations that may help us identify candidates we might not identify through traditional networks and national outreach activities. This includes groups such as:

- National Alliance of Black School Educators
- National Association of Bilingual Educators
- The National Council of La Raza

- Greek Diversity Council and the alumni networks of African American and Latino fraternal organizations

Barrier #2: Ensuring Access to Trainings

ELP and APP participants come from all walks of life and ages, which means that they may have varying personal circumstances (such as childcare, transportation, aging parents, etc.) that make it difficult to attend all trainings.

Solution: New Leaders has and continues to make programmatic adjustments to ensure that the training schedule does not become a barrier to APP and ELP participation. In the last two years we have restructured the Foundations training program (our core intensive training component) from a 4-week centralized training to a 2-week training with induction and other activities occurring at local city sites. In addition, we added two additional 1-week trainings in the fall and spring. This new schedule allows more flexibility and better accommodates the personal and professional commitments of our Residents. For local on-site trainings, New Leaders works to identify locations that are easily accessible via parking and mass transportation. These changes have increased the attendance rate of our participants.

Lastly, for our webinars we are working to develop asynchronous trainings for both our APP and ELP programs (i.e. trainings that can be taken at the desired pace, time and location of the participant). Currently, our APP resident trainings are delivered synchronously, (taken at a specific date, time and order). However, this assumes uniformity in resident learning needs and life schedules. Moving to asynchronous webinars increases flexibility and removes this potential barrier that may impede learning. Our ELP program, for example, now offers 6 different times for people to participate in webinars. We work to provide the dates in advance to ensure maximum participation and allow participants the opportunity to plan accordingly.

Barrier #3: Cultural Sensitivity

For APP Residents, the inability to act with cultural sensitivity can be a barrier that prevents Residents from being successful in impacting student achievement within their schools. In the past, some Residents have had difficulty developing strong, positive relationships with the community, teachers, parents and students. As a result, they may experience difficulty integrating into the school's culture and thus effecting change. For example, a Resident in the APP program may be placed in a school or community that differs from their race or socioeconomic status. Residents must acknowledge this reality and be prepared to work to integrate into the community of their placement school.

Solution: We have and will continue to devote a portion of our curriculum to Cultural Competency and Equity training that prepares Residents for entering and leading schools with diverse demographics. Additionally, our Adaptive Leadership course also addresses the challenges that come with leadership and how to navigate different communities, build trust, etc. While it is not directly related to cultural sensitivity, an "adaptive leader" in short, has a built in awareness of the school community in which he/she leads and takes that into account.

To continue to increase our effectiveness in this area, New Leaders is looking to bring our Cultural Competency and Equity training in-house so that New Leaders can better address Resident learning and

needs in this area throughout the duration of the program. Lastly, Residents we encourage Residents to look to mentor principals and their cohort community to provide continual support and coaching on ways to make inroads into the community.

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 New Leaders, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jean"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Desravines"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input type="text" value="Melissa Long"/>	* DATE: <input type="text" value="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:

TURNAROUND SCHOOL PROGRAM ABSTRACT

Project Title: Leadership Pipeline Development Program

Project Description, Objective and Outcomes: New Leaders, in partnership with the Baltimore City Public Schools (BCPS) is requesting \$1,500,000 over the next three years from the U.S. Department of Education’s Turnaround School Leadership Program (TSLP) to support our innovative Leadership Pipeline Development Program. This unique, multi-tiered program will train high-quality principals and other school leaders for high-need, low-income, SIG and SIG-eligible schools within Baltimore City. BCPS is a high-need LEA partner in this work, and will leverage the program to close the staggering achievement gap affecting students in SIG and SIG-eligible schools. Through the TSLP grant, New Leaders will exponentially grow BCPS’ leadership pipeline—including the development of approximately 85-100 teachers for more expanded leadership roles and 15-20 school leaders (principals and assistant principals)—and impact up to 15,000 more students in Baltimore City.¹ New Leaders will engage in four key strategies to successfully execute the Leadership Development Program and achieve our target outcomes. Those strategies include: (1) Build a Pipeline of Future Principals; (2) Train Aspiring Principals and Help them Identify Placements; (3) Support Early Tenure Principals and (4) Disseminate Knowledge to Facilitate Program Replication.

¹ This is our full program count for ELP, APP, and PI for all three years. All of the individuals will be in the leadership pipeline and eligible for placement in a SIG or SIG-eligible school. The number of projected students refers to the impact participants will have while they are in New Leaders’ programs.

Absolute Priority: New Leaders and Baltimore City Public Schools are applying to the U.S. Department of Education’s Turnaround School Leadership Program (TSLP) under Absolute Priority Preference 1 (Non-Rural Schools).

SIG Schools and/or SIG-eligible Schools to be served²:

August Fells Savage Institute of Visual Arts (NCES ID: 240009001387)

Baltimore IT Academy (NCES ID: 240009000174)

Benjamin Franklin High School at Masonville Cove (NCES ID: 240009000157)

Booker T. Washington Middle School (NCES ID: 240009000160)

Calverton Elementary/Middle School (NCES ID: 240009000164)

Cherry Hill Elementary/Middle School (NCES ID: 240009000171)

Commodore John Rodgers Elementary/Middle School (NCES ID: 240009000180)

Frederick Douglass High School (NCES ID: 240009000209)

Steuart Hill Academic Academy (NCES ID: 240009000319)

Competitive Preference Priorities: New Leaders and Baltimore City Public Schools are applying to the U.S. Department of Education’s Turnaround School Leadership Program (TSLP) under 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).

² This is a list of current SIG and SIG-eligible schools in BCPS, which could be served through the pipeline over the three-year grant period.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

**NEW LEADERS
TURNAROUND
SCHOOL
LEADERS
PROGRAM
PROPOSAL
NARRATIVE**

May 23, 2014

New Leaders 

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A. QUALITY OF THE PROJECT DESIGN

Project Summary

New Leaders, in partnership with the Baltimore City Public Schools (BCPS) is requesting \$1,500,000 over the next three years from the U.S. Department of Education’s Turnaround School Leadership Program (TSLP) to support our innovative Leadership Pipeline Development Program. This program (based on the logic model outlined on page 16) will select and place high-quality school leaders using locally adopted competencies necessary to turn around SIG and SIG-eligible schools, provide comprehensive and differentiated professional development to prepare and support school leaders in SIG and SIG-eligible schools and serve traditionally underserved populations. BCPS has the highest percentage of students from low-income families in the state of Maryland, with 84 percent qualifying for Free and Reduced Meals Since 2005¹, New Leaders has grown to a community of over 100 principals, assistant principals and other school leaders in Baltimore City, which currently impacts close to 40,000 students, primarily in historically struggling schools. Through the TSLP grant, New Leaders will exponentially grow BCPS’ leadership pipeline—including the development of approximately 85-100 teachers for more expanded leadership roles and 15-20 school leaders (principals and assistant principals)—and impact up to 15,000 more students in Baltimore City.²

¹“Free and Reduced-Price Meal Data.” Maryland State Department of Education.

<http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/docs/Free+and+Reduced-Price+Meal+Data.html>.

² This is our full program count for ELP, APP, and PI for all three years. All of the individuals will be in the leadership pipeline and eligible for placement in a SIG or SIG-eligible school. The

New Leaders and BCPS are applying under Absolute Priority Preference 1 (Non-Rural Schools) and 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).

New Leaders' approach aligns well with the SIG program, which focuses on placing principals with the turnaround competencies at the helm of SIG and SIG- eligible schools and empowering those principals to build effective teacher teams and cultures of high expectations. Research shows that principals are a key driver of student achievement. In particular, after teacher effectiveness, leadership is found to be the most important school-based factor in explaining variation in student learning.³

Why New Leaders

New Leaders was founded on the belief that in order to turnaround low-performing schools in low-income urban areas, our country must increase the number of high-performing principals with strong instructional and adult leadership skills that enable them to recruit, select, train and support high-quality teachers.

number of projected students refers to the impact participants will have while they are in New Leaders' programs.

³ Mendels, Pamela. (June 2012, Vol. 33, No. 3). Principals in the Pipeline. Oxford, Ohio: Learning Forward. Retrieved from <http://learningforward.org/docs/jsd-june-2012/mendels333.pdf>

New Leaders is uniquely positioned to fill the gap in the school leadership pipeline, as it is devoted to selecting, placing, preparing and providing professional development to high-caliber principals and other school leaders to turn around underperforming public schools with a high concentration of low-income and minority students. Throughout our programs, candidates are exposed to the most cutting-edge, best-in-class research and findings on school leadership, and have access to the nation’s foremost scholars, school administrators and leaders who have written on the subject. Our Baltimore city program staff—nearly all veteran principals with decades of experience leading high-performing public schools—work closely with candidates to put theory into practice in the local context. As a result, New Leaders provides the skills and supports necessary to manage complex organizations and lead adults with a focus on building a culture of high expectations, improving student achievement, using data to diagnose areas of improvement and having difficult conversations when expectations aren’t met. We offer aspiring school leaders real-life experience alongside meaningful feedback, mentorship, and a cohort of like-minded education reformers. In addition, we focus on improving instructional coaching alongside adaptive school leadership skills with over 200 hours of training to ensure our leaders have top-level instructional coaching skills and adult management capabilities to support their teachers to drive student achievement.

Figure 1: Leadership Development Continuum



For most of our program participants, the leadership development experience begins with the Emerging Leaders Program (ELP). We identify teachers who believe all students can succeed and have a track record of strong student achievement results and develop them as leaders by training them in data-driven instruction and improving their leadership skills. At the end of the program year, those who demonstrate growth in their adult leadership skills and desire to pursue a principalship are invited to join the Aspiring Principals Program (APP), which provides on-the-job training through an intense, year-long Residency with a high-performing and experienced principal. In addition, we conduct a national recruitment and admissions effort to identify and select qualified individuals with the right skillset and belief systems to join APP. Individuals who complete APP, demonstrate growth in the key leadership competencies and increase teacher practice and student achievement are endorsed as ready for the principalship. We work with our district partners to have those New Leaders endorsed candidates placed as principals and assistant principals across our eight program sites. Finally, the Principal Institute (PI) provides a professional learning community for early-tenure principals, offering ongoing coaching and support for principals in their first and second years. An illustrative overview of our leadership development program continuum is included (Figure 1).

Through delivering the programs described above, New Leaders has grown and fostered a community of over 100 school leaders, who currently impact almost 40,000 students in Baltimore City. Our leaders are demonstrating what is possible in an urban public school when there is dedicated, results-driven leadership at the helm.

- As of the 2013-14 school year, 22 percent of all schools in BCPS are led by a New Leader Principal.
- Since 2005, all of our APP graduates have been placed into leadership positions in the district immediately upon completing the program; 93 percent have been placed as principals within two years.
- One hundred percent of APP graduates from our first three cohorts have fully met their contractual obligation to serve in the district for at least five years after completing the program.
- One hundred percent of schools led by a New Leader Principal for more than five years have achieved double-digit gains in math and reading.

In the 2010-11 school year, New Leaders also provided targeted services to BCPS turnaround schools, which included the following: coaching and other professional development for School Leadership Teams; placing New Leader APP Residents in turnaround schools; developing the individual leadership capacity of School Leadership Team members; and developing BCPS' capacity to provide similar services to School Leadership Teams. With this experience, New Leaders is uniquely positioned to provide context-specific insight and support to Baltimore turnaround schools and to coordinate with the District in providing these services. New Leaders seeks to enhance its partnership with BCPS by focusing on additional recruitment

and training of school leaders and build a strong leadership pipeline for SIG/SIG-eligible schools.

(1) Selecting and Placing School Leaders Using Locally Adopted Competencies

Based on our work across the country, we have partnered with BCPS to develop the following locally adopted competencies and utilize them in our recruitment and selection efforts. Currently New Leaders relies upon two unique approach to develop school leadership in Baltimore City: (1) a pipeline-building strategy (using ELP) to identify and develop talent within BCPS and (2) a recruitment and selection process to identify talent from across the country. With our first strategy, we select a subset of participants from ELP (approximately 70 percent of APP candidates come from ELP), which develops BCPS' school leadership pipeline within our partner district and charter schools by selecting master teachers and other instructional leaders, developing their abilities to drive breakthrough student achievement gains and observing them in action for a full school year.

Our second approach is to operate a national recruitment strategy to meet our partner districts and charters' demand for outside talent. With an admittance rate of six percent, we select the nation's most promising future principals. Baltimore City's APP Cohort 13 (SY2013-14) is a diverse group of educators with a proven record of success and an unwavering belief that every student can be successful, regardless of circumstance.

- 100 percent of Cohort 13 are people of color (compared to, for example, 34% of Teach for America corps members – as reported in TFA's 2011 annual report)⁴

⁴ Nationally, 70 percent of Cohort 13 APP Residents are people of color.

- In Baltimore, 67 percent of the cohort have 5+ years of teaching experience (average is six years, with a range of 4-11 years)
- 78 percent were in elementary schools before joining APP, while 22 percent came from middle and high schools
- 89 percent have taught STEM subjects in their career

Below is an overview of the selection criteria and locally adopted competencies for each program.

a. ELP – Selection Criteria and Locally Adopted Competencies

New Leaders applies high standards to the selection process for ELP. We work with our district and charter partners to co-select high-potential candidates who we believe will be ready for the principalship in two to three years. Through an eligibility application, a video-based critique of instructional practice, a case study and a supervisor recommendation, applicants must demonstrate:

- Belief in all students to be successful in college.
- Relentless drive to achieve (and track record of) strong student achievement results.
- Strong desire to work with adults in service of students and results or potential in improving adult behaviors.
- Instructional knowledge and ability to build a “work hard, get smart” student culture.
- Interpersonal skills, specifically the ability to build trusting relationships with students and adults in diverse settings.

b. APP – Selection Criteria and Locally Adopted Competencies

New Leaders places particular emphasis on rigorous recruitment and selection to ensure that the candidates admitted to our program have the backgrounds, skills and values that indicate

their potential for leadership in some of the nation's toughest school settings. In addition to the competencies we use in ELP selection, we select APP candidates who also demonstrate:

- Effective leadership and management of adults, including shifting behaviors to increase student achievement, holding adults accountable and having difficult conversations.
- Ability to build a culture of high expectations for students and strong knowledge of standards, assessments and curriculum.⁵
- Consistent focus on personal improvement.
- Successful leadership of a team of adults in diagnosing problems, creating a plan and executing and monitoring the plan.
- Interpersonal leadership, specifically the ability to build trusting relationships with students and adults in diverse settings and the ability to motivate and inspire others.

The competencies listed above complement BCPS' own core values for selecting and evaluating principals through its School Leader Framework and Rubric (Attachment F):

- Core Value 1: Highly Effective Instruction (Instructional Leadership)
- Core Value 2: Talented People (Capacity Building)
- Core Value 3: Vision and Engagement
- Core Value 4: Strategic Leadership

(2) Comprehensive and Differentiated Professional Development

⁵ To evaluate individual beliefs on student achievement applicants participate in a Student Achievement Results Activity that measures how candidates think about/articulate goals, the ambitiousness of said goals, and the actual results they get in the classroom.

In order to achieve better, more consistent results for children, we studied the common traits of New Leaders who were driving the significant, consistent gains necessary to close achievement gaps and change their students' life trajectories. Over the course of nearly 15 years, as we observed high-performing school leaders (New Leaders-trained and not), we found that successful leaders had two things in common. First, they were able to establish a culture of high expectations—for the children and the adults in and outside the building. Second, they had strong adult leadership skills; they could motivate, inspire and manage their teachers and administrators to meet those high expectations.

Given these reflections, the professional development curriculum for the Leadership Pipeline Program, is designed to build and strengthen the adult leadership skills of future school leaders. Below is a detailed description of our comprehensive and differentiated professional development offerings by program.

a. ELP

Launched in fall 2011, ELP is an early identification program that starts promising teachers and other instructional leaders on the pathway to becoming principals by developing their adult leadership abilities. Currently, more than 400 participants are impacting approximately 100,000 students in low-income communities across the country.

ELP offers a sustainable human capital solution for schools fulfilling three significant needs on the talent pipeline for our neediest public schools. First, it builds leadership capacity for schools by creating a larger pipeline of candidates who are ready to enter a principal residency program, such as APP. Second, it serves as a career ladder for teacher leaders by providing them with the opportunity to deepen their adult and instructional leadership expertise regardless of whether they pursue a formal school leadership position. Third, the Emerging Leaders Program

offers a “turn-key” human capital strategy for our partners – providing them with a cost-effective way to identify promising leaders, invest in their professional development and train a cross-section of existing staff throughout the district in an effective approach to using data-driven instruction to exert their personal and adult leadership skills.

ELP has proven to be an invaluable learning and development opportunity for teachers who want to pursue different leadership opportunities—such as leading teams of teachers. Participants have called ELP the best professional development they have ever experienced, with 95 percent of overall participants responding that the program increased their knowledge and skills in leading adults to drive achievement gains

i. ELP Professional Development Offerings

At New Leaders, we believe that educators need to practice in order to truly learn. Once accepted, ELP participants commit to working approximately 15 hours per month on top of their school jobs, strengthening their leadership skills through a combination of virtual and in-person sessions led by highly trained New Leaders facilitators; school-based projects where they apply what they are learning; and feedback from peers and facilitators.

In ELP, participants are introduced to valuable new concepts and leadership skills and then put them into action in the real world at their schools. These skills include:

- **Adult leadership:** Motivating a team to believe in college success for all students and in the team’s ability to realize this goal, building trusting relationships, giving constructive feedback, and leading effective meetings.
- **Instructional leadership:** Setting the expectation that college success is the target, guiding teams through a full data analysis cycle as well as observing and coaching teachers to improve instruction.

- **Culture leadership:** Building a learning orientation among team members and students who are focused on hard work and personal responsibility for their own development.
- **Personal leadership:** Receiving feedback and self-reflecting to continuously improve.

The program starts in the summer and runs throughout the school year. There are several elements of the program: (1) a summer induction session and data-driven instruction intensive; (2) national webinars; (3) local in-person sessions; (4) applied learning assignments; (5) videotaping leadership practice in action for sharing and feedback; and (6) formal and informal assessments to gauge progress.

Emerging Leaders participate in the rigorous, continuous learning cycle that starts with a webinar delivered by national experts on a particular concept, whose content is then reinforced through an in-person session. Participants then complete a job-embedded project that requires them to apply their learning in their schools – for example, participants convey why data-driven instruction matters, explain what it is and coach a two to three person teacher team to analyze the last test their students took to diagnose where there are student learning gaps, why that may be and what they can do to close those gaps. In an innovative and cost-efficient use of technology, Emerging Leaders videotape themselves completing this assignment, upload it to a central hub with their own reflections and learn from peer and facilitator feedback on their video. By combining instruction with practice and execution, New Leaders reinforces important leadership skills within participants and brings improvement to struggling schools in real-time. Utilizing technology, such as virtual learning sessions to complement in-person sessions and an online repository of multi-media case studies on best practices, reduces expenses and makes scaling the program financially feasible. Furthermore, the curriculum is differentiated, localized, and

personalized to meet the learning needs of the participants and the specific contexts of their respective school sites. Examples of concepts covered include:

- Leading Effective Teams
- Introduction to Data-Driven Instruction
- Item-Level Analysis and Difficult Conversations on Student Efficacy
- Leading Action-Planning to Correct Instruction and Support Student Efficacy
- Monitoring Corrective Instruction and Culture of Efficacy: Observation & Feedback
- Defining, Observing and Coaching Toward Rigor

b. APP

APP trains tomorrow's principals to turn around underperforming schools and the lives of the students who attend them. The leaders who join our intensive year-long Residency share a deep belief that all students can achieve at high levels – that demography is not destiny for children if the adults can get it right. Beyond this shared belief, New Leader Residents have a drive to action; they want to make this vision a reality, and they want to do it quickly so that their students get the excellent education they need for success in college, careers and citizenship.

i. Best-in-Class Leadership Development

APP employs a theory-into-practice approach to training that ensures leaders are prepared to succeed in the complex role of driving urban school change. The program combines rigorous coursework with significant hands-on experience in the form of a full-time, paid Residency in a high-need school. Currently supported by a mentor principal and a leadership coach, Residents serve on school leadership teams and are directly responsible for raising student achievement by leading teachers and advancing school-wide goals. APP provides Residents with frequent opportunities to learn to think like a school leader and to deeply practice the key principal actions

and skills that accelerate student achievement, including Adult Leadership, Instructional Leadership and Data-Driven Instruction, Culture Leadership, and Personal Leadership.

Residents also engage in extensive coursework, which has three major components:

- **National seminars:** Residents from New Leader program cities around the country gather as a national cohort three times a year to learn from experts in the field. During the Summer Foundations course – a rigorous, three-week training that incorporates academic study and leadership skill development. Residents engage in intensive sessions to learn about the key competencies of transformational principals, **including differentiated sessions for elementary and secondary-level Residents on Common Core Mathematics, Common Core Literacy, and School Culture.** Residents also attend fall and Spring Foundations, two weeklong experiences that build on summer coursework.
- **Local program:** In addition to taking on full-time leadership roles in their placement sites, Residents participate in weekly local seminars, facilitated by highly-trained New Leaders staff members.
- **Virtual learning:** Online, asynchronous webinars provide additional learning and support on Residents' own time, **allowing for differentiated, tailored learning.**

c. PI

The first years of the principalship are critical. If we can help principals succeed early in their careers, they can make a difference for students right away. Research shows that successful and supported principals are more likely to stay in their schools, thus ensuring school stability and driving continuous growth in student learning year over year. We emphasize the development of a strong professional community among educators because it is a key ingredient

in both improving schools and retaining talented educators. Based on research and experience, we know that “network” models of support will best help New Leaders to succeed.

For these reasons, we created PI—a one- to two-year program geared specifically for the first years of the principalship. After APP, first-year principals (and second-year secondary principals) participate in PI, a professional learning community that provides continued, differentiated support for entry planning and ongoing professional development.

i. Entry Planning

PI begins with Entry Planning, a three phase process: the New Leader diagnoses the state of a school, defines success for the school-year, and designs a plan for the first three months. The function of Entry Planning is to transition the New Leader from the Residency or other leadership position into the role of a principal. New Leaders Entry Planning model includes 1:1 support that occurs during the first 8-12 weeks after the New Leader accepts the position of principal, regardless of when the New Leader starts the position.

During this process, our staff guides future New Leader Principals in developing a thoughtful Entry Plan that involves: collecting data from stakeholders, aligning staff around a common vision, setting student achievement targets, and establishing high standards for both the adults and students in the building.

ii. Ongoing Professional Development

All participants in PI engage in a structured, expertly facilitated professional development and support program over the course of the year. These early-career New Leader Principals meet with one another, once a month, for two- to four-hour long sessions. PI meetings are led by trained New Leaders facilitators. Through these meetings, participants experience and receive:

- Actionable and practical learning, including opportunities to get feedback and insight on pressing challenges in their schools.
- Tools, resource, and strategies to improve student achievement.
- Collegial connection with fellow New Leader Principals and the chance to mentor and learn from one another.
- A plan for distributing and leveraging leadership in their schools.
- Content differentiated for their needs on the ground.

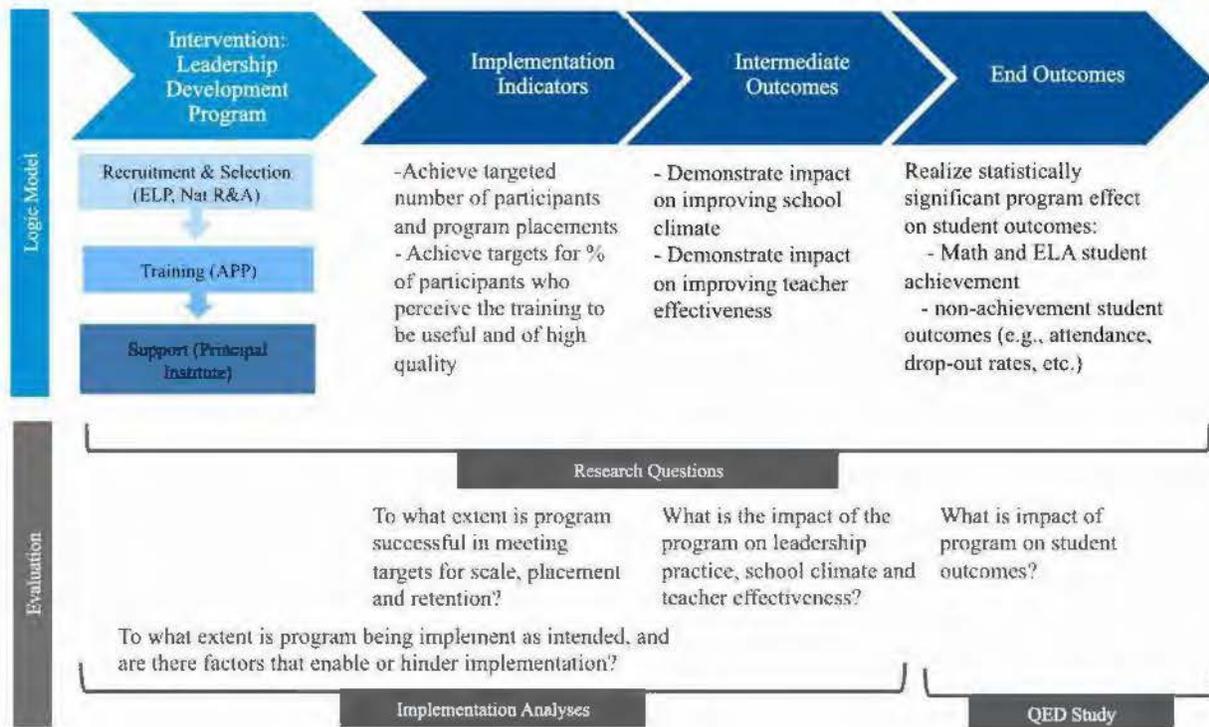
After completing PI, New Leader Principals join a national network of more than 1,000 New Leaders across the country and have access to a wide range of resources and support. Additionally, a second year of support is available for secondary level principals. This second year of PI offers content differentiated for the more complex high school context, particularly around building a strong, college-oriented school culture.

(3) Evidence of Strong Theory

a. Logic Model

New Leaders' work is grounded in the belief that all children can learn and should be supported to succeed in college, career, and citizenship, and to achieve that success, students need excellent schools. We have focused our efforts on the lever that will have the greatest impact in turning around schools – that will have a positive, multiplier effect on all adults and children in the school context – and that lever is principals and leadership teams. Research shows—and our experience confirms—that strong school leaders have a powerful multiplier effect, dramatically improving the quality of teaching and raising student achievement in a school.

New Leaders is building a leadership pipeline for partner districts by providing programs and interventions to support individuals at all stages: teachers and instructional coaches via ELP, future principals through APP, and early-tenure principals through PI. Below is an overview of the Leadership Pipeline Development Program Logic Model.



c. Impact to Date

During our first decade, New Leaders experienced significant growth – increasing our scale from 13 leaders in two cities impacting 7,000 students to 1400 leaders across eight regions impacting nearly 400,000 children. We now have nearly 15 years of evidence that turning around struggling schools and providing all children with a high-quality education that leads to strong academic achievement is possible. Reflecting on the past 15 years, we have condensed our accomplishments into four major categories:

- We have developed and enhanced our core program model and seen **promising academic achievement results**.
- We have **developed best in-class tools and resources** for use by our partner districts, other aligned states and districts and the broader field.
- We created **an unparalleled knowledge base** around the knowledge, skills and mindsets of effective school leaders and the local, state and federal policies and practices necessary to support transformational school leadership at scale.

i. Indicators of Student Achievement

We are committed to measurable outcomes for students served by our New Leaders. Our goal is for all of our principals to demonstrate either high levels of effectiveness or potential for achieving high levels of effectiveness within their schools. Nationally, New Leaders contracted the RAND Corporation to conduct an independent, external evaluation of our impact. The study determines the impact a New Leader Principal has on student achievement by controlling other factors. The RAND study evaluated the entire New Leaders program across the country. The size and scope of the study is unique, RAND evaluated over 400 New Leader Principals trained in our first decade (reaching 160,000 students) and suggests that New Leaders is a more scalable intervention than other leadership offerings.

RAND has found a measurable “New Leader effect” for seven years in a row: students in New Leader schools outperform their peers specifically because they have a New Leader Principal. In BCPS specifically, RAND found that BCPS students who attend a New Leader school outperform their peers in reading and math by statistically significant margins. Importantly, the RAND study documented this positive effect at both the K-8 and high school levels in Baltimore City. We attribute this success to our New Leaders’ ability to better hire,

retain and develop strong teachers and create systems of accountability that enable student learning to occur in every classroom.

To determine our impact on student achievement in BCPS, we measure our success according to annual state assessments. On the 2013 Maryland School Assessment (MSA) New Leader Principals led five of the top ten highest-scoring schools in Baltimore City. Additionally, Schools led by New Leader Principals for two or more years outperformed the district average by 13.3 combined points in reading and math:

2013 MSA Proficiency Levels (2013)

	Reading	Math
2+ New Leaders	72.3	67.6
All City Schools	67.8	58.8
State of Maryland	84.8	78.1

Additional BCPS student achievement results can be found in Attachment G.

ii. Best In-Class Tools and Resources

When New Leaders enter a school, their first order of business is to diagnose the current state of academics and culture in the school and begin to create their plan of action for the year. An accurate diagnosis is the only way to create a plan that will work. By matching the needs of the school to effective principal actions and school practices, they can create a plan that will push their school – and student achievement – to the next level.

In 2006, New Leaders developed the Urban Excellence Framework™ (UEF) to understand exactly what the schools achieving breakthrough gains are doing and to share that

knowledge throughout our community of leaders. The UEF (see Attachment D) was developed based on more than 100 visits and case studies of schools that achieved dramatic gains; an extensive review of the available research on the practices of effective schools and leadership; the resources available through New Leaders' EPIC Program (described below on page 20); and the collective knowledge of the New Leaders staff and participants.

iii. An Unparalleled Knowledge Base

Our high-quality resources and tools reflect New Leaders' substantial knowledge base around what works – and what doesn't – when recruiting, selecting, developing and supporting leaders to transform America's struggling schools. Our unparalleled knowledge base integrates lessons learned from our own programs, including extensive longitudinal data sets and ongoing internal and external evaluation processes, as well as our work with states and districts around leadership development and policy and practices. Yet we are cognizant that sustained excellence is built on a foundation of continuous learning and improvement – and we know that we have much to learn and improve upon. Our comprehensive organizational learning plan, which we developed to inform both our own organizational improvement and the broader education reform movement, synthesizes findings from a variety of sources:

- **An independent, external evaluation:** The RAND Corporation is conducting a longitudinal evaluation of our work through a multi-year study – begun in 2006 – that involves annual student achievement analyses, principal surveys, case studies and analysis of district-level factors that could provide leading indicators of success.
- **Robust internal analyses:** We have one of the largest databases in the nonprofit education sector (capturing information and tracking 1,100 variables across over 3,700 schools) through which we collect and evaluate publicly available student achievement

data, principal recruitment and selection data, longitudinal surveys of New Leader Principals, as well as placement, retention and career trajectory data.

- Providing multi-media training resources:** In 2006, we founded the Effective Practice Incentive Community (EPIC), a unique pay-for-performance program that rewarded effective principals and teachers (New Leaders-trained and not) across the country and, through knowledge sharing, impacted the broader community of educators. While we have concluded the process of gathering new case studies, the EPIC repository is still a high impact tool that we use in both our ELP and APP trainings.

(4) Addressing the Needs of Underserved Populations

Since 2005, New Leaders has been a close partner to BCPS, which serves 85,000 students across 195 schools. Compared to statewide public school district demographics, BCPS has a disproportionately high population of low-income and minority students.

Table 1: Student Demographics in BCPS vs. Maryland Districts Statewide

	BCPS ⁶	Maryland ⁷
Low-Income	84%	43%
Black/African-American	85%	35%
White	8%	42%

⁶ 2013 School Profile. Baltimore City Public Schools.

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8048/DistrictDataProfile.pdf>

⁷ Maryland State Demographics. Maryland School Report Card.

<http://mdreportcard.org/Demographics.aspx?K=99AAAA&WDATA=state>

Hispanic/Latino	6%	13%
Asian/Pacific Islander	1%	6%
Multiracial	<1%	4%

Cultivating exceptional school leaders and creating a leadership development pathway is critical in Baltimore City. Over the past six years, 90 percent of all public schools in Baltimore City have experienced a change in leadership. At the beginning of the 2013-14 school year alone, the district saw approximately 50 principal vacancies. Out of Maryland’s 24 public school districts, BCPS consistently has the highest rates of dropouts and chronic absenteeism, and the lowest graduation rate. On the 2013 Maryland School Assessment (MSA), BCPS students scored nearly 40 points below the combined state average in reading and math.

Through participating in New Leaders’ programs, our principals and school leaders are prepared for the unique challenges of leading an urban public school with a high population of traditionally underserved students. In Baltimore City, one such leader is Dr. Patricia Drummond, principal of Hamilton Elementary/Middle School. Dr. Drummond joined APP in the 2010-11 school year, serving as a Resident Principal at Mergenthaler Vocational-Technical High School. One year later, she became Principal of Hamilton Elementary/Middle School. On the 2013 MSA, Hamilton was the fifth highest-ranked school in Baltimore. Out of the top five schools, Hamilton had the highest low-income population, with nearly 80 percent of students qualifying for Free and Reduced Meals. Dr. Drummond recounts her experiences as the leader of Hamilton:

“When I entered my principalship two years ago, the school had a focus on arts and science with a vision to prepare students for the challenges of high school. I began the discussion with the staff and community about re-envisioning the school to more appropriately reflect the current trends. We decided that we were not only preparing students for high school,

but professionally for college and beyond. Additionally, I suggested that we reflect the innovations of a STEM program that would open and expand the options and interests of our students. We revised our gardening program to include environmental science and greening. We added robotics and computer game design programs, and we added STEM instruction to all students from grades one through eight. We are only beginning to realize the fruition of this plan through increased student engagement and achievement throughout the building.”

(5) Data Informed Professional Development, Retention and Incentives

New Leaders utilizes a unique learning cycle that incorporates a feedback loop allowing program directors and managers to assess performance and application of knowledge and skills in a classroom or school setting and offer recommendations for improvement. Below is an overview of the specific data-driven assessments utilized in each of our leadership pipeline development programs.

i. ELP Participant Assessments

Throughout ELP, participants attend a series of Performance Meetings in which they are evaluated based on their ability to set goals for driving student achievement gains and leading their teacher team to meet them, and their growth in adult leadership skills. After the third Performance Meeting, those Emerging Leaders who have scored above proficient in every area are invited to continue their journey to the principalship by joining APP during the following school year. This year, more than two-thirds of APP Cohort 13 were selected directly through ELP. As a result, we are seeing Residents who are more advanced in their leadership abilities and already aligned to the competencies and actions we know are critical for driving student achievement results.

ii. APP Assessment

In APP, New Leaders uses rigorous, research-based assessments to evaluate Residents' growth and endorses for principalship those who demonstrated increases in student achievement and measurable shifts in adult practice. In addition to two standardized assessments at mid-year and end-of-year, normed national assessors (outside of the city team) evaluate Residents' readiness for the principalship. We also assess Residents on their ability to perform authentic, school-based tasks that are proven to drive student achievement. These assessments are done in the moment and at the school site by the city team's APP Director (APPD) thereby maintaining their authenticity. Each assessment is designed to measure Residents' knowledge and skills against the four APP Standards: Personal Leadership, Instructional Leadership, Culture Leadership and Adult & Team Leadership.

iii. Principal Certification and Placement

New Leaders is accredited by the Maryland State Department of Education (MSDE) to confer the state-mandated certification for principals (Administrator and Supervisor II) upon successful graduates of APP. As of Spring 2014, New Leaders is also authorized by MSDE authority to grant the state-mandated assistant principal certification (Administrator and Supervisor I) to participants who successfully complete ELP. New Leaders is the only non-college or university-based program in the state—and one of the first in the country—to receive this level of authority.

Once certified, we work with the New Leaders and our partners to place them in principal roles in district or charter schools. In some cases, they may fill assistant principal roles either because the district does not yet have an appropriate principal placement or because the leader

needs additional experience before taking over a challenging school. 80% of New Leaders are placed in principalship positions within two years of completing their Residency.

iv. PI Assessments:

New Leaders staff assesses the leadership practice of first- and second-year principals participating in PI. Assessors use the New Leaders principal evaluation rubric and principal evaluation process as described in documents publically available on the New Leaders website. The Principal Evaluation Handbook is included in Attachment E for reference. Assessors will visit each New Leader principal four times per year and review artifacts to rate principals on the leadership rubric. School visits will include a mix of direct principal observation (leading faculty meetings, meeting with parents, coaching teachers, etc.) and indirect observations (observing classrooms, teacher team meetings, talking to staff and students). New Leaders designed the rubric to be used by principal supervisors through its consulting work with several districts and states implementing new principal evaluation systems. The rubric is aligned with New Leaders' UEF, as well as with BCPS' own School Leader Framework and Rubric (included in Attachment F). In assessing principals against the rubric, the assessors will be assessing the extent to which principals are implementing the leadership practices taught by New Leaders.

As mentioned above, New Leaders is accredited by the Maryland State Department of Education (MSDE) to confer the state-mandated certification for principals (Administrator and Supervisor II) upon successful graduates of APP. As of Spring 2014, New Leaders is also authorized by MSDE authority to grant the state-mandated assistant principal certification (Administrator and Supervisor I) to participants who successfully complete ELP. New Leaders is the only non-college or university-based program in the state—and one of the first in the country—to receive this level of authority. We are thrilled to be able to offer this opportunity to

our participants as an alternative to pursuing certification through a higher education program, which ultimately serves as a cost savings to them.

(6) Learning and Continuous Improvement of Leadership Pipeline

New Leaders is dedicated to learning and continually improving our Leadership Pipeline Development Program. Our program evaluation will provide critical and timely information regarding what is working or not working and the organization will use that data to drive programmatic improvement. In addition, the program evaluation will track whether the program is on track to meeting its goals in order to meet accountability reporting requirements for funders and clients.

The program evaluation is designed to meet the needs of multiple audiences, including:

- Foundational coursework leaders who will use feedback on session delivery to inform planning for subsequent sessions.
- Emerging Leaders and Aspiring Principals national program staff and redesign committee members who will use feedback on program design, content and support to inform improvements.
- Senior staff members who will use assessments to determine whether the program is on track to meeting its goals and inform mid-course corrections.

The Research and Evaluation (R&E) team will collaborate with national and city staff to implement the program evaluation. The following sections describe the evaluation plan, including: data sources and analyses and reporting.

a. Data Sources

The following data will be systematically collected to inform the program evaluation, allowing us to manage our program directors to target coaching, feedback and support to

participants based on what has been observed in terms of growth or lack thereof in key leadership competencies and progress to student achievement goals :

- Artifacts/Participant Data: End-of-summer, mid-year, and year-end assessment scores; entry self-assessment (completed before Summer Foundation), coaching community's Plus/Deltas and other feedback (from ASG); and the Placement log.
- Surveys: Participant end-of-summer foundation, mid-year, and year-end surveys; any surveys that developed and administered by LLDT (e.g., Clicker data; virtual learning session evaluations, etc.) and Mentor Principal surveys.
- Structured Meetings/Conversations: Step back meetings between Coaches and national staff; and check-in meetings and step-back meetings between national staff and R&E.

b. Managing to Results

- Program Process Check-In Meetings and Reports: National program staff will hold process check-in meetings to review implementation to date, including elements that facilitated or hindered the program, and identify lessons learned. R&E will facilitate these meetings and write a summary of the themes and action items identified in the meeting. This information will then be shared with city program directors and utilized by PDs to target coaching, feedback and support of participants based on the data and other findings in participant's key leadership competencies.

c. Analysis and Reporting

The program evaluation is designed to inform both short-term and long-term learning and programmatic improvement. It will include:

- National survey and data reports: R&E will produce national reports with aggregated data after Summer Foundations, after the mid-year, and at year-end. Reports will be accessible to anyone in the organization.
- Program Review Committee meetings: A cross functional team will meet to identify lessons learned and actions to improve the program for next year.

B. SIGNIFICANCE OF PROJECT

Out of ten SIG and SIG-eligible schools in BCPS, seven have been impacted or are currently impacted by New Leaders. In school year 2010-11, New Leaders partnered with BCPS on a turnaround initiative to increase the collective capacity of School Leadership Teams and to enhance the personal leadership of individual members of those teams. The overall objectives and milestones for this project were as follows:

1. Increase the collective capacity of each School Leadership Team to drive student achievement results
2. Increase the leadership skills and capacity of each Leadership Team member
3. Identify turnaround Leadership Team members to build school and system capacity
4. Build systemic capacity to facilitate future replication

Through the project, New Leaders successfully partnered with BCPS to develop a set of Leadership Team performance standards and an assessment rubric to evaluate Leadership Teams. New Leaders then used the results from the assessment to design and deliver job-embedded professional development opportunities for the Leadership Teams in those schools, including training sessions, direct coaching during Leadership Team meetings, and participation in district-sponsored network discussions. New Leaders also trained and supported a cohort of three New Leader Residents who were placed on Leadership Teams in turnaround schools.

C. CAPACITY TO IMPLEMENT THE PROPOSED PROJECT

(1) Systems to Determine Teacher and Leader Effectiveness

Please refer to Section A(5) for details on assessments of teacher and leaders effectiveness through participation in New Leaders' programs. Please also refer to the Principal Evaluation Handbook (Attachment E), as well as the BCPS School Leader Framework and Rubric (Attachment F). Our national Research & Evaluation Team also works with our local team to design and implement program evaluation, and we constantly assess the impact of all key program components, including recruiting, admissions, training, and school support. At all stages, we gather feedback from program participants, and we evaluate candidate impact against initial selection criteria to identify opportunities for improvement and recognize areas of impact.

(2) Decision-Making Autonomy for School Leaders

New Leaders has found evidence that successful school leaders have decision-making autonomy, specifically in hiring staff, budgeting, and scheduling. We identify partners that understand and align with our view on decision making autonomy for school leaders, and incorporate some flexibility in the Memoranda of Understanding as part of our partner commitments. Dr. Andrés Alonso, who served as BCPS superintendent from 2007-2013, revised the district's funding system to push more resources to schools. Under Fair Student Funding and related reforms led by Dr. Alonso, BCPS principals were granted more flexibility to organize their schools to meet the individualized educational needs of their students. As such, they have autonomy in making school-based staffing decisions, selecting partnerships, and developing individual school improvement plans in consultation with community and stakeholder groups.

(3) Roles and Responsibilities of Partners as Evidenced by Memoranda of Understanding

Please see Attachment B for a signed Memorandum of Understanding (MOU) with BCPS and outlining contributions of New Leaders and BCPS to support full and effective implementation of the leadership pipeline for SIG and SIG-eligible schools in Baltimore City.

(4) Reasonable Opportunity for Public Feedback on Leadership Pipeline

We provided the public with a reasonable opportunity to provide feedback regarding the proposed leadership pipeline plan by sending an electronic survey to principals and assistant principals in SIG/SIG-eligible schools, who were requested to administer the survey to their teachers and staff (a total of approximately 50 individuals). The survey contained both multiple-choice as well as open-ended questions allowing for any and all feedback regarding the proposed plan. Please see the Statement of Attestation (Attachment C) for further details regarding the survey and a sampling of survey responses.

D. SUSTAINABILITY OF THE PROPOSED PROJECT

(1) Plan to Sustain Leadership Pipeline

In order to sustain the leadership pipeline as a result of the grant, New Leaders will prioritize the following strategies: leverage a diverse funding mix; invest key stakeholders in our work; seek to enhance cost efficiencies of our program; and provide support to our New Leaders community and leverage opportunities to create synergies between our current program participants and New Leader alumni.

We are currently on a path of demonstrated success in diversifying our funding mix, investing key stakeholders in our work, and enhancing cost efficiencies in our program, placing

us in an excellent position to pursue the above strategies. Since 2005, New Leaders Baltimore has significantly grown the scale of our program, and we have secured investments to support that growth, resulting in a more than doubling of our locally-raised revenue to support program expenses between FY2010 and FY2014. In that time frame, we have consistently completed our fiscal years with actual expenses at or under those projected, demonstrating our ability to operate in a fiscally responsible manner. Finally, as program impact has grown, we have taken advantage of economies of scale, significantly decreasing the per participant cost to operate our programs. All of these conditions prepare New Leaders to work during the grant period to enhance the conditions already in place to ensure the sustainability of our leadership pipeline.

(2) Identifying and Aligning Resources Post Grant Award Period

New Leaders has established a diverse funding mix of public and private dollars to support our leadership pipeline development efforts in BCPS.

- For the most recently-completed fiscal year (FY2013), our local revenue mix consisted of: 2 percent individual revenue, 8 percent corporate revenue, 28 percent foundation revenue, and 63 percent public revenue.⁸ For the current fiscal year (FY2014) and beyond, we are working to diversify that revenue mix further, specifically by increasing

⁸ Public revenue in FY2013 included a \$250,000 investment from BCPS and approximately \$450,000 through New Leaders' four-year Race to the Top sub-grant through MSDE, which we were awarded in 2010 and has supported our programs in Baltimore City and Prince George's County, MD.

the overall percentage of revenue committed by individual and corporate donors to between 20 and 25 percent of our total annual revenue.

- We are in ongoing conversations with BCPS to deepen their investment in our work given how critical it is to meeting their leadership pipeline needs. We are nearing the end of our most recent contract (FY2012-FY2013) and are close to finalizing negotiations to increase the depth and breadth of the district's investment for our next contract.
- In addition to the support of BCPS, New Leaders has enjoyed continued support from the local philanthropic and business community. New Leaders' work with BCPS is sustainable because of long-term partnerships with community stakeholders including the Harry and Jeanette Weinberg Foundation, the Abell Foundation, the Jacob & Hilda Blaustein Foundation, the Baltimore Community Foundation, T. Rowe Price, Legg Mason, and Wells Fargo. The Baltimore community recognizes the need for leadership development to spur transformation in its schools.
- Throughout the grant award, we will continue to build our local fundraising efforts to ensure we have a solid funding base post award to maintain our programs and ensure a strong leadership pipeline in BCPS.

(3) Sustaining Stakeholder Support Post Grant Award Period

As mentioned throughout our proposal, New Leaders has worked closely with BCPS since we launched in Baltimore City in 2005. As the largest provider of principal talent to the district, we are confident in the district's faith and investment in our work. As noted in the previous section, we have most recently negotiated our contracts with the district in two-year periods, and we are preparing to engage in conversation about the details of our next contract.

In recent years, New Leaders has deepened its partnership with BCPS in helping the district design and plan a Leadership Pipeline initiative to build capacity to identify, track, and coordinate the development of prospective principals, while making opportunities and pathways to school leadership more accessible and transparent for high-potential talent in the district. Made possible by a three-year, \$3 million grant to the district from the Noyce Foundation, New Leaders is BCPS’ lead external partner in this work, which will prepare future leadership for Baltimore City’s public schools through leveraging already existing pathways, including New Leaders’ leadership development programs described above. The Leadership Pipeline initiative will enable BCPS to be an even more informed and aligned partner in supporting our own programmatic work, and we expect to remain an integral part of their pipeline.

E. QUALITY OF THE MANAGEMENT PLAN

(1) Responsibilities, Timelines and Measurable Milestones

Key Grant Activities and Milestones by Program				
	Owner	Responsibilities	Key Milestones	Timeline
ELP – Recruitment Goal	Regional Directors, Executive Directors,	Develop recruitment pipeline of high-quality candidates	Recruitment/Selection progress to goals meetings	Bi-weekly; April – September
	National and Local Program staff	Evaluate all applicants against research and competency-based selection criteria	Select all members of following year’s cohort	Annually; September

		Ensure quality-assurance for all recruitment and selection processes	Finalize matriculant roster	Annually; October
ELP – Training Goal	Chief Program Officer, Regional Directors, city Executive Directors, national program staff, local Program Directors	Ensure continued successful execution of blended learning and peer network training model	Virtual and in-person training sessions	Monthly; October – May
		Enhance quality assurance and technology integration efforts to ensure long-term sustainability	School-based practice and peer feedback sessions	Monthly; October – May
		Maintain high, research- and competency-based bar for assessments and certification	1:1 participant /facilitator development sessions	Three times per year: fall, winter, spring
			Collect evidence and conduct standards-based assessment of each participant’s readiness for the principalship	Ongoing; finalized by May

APP -Recruitment Goal	Regional Directors, Executive Directors,	Develop recruitment pipeline of high-quality candidates	Recruitment/Selection progress to goals meetings	Bi-weekly; August February
	National and Local Program staff	Evaluate all applicants against research and competency-based selection criteria	Select all members of following year's cohort	Annually; February
		Ensure quality-assurance for all recruitment and selection processes	Finalize matriculant roster	Annually; May
APP -Training Goal	Chief Program Officer, Regional Directors, city Executive Directors,	Ensure continued successful execution of academic coursework and Residency model	National academic coursework intensive	2 weeks in July; 1 week in October and April
	national program staff, local Program Directors	Enhance quality assurance and technology integration efforts to ensure long-term sustainability	Academic coursework and Residency coaching	Weekly; August – June
		Maintain research & competency-based bar for assessments & certification	School-based Residency with Mentor Principal	Full-time; August June

			Resident growth assessments	Bi-annually: December and May
			Certification and placement support	Annually: May – June
Principal Institute -- Training Goal	Chief Program Officer, Regional Directors, city Executive Directors, national program staff, local Program Directors	Ensure all early-tenure New Leaders principals receive entry planning support and participate in professional learning communities with content aligned to research and individual needs	Principal entry planning and support	Annually: June – September
		Enhance quality assurance and technology integration efforts to ensure long-term sustainability	School diagnostic assessment and action planning	Bi-annually: September and May
			PLC meetings for early-tenure principals	Monthly: August – May

Our national program staff is responsible for content design and implementation, and quality assurance of program elements that are executed at the local level. National program staff meet weekly to assess progress to goals and discuss implementation bi-weekly with local program staff to identify and address cross-city program implementation issues.

Recruitment and selection: The team leverages a robust internal data system (Salesforce) to track city-by-city progress to recruitment and selection goals, including recruits' progress through the recruitment pipeline toward selection. The system provides reports that are customizable depending on management position. For example: a local program director can generate a report to determine which ELP recruits are missing an official letter of reference and follow up prior to moving her or him to the next stage in process, while a member of the national program team can view reports that show aggregate data on recruits' admissions scores.

Training: Throughout their training, leaders are assessed on their mastery of key leadership skills as demonstrated by completion of assignments and school-based projects, the results of which are managed via data dashboards and reports. New Leaders' research team supports program staff with data analyses to inform short- and long-loop learning — enabling course-corrections throughout the school year, more individualized support and long-term planning to ensure continuous improvement.

Support: The local and national program teams also utilize a centralized data system to manage the ongoing support New Leader principals receive on the job. The system provides tools to track and analyze data related to operations and program delivery (e.g., session attendance records and survey data) as well as to the progress of individual principals (e.g., scores on school diagnostic data and student achievement data).

Evaluation and Dissemination of Findings: New Leaders is well-known for its robust internal research and evaluation processes and its commitment to using learnings to continuously improve programming. The Executive Director of Research and Policy Development will continue to oversee these internal processes and dissemination of learning through publications and conferences.

(2) Qualifications of Project Personnel and Time Commitment

New Leaders' executive team, comprised of senior functional leaders, meets every month to review progress to goals, discuss critical programmatic and operational needs, monitor organizational effectiveness and sustainability, prioritize and plan for the future. In line with this, the executive team will partner with New Leaders' local Baltimore City team to ensure that this project is completed on time and on budget and tracking toward the proposed outcomes. Within each program area, New Leaders has a management plan and staffing structure to execute against goals and manage expenditures.

The executive team is comprised of individuals with diverse backgrounds, including business, finance, public policy and law, who collectively have 70 years of experience in the education sector. Leading the team is Jean Desravines, Chief Executive Officer of New Leaders. Jean has 20 years of experience in education. As CEO, he has led New Leaders to new levels of effectiveness and sustainability. As New Leaders' Chief Officer for Cities and Policy for five years, Jean oversaw New Leaders' expansion to five new cities, successfully managing a \$17M annual budget and 100 staff. Prior to New Leaders, Jean spent five years at the New York City Department of Education as Executive Director for Parent and Community Engagement and Senior Counselor to Chancellor Joel Klein. Jean has a Master in Public Administration degree from New York University.

Andre Cowling, Executive Director, serves as the strategic leader and executive manager of New Leaders' Maryland Team. Andre is responsible for the design, planning, funding, staffing, and implementation of New Leaders' local strategy in Maryland, and for the successful execution of our programs. A former New Leader Principal himself, Andre previously led and turned around two high-need public schools in Chicago.

Resumes and profiles of the entire executive team and the remaining staff members who will lead the TSLP project can be found in Attachment A.

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NEW LEADERS PROPOSAL NARRATIVE ATTACHMENTS

- A. Bios and Resumes of Key Personnel
- B. Memorandum of Understanding
- C. Statement of Attestation
- D. UEF Framework
- E. Principal Evaluation Handbook
- F. BCPS School Leader Framework and Rubric
- G. Impact to Date 2013-14 School Year

New Leaders 

ATTACHMENT A

BIOS AND RESUMES OF KEY PERSONNEL

New Leaders 

NEW LEADERS PROJECT PERSONNEL BIOS

Executive Team

Jean Desravines, Chief Executive Officer, has 20 years of education experience. As CEO, he has led New Leaders to new levels of effectiveness and sustainability. As New Leaders' Chief Officer for Cities and Policy for five years, Jean oversaw New Leaders' expansion to five new cities, successfully managing a \$17M annual budget and 100 staff. Prior to New Leaders, Jean spent five years at the New York City Department of Education as Executive Director for Parent and Community Engagement and Senior Counselor to Chancellor Joel Klein. Jean has a Master in Public Administration degree from New York University. (Resume attached)

Benjamin Fenton, Chief Strategy Officer and Co-Founder, provides oversight to New Leaders' evaluation and program improvement efforts, and as a widely recognized expert in principal evaluation and supervision, leads the organization's knowledge dissemination work. At New Leaders, he has served as Chief Operating Officer, Chief Cities Officer and Chief School Support Officer. Ben has a Master in Business Administration from Harvard Business School. (Resume attached)

Jackie Gran, Chief Policy and Partnerships Officer, leads New Leaders' efforts to create a supportive policy environment for school leaders and high-performing school leadership preparation programs nationwide. From 2005 to 2008, she oversaw new site expansion for New Leaders; she also served as Special Assistant in the Offices of the Secretary and Deputy Secretary and as Senior Advisor in the Office of Planning, Evaluation and Policy Development at the U.S. Department of Education. Jackie is a certified k-6 teacher and taught middle school as a Teach For America corps member in New York City. She earned a Masters of Science in Teaching from Pace University. (Resume attached)

Dianne Morse Houghton, Chief Operating Officer, oversees all organizational planning and operations across New Leaders' program sites. She also led the design and execution of EPIC, a \$70M program to reward effective educators, and was a management consultant to Fortune 100 and government organizations. Dianne has a Master in Business Administration from the College of William and Mary. (Resume attached)

Stephanie Morimoto, Chief External Relations Officer, is responsible for securing resources to reach New Leaders' goals and increasing awareness of New Leaders' impact. Before joining New Leaders, Stephanie was Vice President, Regional Development at Teach For America, where she grew funding from \$30 million to \$114 million and built the infrastructure to support rapid growth. Early in her career, she taught English in Hiroshima, Japan. Stephanie earned her bachelor's degree from Brown University. (Resume attached)

Yolonda Marshall, Senior Executive of Cities, directly manages New Leaders' City Executive Directors. She works to support the success of each program site by ensuring that all strategic opportunities are maximized and that each City ED is executing against a sound Vision of Impact and set of goals that galvanizes stakeholders to change more students' life trajectories by investing in the principalship. She serves as the main strategic thought partner and coach to the City EDs and ultimately supports the organization in reaching its organization-wide goals.

Before joining New Leaders in March of 2014, Yolonda was an Executive Director with Teach For America covering the Greater Philadelphia Region. In this role, she was part of the national senior leadership team. As Executive Director, Yolonda interacted with a regional board of advisors and engaged with local stakeholders who were vital partners in her ability to accomplish measurable results against ambitious goals. She was responsible for a \$7 Million dollar operating budget. While at Teach for America, Yolonda also held senior level positions on

the Human Assets team and national development team. Prior to joining Teach For America, Yolonda had a sales and marketing career spanning 14 years with Showtime Networks Inc. where she created and executed comprehensive marketing plans to help launch critically acclaimed and Emmy award winning programming. Yolonda received her BS degree from Tuskegee University and her MBA from Columbia Business School.

Angela Vanderploeg, Chief Financial Officer, leads New Leaders' finance and technology teams and helps us continue to build on our progress towards financial sustainability. Angela previously worked for Jewish Board of Family and Children Services, a \$190 million dollar nonprofit. She supervised a staff of 50, served on the Senior Management Team and worked directly with the organization's Board Members. Angela has held leadership roles at Atlantic Philanthropies, Intrepid Sea, Air and Space Museum and DIAGEO. She received her MBA from New York University and is a Certified Public Accountant.

Baltimore City Team Leadership

Andre Cowling, Executive Director, serves as the strategic leader and executive manager of New Leaders' Maryland Team. Andre is responsible for the design, planning, funding, staffing, and implementation of New Leaders' local strategy in Maryland, and for the successful execution of our programs. A former New Leader Principal himself, Andre previously led and turned around two high-need public schools in Chicago. (Resume attached)

RoseAnn Armes, Managing Director of Program, oversees all of our work in the ELP, APP and PI in Baltimore City, working with our program staff to ensure that our programs remain high quality and reach local goals that result in high levels of academic achievement for all students in New Leader-led schools. RoseAnn is a veteran educator with over fifteen years of experience as a public school principal in Maryland. (Resume attached)

JEAN S. DESRAVINES

(b)(6)

SUMMARY

Dynamic, innovative executive with over 15 years of measurable achievements in the public sector. Proven track record of cultivating strong relationships, developing strategic partnerships, and building high-performing teams focused on demonstrated results.

PROFESSIONAL EXPERIENCE

NEW LEADERS, New York, NY

Apr. 2006-Present

Chief Executive Officer

Feb. 2011-Present

- Oversees and manages strategy, fundraising, program, growth, policy and operations for a national nonprofit with a budget of \$36 million and 200 staff in 12 urban areas (Baltimore, Bay Area, Chicago, Memphis, Newark, New Orleans, New York, Prince George's County & Washington, DC).
- Serves as an educational advisor to superintendents, CEOs of charter management organizations, and elected officials (e.g., Governor of New York State, Mayor of New Orleans and Chancellor of New York City).
- Overseeing a comprehensive organizational and program redesign process to drastically reduce costs and increase scale and reach; collaborating with corporate executives at Boeing Leadership Center to implement "Lean" organizational principles.
- Created Chief Program Officer role to integrate oversight of program design and delivery, and to streamline implementation across city sites; created Policy Team to increase organization's presence on local, state, and national levels; engaging with district partners to drive systemic impact.
- Leads effort to diversify funding sources; increased public funding support from 18% in 2010-11 to 39% in 2011-12; actively cultivates prospective individual donors and champions major individual gifts.
- Manages relationships with national Board of Directors, and engages members to drive financial sustainability.

Chief Officer for Cities and Policy

Apr. 2006-Feb. 2011

- Oversaw strategy, program, fundraising, growth and operations for all city and regional partnerships (Baltimore, Bay Area, Chicago, Memphis, Milwaukee, New York, New Orleans, Prince George's County and Washington, D.C.).
- Managed \$8 million budget and eight Executive Directors with oversight of 94 team members.
- Led Strategy & Policy Team, responsible for ensuring streamlined, strategic decision making national across New Leaders to support principals and schools in their work to ensure high levels of student achievement.
- Led team that secured over \$70 million from the US Department of Education to award incentives to school leaders and schools that make dramatic student achievement gains and share their effective practices. Formed coalition of district leaders, unions, and charter schools in support of this grant.

NYC DEPARTMENT OF EDUCATION (NYCDOE), New York, NY

Jan. 2001-Apr. 2006

Senior Counselor to Chancellor Joel Klein

Aug. 2004-April 2006

- Created and implemented a strategic plan to promote and cultivate public support for the Mayor and Chancellor's system-wide Children First reforms among key New York City stakeholders.
- Developed strategies and public policy to re-engage disadvantaged and underserved youth in the educational system.
- Coordinated efforts to ensure that NYCDOE messages were delivered in a clear and consistent manner to core stakeholders including 1.5 million parents, 250 civic and faith-based community leaders, business leaders, and local and state elected officials.
- Served as a senior advisor in the Chancellor's cabinet on strategy, program, communications and educational policy issues.

Executive Director for Parent and Community Engagement

Jan. 2003-Aug. 2004

- Raised over \$4 million from public and private sources to fund the Parent Academy.
- Oversaw Mayoral and Chancellor's reform initiatives designed to increase parental involvement in an effort to improve student academic achievement throughout over 1300 NYC schools. Developed and led the Mayor's and Chancellor's \$60 million system-wide Children First parent and community involvement reform efforts, including initiative to hire more than 1,200 school-based parent coordinators.
- Supervised team of 17 central office staff and coordinated launch of 13 regional offices with more than 80 staff.
- Advised the Deputy Mayor for Education, the Mayor's Senior Leadership Team, and the Chancellor's Senior Leadership Team on strategies to communicate NYCDOE policies and initiatives to parents, advocates and other external stakeholders.

Chief of Staff to the Senior Counselor for Education Policy

Aug. 2002-Jan. 2003

- Developed and managed the NYCDOE's parent and community engagement strategy for Children First, including large-scale community town halls attended by 50,000 New Yorkers convened across 25 focus groups.
- Served on the project management team for the implementation of Children First reform efforts.
- Co-led development of the Youth Development Office for the Department of Education.
- Served on team that created the NYCDOE's reform plan for improving middle and high schools.

Director, Office of Community Relations

Jan. 2001-Aug. 2002

- Managed \$1.5 million budget and supervised 13 staff members. Oversaw program to provide \$2 million in grants to community-based organizations for after-school programming.
- Developed policies and procedures related to school and community partnerships, and after-school programming.
- Designed and oversaw production of New York City Board of Education publications to increase the visibility of system-wide initiatives and expand non-profit partnerships.

FAITH CENTER FOR COMMUNITY DEVELOPMENT, INC., New York, NY Jan. 1998-Dec. 2000

Director of Organizational Development & Programming

- Secured more than \$1.5 million over three years for program and project development. Secured over \$1 million in direct funding for faith-based institutions.
- Developed and implemented strategic plans and conducted due diligence to assess the progress and effectiveness of programs and projects.
- Provided over \$400K in grants to faith-based non-profits and monitored their services.

OFFICE OF THE MANHATTAN BOROUGH PRESIDENT, New York, NY

Dec. 1994-Jan. 1998

Chief of Staff to the Deputy Borough President

- Served as policy analyst providing guidance to the Borough President on city and state legislation.
- Conducted income and demographic analysis of Manhattan to help inform funding priorities for key initiatives.

OFFICE OF THE STATE COMPTROLLER, New York, NY

Aug. 1994-Dec. 1994

Executive Assistant to the Comptroller

- Prepared fiscal briefings for the Comptroller's Executive Team.
- Conducted tax policy analysis with Comptroller's Research Team.
- Advised the Comptroller on New York State policy issues.
- Coordinated the Comptroller's travel arrangements, itineraries and meetings with the Offices of Scheduling, Fiscal Research, Press and Campaign.

EDUCATION

New York University, New York, NY

Master's of Public Administration, Management, Dec. 1998

Recipient of Dean's Scholarship award to top 1% of students; selection based on academic excellence and leadership potential. Additional graduate coursework at New York University's Stern School of Business.

St. Francis College, Brooklyn, NY

Bachelor of Arts, History, May 1994

PUBLICATIONS

- *Children First: A Guide for Parents and Families in the New York City Public Schools*, 2003. Published by NYCDOE and distributed to over one million families in New York City.
- *School-Community Partnerships: Profiles of Effective School-Community Partnerships*, 2002. Published by NYCDOE and distributed to over 2,000 community and faith based organizations.
- *Directory of Community Organizations in Partnership with NYC Public Schools*, 2001. Published by NYCDOE and distributed to over 2,000 community and faith based organizations.

BENJAMIN G. FENTON

(b)(6)

EXPERIENCE

NEW LEADERS FOR NEW SCHOOLS, New York, NY

2000 – present

Chief Strategy and Knowledge Officer & Co-Founder. Continuously perform broad range of duties for the organization since its inception to the \$30 million organization it is today.

- Leads the organization's Action Tank function, an ongoing cycle of program learning, school-based learning, and external evaluation by the RAND Corporation – all of which drive program improvement, direct support to New Leaders principals, and generate insights and recommendations for the wider education reform community.
- Developed and leads the New Leaders for New Schools system support services, a consulting function that supports district- and state-wide principal effectiveness policy and practice change to create “proof points” of large-scale student success. Initial engagements include the design of principal evaluation and development systems for the New Orleans Recovery School District, the State of Illinois, and the Los Angeles Unified School District.
- Primary author of *The Urban Excellence Framework™*, New Leaders' theory of school change and the role of the principal, to which all of the New Leaders program and policy agenda have been aligned.
- Primary author of *Principal Effectiveness* and *Evaluating Principals*, providing principal quality recommendations for policy and practice for states, school systems, and principal preparation programs.
- Represent the organization as an expert on principal evaluation, principal preparation, and principal effectiveness policy. (See below for detailed list of presentations and conferences.)
- Continue to provide senior thought leadership on program design, district engagement, organizational management, and public policy.

Chief Cities Officer (2003-2006)

- Managed and supported eight principal training program sites across the country, including management responsibility for more than 30 staff members.
- Negotiated and managed formal partnerships with 8 local school districts, including making recommendations about their principal development, hiring, and management practices.
- Served as Interim Executive Director for the Chicago program in 2003-04, and for the Bay Area program in 2006-07, directly managing all aspects of program delivery and stakeholder management for those program cities.

Chief Operating Officer (2000-2003)

- Developed the financial systems and HR/IT systems for the organization and managed all daily operations while growing from startup to a \$20 million organization.
- Designed and led all staff retreats and hiring processes as the organization grew from a founding team of 5 people to a staff of more than 100.

Awards and Recognition (Organizational):

- 2009 – “Innovations In American Government Award”, Ash Institute for Democratic Governance and Innovation at the Kennedy School of Government at Harvard University, in partnership with Chicago Public Schools.
- 2008 – “Organization of the Year”, New Schools Venture Fund.
- 2003-2008 - Received Fast Company's “Social Capitalist Award” for 5 consecutive years.
- 2003 – Named “Innovator of the Year” by the Progressive Policy Institute.

MCKINSEY & COMPANY, INC., Pittsburgh, PA

1996 – 1998

Business Analyst. Performed quantitative analyses, constructed operational and financial models, conducted interviews and workshops, and led client teams as part of consulting engagements.

- **Marketing Engagements**
 - Evaluated market potential of launching non-branch-based products for regional bank. Modeled net income impact of various sales channels, including adoption rates and profit sharing arrangements.
 - Analyzed new product and market options for diversified chemical company. Valued potential of various markets, performed customer interviews, and developed criteria for final market selection.

- **Operations Engagements**
 - Led 5-person client team focused on reducing maintenance material costs. Modeled ongoing cost impact of supplier bids. Coached client team manager on negotiations with top supplier candidates. Initiated contract that reduced costs by 12% from \$35 million base.
 - Identified and modeled bottlenecks in check processing center of regional bank. Implemented new procedures and incentive systems resulting in 28% increase in effective capacity.

PRESENTATIONS AND TECHNICAL EXPERT ROLES

- Technical Expert, Principal Effectiveness Policy, US Department of Education, Race to the Top winning states forum, December, 2010.
- Race to the Top Strategy Advisor, Great Teachers and Leaders, Aspen Institute, Spring, 2010.
- Aspen Institute Working Group on Teacher Evaluation Implementation, July, 2010.
- Center for American Progress, Panel on the Principal Role in Teacher Quality, March, 2011.
- Fordham/CAP Panel on Innovative Principal Preparation Programs, November, 2010.
- National Governors Association, State Policy Forum, Principal Preparation Policies, February, 2011.
- National Governors Association, State Policy Forum, Teacher and Leader Evaluation Policies, June, 2011.
- Council of Chief State School Officers, National Summit on Educator Effectiveness, Presentation on Designing and Implementing Principal Evaluations, April, 2011.
- US Department of Education, Forum of State Title II Officers, Principal Evaluation Design, June, 2010.

EDUCATION

HARVARD GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, Boston, MA **1998 – 2000**

Master in Business Administration, named Baker Scholar as top 5% graduate. Taught first-year economics to undergraduate students; awarded Allyn Young Prize for Teaching Excellence by the economics faculty.

HARVARD-RADCLIFFE COLLEGE, Cambridge, MA **1992 – 1996**

Bachelor of Arts, magna cum laude, in Social Studies. Awarded John Harvard Scholarship, Harvard National Scholarship, and Lowell House Senior Tutor Award. Selected by faculty to serve as peer tutor for Economics.

CIVIC

Board member, TeachPlus and Harvard University Choral Foundation. Served on Marketing Committee for the Pittsburgh Symphony Orchestra.

JACKIE L. GRAN

(b)(6)

Work Experience

NEW LEADERS

Washington, DC

Oct. 2011 – Present *Chief Policy and Partnerships Officer*

Serve on Executive Team of national non-profit focused on high academic achievement in urban public schools; oversee policy team that expands impact by sharing research and focusing on state and federal school leadership policy. New Leaders is a five-time winner of Fast Company/Monitor Group's Social Capitalist Award for impact and organizational effectiveness.

- Build and develop an internal team focused on state and federal school leadership policy.
- Develop policy recommendations related to principal effectiveness, including principal preparation and evaluation.
- Publish guidance, presentations, and articles detailing recommendations; prepare public comments on key reform actions related to principal effectiveness.
- Partner with organizations and/or coalitions on issues related to school leadership.

UNITED STATES DEPARTMENT OF EDUCATION

Washington, DC

July 2010 – Oct. 2011 *Special Assistant, Offices of the Secretary and Deputy Secretary*

Nov. 2009 – July 2010 *Special Assistant, Office of Planning, Evaluation, and Policy Development*

Served on Race to the Top team overseeing \$43 million technical assistance contract to support grantee success and make grantee learnings accessible for non-grantees.

- Co-developed project to support grantees in turning around the lowest-achieving schools and building teacher effectiveness systems, with a particular focus on value-added and student growth models, observation instruments, and measuring growth in non-tested grades and subjects.
- Represented the Department in presentations and briefings.
- During competition phase of Race to the Top, served as point of contact for program data and press inquiries; led team responsible for developing briefings for the Secretary on successful proposals.

Served as a senior advisor to the Assistant Secretary for Planning, Evaluation, and Policy Development during the development of the blueprint for the Administration's proposal to reauthorize the Elementary and Secondary Education Act (ESEA).

- Served as point person on K-12 policy issues related to secondary schools, career and technical education, science, technology, engineering, math, social studies, the arts, and other subjects.
- Provided policy guidance, prepared briefing memos and talking points, and reviewed congressional testimony.
- Collaborated with the Department's communications office on outreach related to ESEA reauthorization and presented to stakeholder groups.

NEW LEADERS

Manhattan, NY

Jan. 2008 – Nov. 2009 *National Director of Growth and Policy*

April 2005 – Dec. 2007 *National Director of Growth*

Dec. 2004 – March 2005 *National Recruiter*

Led district engagement and policy initiatives for national non-profit focused on high academic achievement in urban public schools.

- Represented the organization in presentations to education, community, business, philanthropic, and elected leaders from over twenty-five states and three countries.
- Created and launched an initiative to strengthen existing partnerships in nine regions by advocating for the alignment of state and local regulations with policies focused on increasing student achievement.
- Served as advisor to Chief Executive Officer and liaison to Board of Directors.
- Provided policy guidance and drafted legislative language for members of Congress.

JACKIE L. GRAN

(PAGE TWO)

Designed and led three site competitions for school systems seeking to become a New Leaders partner. This competition serves as an innovative model for successful non-profits seeking to launch new programs in regions across the country.

- Led negotiations that included revision of state certification policy and program approval in multiple sites.
- Secured local and national investments totaling \$10 million across three new program sites.
- Built program support across city leadership; oversaw partnership launch and press conference.

JOHN KERRY FOR PRESIDENT

Madison, WI / Washington, DC

Oct. 2004 – Nov. 2004 *Wisconsin Victory 2004: Coordinated Campaign Staff Member*

June 2004 – Sept. 2004, Summer 2003 *National Headquarters: Policy Aide*

- Ran Wisconsin state boiler room desk tracking voter turnout; oversaw regional desks and poll monitors.
- Assisted the National Policy Director in writing speeches and event preparation, and with policy issues including comp/flex time, homeland security, higher education, gang violence, and predatory lending.
- Served as coordinator for education, children, and family policy teams. Responsible for developing and activating networks of child advocates in battleground states; collaborated with policy experts in labor, education, and health.
- Wrote education policy articles; collaborated on national report on underfunding of No Child Left Behind.

TEACH FOR AMERICA

Bronx, NY

June 2002 – June 2004 *Sixth and Seventh Grade Teacher: Community Intermediate School 232*

- Developed curriculum and organized field trips to Washington, DC; co-organized overnight trip for 144 students to study environmental education and develop leadership skills.
- Created and led tutoring programs to increase students' academic achievement and family art workshops to improve relations between school and home.
- Arranged guest speaker series to introduce students to various careers. Developed partnership with NASA, involving school visits by a solar physicist and a trip to Goddard Space Flight Center in Maryland.
- Secured \$14,000 of in-kind donations, including a computer lab, from corporate and non-profit organizations.

SENATOR KENNEDY'S HEALTH, EDUCATION, LABOR & PENSIONS COMMITTEE

Washington, DC

Jan. 2001 – April 2002 *Legislative Aide (Health Subcommittee)*

June 1999 – Dec. 2000 *Assistant to Staff Director (Health Subcommittee)*

- Staffed Senator Kennedy during Senate floor debates, committee hearings, markups, and health events.
- Led issues related to environmental health, asthma, and outreach for the Children's Health Insurance Program.
- Crafted legislative compromise that led to passage of the Rare Diseases Act of 2002 (Public Law 107-280).
- Collaborated on compromise that led to passage of the Nurse Reinvestment Act (Public Law 107-205).

Education and Additional Information

PACE UNIVERSITY: Masters of Science in Teaching (June 2004).

WELLESLEY COLLEGE: Bachelor of Arts in Political Science, minor in Economics (May 1999).

ADDITIONAL INFORMATION:

- New York State Permanent Teaching Certification for Pre-K through 6th grade.
- Authored article on Chilean education policy (*Harvard Political Review*, Spring 1997).

DIANNE MORSE HOUGHTON

PROFESSIONAL EXPERIENCE

NEW LEADERS, Washington, DC

March 2011 - present

Chief Operating Officer

- Responsible for New Leaders' City Teams' programs and operations to select and develop principal candidates for district and charter school leadership positions in 11 locations across the country.
- Leads National City Team staff in ensuring successful city management and district and CMO partnerships by City Teams; includes oversight of city planning, local aspiring principals' program development and execution, local private and public revenue development, and organizational learning activities.
- Oversees program & city organizational planning; continues to lead New Leaders' EPIC program as noted below.

NEW LEADERS, Washington, DC

2007 - 2011

Chief Community Resources Officer

- Leads a team of 20 staff in the design and ongoing execution of the Effective Practice Incentive Community (EPIC), a five-year, \$60M program to reward effective educators, document their practices, and design professional development around an online knowledge system.
- Oversees partnerships with three urban school districts and over 200 charter schools.
- Leads integration of EPIC research into New Leaders for New Schools' core principal training program.

DIGITAL FOCUS, INC., Herndon, VA

2000 - 2007

Chief Executive Officer, 2003-2007

VP Strategic Services and VP MDR and Enterprise Markets, 2000-2003

- Led a comprehensive program to drive turnaround with a new strategic services direction, new branding and communications, re-tooled operations, infrastructure, internal communications and reporting, and development of a success-based compensation system to retain and reward at-risk employees critical to execution.
- Established profitability within five months of appointment as CEO, after four years of losses; led triple- and double-digit percentage growth in revenue, profitability, and size; and improved client service via a culture that resulted in zero turnover of employees during and after the critical turn-around period.
- Created exit opportunity for investors, and successfully completed sale of organization. Developed and maintained excellent board and investor relationships.

JAFFE ASSOCIATES, Washington, DC

1996 - 1999

President and Chief Operating Officer

- Directed all planning, resources, and day-to-day operations for the full range of the Firm's client services, including business consulting, training, publicity, and marketing and creative services.
- Doubled organization's size and revenues. Led growth such that firm was named by *Inc. Magazine* to the Inc. 500 List of fastest-growing private companies in 1997.

TECHNICAL & SERVICES CONSULTING FIRMS, Washington, DC, Seattle, WA,

1982 - 1993

- For Booz, Allen, Hamilton, Honeywell, Inc., and Arthur Andersen's consulting practices, supported and led a variety of operational and strategy consulting engagements for public and private clients across industries, culminating in Senior Manager position with revenue and profit and loss responsibility for service line.

EDUCATION

WILLIAM & MARY GRADUATE SCHOOL OF BUSINESS, MBA, graduating first in class

1993

UNIVERSITY OF VIRGINIA, BS, Commerce

1982

PUBLICATIONS

- Snyder, N.H., Dowd, J.J., & Houghton, D.M. (1993). *Vision, Values & Courage: Leadership for Quality Management*. New York, NY: The Free Press.

COMMUNITY

- Curriculum designer and lecturer for Masters-level leadership courses, University of Maryland Baltimore County
- Previous Chair, Career & Technical Education Advisory Committee to the Fairfax County Public School System School Board; Member of the Superintendent's Business Advisory Board
- Previous Steering Committee Chair for Girls in Technology /Women in Technology Education Foundation

PR/Award # S377B140042

Stephanie Morimoto

(b)(6)

Work Experience

CHIEF EXTERNAL RELATIONS OFFICER, NEW LEADERS NEW YORK, NY NOV 2011-PRESENT

- Lead newly-formed 13-member team overseeing development, marketing and communications for entire organization
- Build sustainable business model for organization
 - Raise \$25.6m in FY12 from diverse funding sources plus \$30m for three-year Impact Fund
 - Support city sites to increase share of budget they raise locally from 5% to 75%
 - Partner with consulting arm of organization to build fee-for-service earned income stream
- Strengthen New Leaders' brand and increase awareness about its programs and impact among key audiences
- Serve on executive team, which drives strategic direction and operations of organization

INDEPENDENT CONSULTANT SAN FRANCISCO, CA JAN 2011-OCT 2011

Advise nonprofits and government agencies on strategy, organizational management, and fundraising to increase impact. Clients include (full list and references available upon request):

- **Tennessee Department of Education:** Led 10-person transition team to create, in partnership with the State Commissioner of Education, a strategic plan for improving educational outcomes for all K-12 public school students in the state
- **Alice Waters and Chez Panisse Foundation:** Designed organizational and fundraising strategies; coached Alice and her team on implementing those strategies to promote school gardens and healthy school lunches; facilitated affiliate program conference; closed three corporate partnerships and three major gifts in three months
- **The Management Center:** As Senior Consultant, advise educational and political entrepreneurs to refine their organizations' visions and missions, set and manage toward performance metrics, and strengthen management and fundraising to increase impact

VICE PRESIDENT, REGIONAL DEVELOPMENT, TEACH FOR AMERICA NEW YORK, NY & SAN FRANCISCO, CA OCT 2005-JAN 2010

- Founded and managed team responsible for meeting annual regional revenue targets (75% of organization's total annual operating revenue) as youngest vice president in the organization
- Grew regional revenue from \$30m to \$114m over four years (40% compound annual growth), exceeding targets every year
- Built regional development function from the ground up and implemented it organization-wide: designed staffing and hiring models, created training and professional development, established bank of tools and templates, shared best practices to improve strategy and execution, developed pipeline management and forecasting tools and protocols, and coached regional staff and chief operating officer's team to use these resources. Specific accomplishments include:
 - Grew foundation revenue from \$19m to \$42m by enhancing the quality and sophistication of proposals and reports
 - Boosted individual giving from \$4.8m to \$28m by improving renewal rates (65% to 80%) and launching a major gifts campaign
 - Increased school district revenue from \$8m to \$15m by influencing all regions to secure a higher fee per teacher
 - Achieved 95% customer satisfaction rating from regions even as staff served grew from 35 to 100
- Evolved regional development team as organization scaled up, growing from two to nine members and restructuring team to meet changing regional needs and members' professional development goals
- Completed year-long stretch assignment to turn around development operations: reduced gift processing cycle time from 18 days to three days, created business reporting function (established metrics, organized data into user-friendly management dashboards, and reallocated staff time), and hired new head of team
- Chaired organization's Enduring Institution Committee as part of 2015 strategic planning process
- Contributed to organizational goals by interviewing and selecting applicants to the Teach For America teaching corps, coaching alumni applying for management consulting positions, and mentoring junior staff on career development

DIRECTOR, INDIVIDUAL GIVING, TEACH FOR AMERICA NEW YORK, NY JUL 2004-SEP 2005

- Established individual giving as a sustainable and growing revenue stream and priority for the organization
- Grew leadership annual giving by 61% (\$3m to \$4.8m) by expanding program from 11 regions to 22, rallying regional directors to focus on individual giving, and identifying and replicating best practices
- Led New York region's individual giving campaign, achieving \$1.3m goal
- Maintained \$1m national portfolio by developing and executing donor stewardship plans, identifying upgrade and new prospects, and supporting the CEO to build strong donor relationships

Stephanie Morimoto

- Managed solicitation mailings to small donors (sub-\$1k) and alumni

MANAGER OF SPECIAL INITIATIVES, WSEP VENTURES, INC. CHICAGO, IL MAY 2002-JUN 2004

WSEP Ventures was a nonprofit that created and managed a portfolio of social enterprises to earn income for its sister nonprofit, a micro-enterprise development organization serving low-income women of color.

- Launched and directed social enterprise training institute for nonprofit CEOs by recruiting and selecting participants, designing and facilitating training, delivering technical assistance, managing a \$180k budget, and measuring impact
- Led daily management of nonprofit consulting projects, including strategic planning, social venture business planning, and organizational capacity building
- Worked closely with President/CEO on WSEP Ventures' strategic direction and organizational development
- Supervised administrative assistant and intern

BUSINESS ANALYST, MCKINSEY & COMPANY, INC. CHICAGO, IL OCT 2000-APR 2002

- Planned and implemented audience development strategy for The Joffrey Ballet by creating promotional events that exceeded targets by 40%
- Developed growth strategy and implementation plan for an insurance company's business unit by analyzing the competitive landscape and managing a client team to redesign the product offering
- Assisted in the release of a major department store's new proprietary brands by modeling brand economics, analyzing consumers' brand perceptions, and assessing competitors' brand strategies

TEACHER, JAPAN EXCHANGE & TEACHING PROGRAM HIROSHIMA, JAPAN JUL 1999-JUL 2000

- Planned and taught English lessons to enrich communicative abilities and intercultural knowledge of 500 Japanese students
- Designed and conducted workshops on creativity in the classroom and intercultural exchange for Japanese English teachers

Community Leadership

MENTOR, BROWN UNIVERSITY WOMEN'S LEADERSHIP COUNCIL LAUNCH PAD PROGRAM PROVIDENCE, RI OCT 2010-PRESENT

The Launch Pad program is part of the Women's Leadership Council, an alumnae group appointed by Brown's president.

- Mentor senior women to guide them through their last year of college and prepare for life after Brown

CO-DIRECTOR & MENTOR, GET SET! ACADEMIC ENRICHMENT PROGRAM CHICAGO, IL FEB 2001-AUG 2003

- Mentored low-income 6th-8th graders from a low-performing public school with goal of placing 8th graders in magnet high schools
- Managed \$60k budget, hired program teachers, and recruited student participants

MEMBER, PEMBROKE CENTER ASSOCIATES COUNCIL, BROWN UNIVERSITY PROVIDENCE, RI JUN 2011-PRESENT

COLLEGE COUNSELOR TEAM LEAD, WALTER PAYTON HIGH SCHOOL CHICAGO, IL 2003-2004

COMMITTEE MEMBER, THE JOFFREY BALLET ASSOCIATES BOARD CHICAGO, IL 2002-2004

Education

BROWN UNIVERSITY, PROVIDENCE, RI -- BACHELOR OF ARTS, SOCIOLOGY, MAGNA CUM LAUDE, MAY 1999

GPA: Overall, 3.90/4.00 In Major, 4.00/4.00

Honors Thesis: Asian American Women's Perceptions of Domestic Violence: An Exploration of Gender & Ethnicity

Undergraduate Activities: Freshman counselor; mentor for teens; newspaper editor; teaching assistant

Speaking Engagements

PANELIST, YALE SCHOOL OF MANAGEMENT FUTURE OF PHILANTHROPY CONFERENCE NEW HAVEN, CT NOV 2005

GUEST SPEAKER, BROWN UNIVERSITY SOCIAL ENTREPRENEURSHIP COURSE PROVIDENCE, RI OCT 2010

FACILITATOR, BROWN UNIVERSITY STARR FELLOWSHIP FUNDRAISING WORKSHOP PROVIDENCE, RI OCT 2010

Stephanie Morimoto

Honors and Awards

Phi Beta Kappa; National Collegiate Minority Leadership Award Winner; Samuel C. Lamport Prize in International Understanding; Barrett Hazeltine Intern Scholar Award

Interests

Sustainable food movements; gardening; photography

Yolonda Baker Marshall

(b)(6)

EDUCATION

COLUMBIA BUSINESS SCHOOL

MBA - Marketing/Media/Entrepreneurship, May 2001 (Worked Full Time)
Vice President, Black Business Students Association

TUSKEGEE UNIVERSITY

BS - Marketing

EXPERIENCE

Teach For America, Philadelphia, PA

Interim Executive Director, May 2013-Present

- Inspire, motivate and lead a twenty-five person staff responsible for the placement, training and development of two hundred and thirty-five 1st and 2nd year teachers in Philadelphia, Camden and Trenton, NJ
- Provide direct coaching and management to five leadership team members
- Responsible for a \$7 million budget
- Led the team through the FY14 and Fy15 strategic planning process including the establishment of the region's vision, goals and priorities
- Engage with local stakeholders who are instrumental in helping to close the region's achievement gap
- Partner with and provide strategic direction to the head of development on all fundraising initiatives
- Manage an eleven person regional advisory board

Teach For America, New York, NY

Senior Managing Director, July 2012-May 2013

- Provided executive coaching to senior leaders across six distinct regions
- Partnered with senior leadership on the professional development of regional staff
- Assisted in the development of regional strategic plans
- Served as a confidential ombudsperson and advocate for regional personnel
- Ensured that succession plans are in place for all critical roles

Interim, Vice President, Development, April 2012-July 2012

- Managed a team of seven development specialists responsible for raising \$17.4 million from foundations, corporations and individual donors
- Oversaw production of an annual benefit dinner that raised \$3.8 million
- Built internal and external relationships to assist with meeting budgeted goals
- Spearheaded and managed FY13 strategic goal setting process

Vice President, National Corporate Relations, 2008-2009

- Responsible for raising \$7.8 million from national corporate partners
- Fostered and maintained critical internal and external strategic partnerships
- Developed and managed the national corporate relations team
- Managed national corporate budget and goal setting process
- Interfaced with executive team including Founder & CEO
- Partnered with the Diversity and Inclusiveness team on local events to build awareness and meet company-wide goals

T3 FILMS, LLC, New York, NY

Principal, 2006-2008

- Served as Executive Producer for a film (comedy) released December 2007
- Raised 50% of the film's budget
- Worked closely with young filmmaker giving voice to his creative vision

SHOWTIME NETWORKS, INC, New York, NY

Vice President, Key Account Marketing, 2003-2006

- Provided strategic marketing direction to the nation's top two cable accounts
- Managed and evaluated a team of marketing specialists
- Created plans and tactics for national acquisition campaigns that grew base by 13%
- Served as liaison between corporate marketing and field personnel
- Effectively managed multiple projects simultaneously

Vice President, Field Marketing and Point of Sale, 2002-2003

Director, Field Marketing, 1999-2002

- Established department structure for nationwide implementation
- Coached and developed a team of nine sales people responsible for \$35 million in revenue
- Conceptualized and executed promotions to overlay marketing plans and maximize viewership
- Developed relationships with key marketing decision makers
- Worked under tight deadlines and budget constraints

Director, Point of Sale, 1998-1999

Manager, Point of Sale, 1997-1998

- Recruited, hired and trained a team of managers focused on maximizing subscriber growth. Team achieved 12% increase in sales
- Created, implemented and analyzed sales incentives to ensure subscriber growth of 20% and investment payback within three months

Manager, Field Marketing, 1995-1997

- Created sales and marketing tools to streamline work processes

Account Manager, 1992-1995(Atlanta, GA)

- Responsible for product distribution among 1.6 million potential subscribers

COMMUNITY SERVICE

Board of Trustees, Dwight Englewood School, Englewood, NJ 2011, 2012, 2013

Board Member, Center for Food Action, Bergen County, NJ 2011, 2012

Foundation Chair, Jack and Jill of America, Inc., Bergen County NJ Chapter 2012

- Authored and executed two successful grants for the organization; a first in the chapter's history.

ANGELA VANDERPLOEG, MBA, CPA

(b)(6)

Senior Executive

Results-oriented, visionary leader with exceptional strategic, communication and interpersonal skills. Strong supporter of employee empowerment and team synergy to drive organizational improvements and implementation of best practices to promote sound management. Extensive background in the following areas:

- Strategic Planning & Organizational Leadership
- Financial Statement Reporting & Analysis
- Budgeting
- Process Design & Productivity
- Corporate & Investment Finance
- Profitability & Cost Analysis
- Tax Planning & Compliance
- Cash Management & Banking Relationships

Professional Experience

JEWISH BOARD OF FAMILY AND CHILDREN SERVICES, Hawthorne, NY

\$190 million social services organization with more than 175 programs serving New York City and Westchester

Controller

May 2011-May 2013

- Serve as a member of the Senior Management Team and oversee 50 staff who perform the general accounting, financial analysis, investment reporting, tax compliance, grant reporting, contract management, accounts receivable, billing, payroll, treasury and accounts payable functions of the organization.
- Reorganized the entire Fiscal Department with the goal of shifting resources from labor intensive manual processes to investment in automation, workflow improvements and staff who have the ability to efficiently extract data, analyze the data and provide increased support to the program areas for better financial management of the business.
- Successfully implemented a payroll helpdesk, an accounts payable helpdesk and fiscal resource center. Developed reports that track the most common questions received and our response times as an internal service provider.
- Lead on a project to outsource the accounts payable department and all check writing, with estimated savings of \$200,000 in the coming year.
- Produce monthly variance reports for presentation to Senior Management and the Board of Trustees; participate in presentations to the Budget & Finance Committee, Audit Committee and Investment Committee.
- Initiated and led a project to develop more value added reports to departmental directors, including dashboards at both the program and organizational levels.
- Oversee the accounting and reporting of a \$75 million investment portfolio.
- Responsible for the annual audit and all regulatory filings; Oversaw the completion and timely submission of the Consolidated Fiscal Report.

ATLANTIC PHILANTHROPIES, New York, NY

\$3.2 billion private foundation with a \$350 million grant budget, \$60 million operating budget and more than 50 entities within the combined financial statements

Financial Controller

May 2007-April 2011

- Managed a staff of 9 that performed all accounting, finance, and facilities responsibilities for the NY headquarters and all NY entities including payroll and benefits, fixed assets, insurance and public reporting; reorganized the group to improve efficiency and effectiveness of staff.
- Co-lead of the global audit performing consolidations and combinations of multiple entities; recognized as the in house expert on reporting issues; advised on the financial reporting of the contribution of a \$300m entity into a 501c4 organization and the reporting of the planned sale; advised on the application of accounting standards with regard to the reporting of Atlantic pensions and other post retirement plans.

PR/Award # S377B140042

- Managed the end-to-end process of relocating the NY office to a 42,000 sf space and functioned as the in-house project manager; created cash flow models to value all financial aspects of lease negotiations and advised senior management on the key decisions for a project with a \$28m NPV; established the basis of the \$10m capital budget; hired the professional team through RFP processes; performed value engineering to minimize costs; tracked construction progress; oversaw the successful relocation of staff.
- Provide risk assessments and process reviews to identify critical control issues, streamline operations and mitigate business risk; managed a comprehensive benefits review to ensure there were no deficiencies in regulatory requirements; reconstructed accounts payables process to form a systematic approval processing system centralizing the function for better tracking eliminating late fees and reducing vendor discrepancies; automated travel and expense reporting to improve timeliness for more meaningful monthly budget analysis.
- Perform financial reviews of all US grants to determine the financial viability of the grantees, ensuring the organization's business model is both successful in terms of the project and sustainable in the long-term.
- Manage the development of the operational budget by working closely with senior staff to construct a budget that supports the overall goals and objectives of the team.
- Prepare 990 and 990PF returns for not-for-profit entities; review the 1120 for our US service company.
- Managed a project to successful completion by leading a team of 7 staff in the logistics of a global conference with 120 attendees.

INTREPID SEA, AIR & SPACE MUSEUM, New York, NY

Recognized museum with a \$25 million operating budget and more than 750,000 visitors annually

Acting CFO

June 2005-February 2006

VP, Corporate Development & Grant Administration

August 2003-May 2007

- Managed a team of 12 including Finance, HR and IT – providing necessary advisory support to all areas of the organization; directed the Controller in applying procedures and systems necessary to maintain proper records and to afford adequate accounting processes and services; directed all museum departments on grant compliance and internal controls.
- Reported month end and yearend financials to a Board of Trustees comprised of prominent business and civic leaders; presented monthly financial results and variance analysis to senior management.
- Drafted all board committee charters, a conflict of interest policy and a whistleblower policy.
- Managed the relationship with the external auditors and all communications with the Audit Committee.
- Facilitated the selection of the investment managers to oversee the \$14 million endowment and worked with the Investment Committee to develop the Investment Policy; directed treasury activities such as custody of the funds, securities and assets of the organization and actively ensured appropriate return parameters for all managed funds.
- Oversaw risk management of the organization including review of contracts and insurance coverage.
- Negotiated strategic agreements with key business partners.
- Researched and advised on accounting policy and reporting for the Museum, including the financial management of the endowment; drafted the fiscal year 2004 and 2005 financial statements for the Museum improving disclosure of activities; functioned as the chief financial advisor in the role as VP, Corporate Development & Grant Administration; led recruitment of succeeding CFO.
- Worked with outside auditors on compliance with tax filing requirements, tax planning, and financial statement tax provisions; initiated a project to obtain a tax ruling that would allow the organization to report special event revenue as tax free income which would save the Museum approximately \$150,000 annually.
- Ensured compliance with federal, state and local legal requirements by researching existing and new legislation, consulting with outside advisors and filing financial reports.
- Recognized key issues with cash management and implemented online banking in response.
- Initiated the purchase and implementation of a new financial system – MAS 500 – enabling the Museum to better manage its financial information and improve reporting capabilities.
- Led the implementation of a fixed asset system including processes for proper management of acquisitions and disposals improving internal controls.
- Managed more than \$90 million in grants from federal, state and local agencies improving control procedures over reporting to granting agencies; optimized the allocation of funding to capital and operational projects improving cashflow to the Museum budget; managed relationships with government oversight agencies; managed the completion of the A133 Audit as required by the Office of Management and Budget and the associated Corrective Action Plan.

- Managed all financial aspects of major capital projects including the \$10 million construction of an educational facility.

DIAGEO, Stamford, CT

2002-2003

Senior Analyst, Finance Group

- Responsible for the management of all central budgets; coordinated with members of Senior Executive Team to ensure that all current and forecasted expenditures were in line with commitments disclosed in the financial plan.
- Managed team responsible for decision-support and tracking of central overhead.
- Performed variance analysis related to the financial strategic plan forecasted for a three-year period.
- Responsible for management reporting of business unit trading profit.
- Participated in the rollout of SAP for the Financial Planning & Analysis Group.

BRISTOL-MYERS SQUIBB COMPANY, Princeton, NJ

Summer 2001

Summer Associate, Financial Analysis Group

- Developed sales forecasts and cost budgets for pharmaceutical products.
- Presented reports and made recommendations to senior level management on acquisitions based on my analysis.
- Created a valuation model which included a net present value analysis of potential acquisition candidates; developed business cases with revenue, cost and ROI assessment.
- Performed accretion/dilution analysis based on GAAP reporting requirements of business combinations.

GOLDMAN SACHS & CO., New York, NY

1998-2000

Associate, Controllers Department

- Reported on the investment performance of various financial instruments including complex derivative products to senior management.
- Analyzed the historical cash flows of investments in joint venture portfolios and accounted for the investments under the equity method.
- Consulted on the impact of reporting requirements for financial instruments.
- Established a solid relationship with internal clients by expediting procedures and improving the quality of information provided to them.
- Developed effective operational and control procedures for the accounting for asset-backed underwriting deals improving the level of reporting and the integrity of information.

COOPERS & LYBRAND L.L.P., New York, NY

1995-1998

Senior Associate, Financial Services Group

- Supervised a staff of 12 on various audit engagements – clients included mutual funds, hedge funds, broker dealers and nonprofit organizations.
- Evaluated the reporting of financial instruments in accordance with GAAP.
- Responsible for project planning, time and cost budgeting of audit engagements.

AMPER, POLITZINER & MATTIA, Princeton, NJ

1993-1995

Senior Associate

- Supervised audit/review teams for small to medium size clients.
- Prepared tax returns for corporations, partnerships and trusts.

Education

NEW YORK UNIVERSITY, New York, NY

May 2002

Master of Business Administration, Emphasis in Finance

MIAMI UNIVERSITY, Oxford, OH

May 1993

Bachelor of Science, Accounting

ANDRE COWLING

(b)(6)

OBJECTIVE SUMMARY

Dedicated and enthusiastic educator seeking an opportunity in executive leadership

SCHOOL LEADERSHIP EXPERIENCE

Collins Academy High School
Principal/Director
Chicago, Illinois

July 2010 – Present

Responsibilities

School leader responsible for managing the Collins School Complex, which houses two schools; Collins Academy High School and North Lawndale College Preparatory Charter High School. Serves as the principal/instructional leader for Collins Academy High School. Manages 60 school staff (teachers, security, custodian, and cafeteria personnel). Collaborate with leadership team to provide a rigorous, college-preparatory high school curriculum. Partners with leadership of both campuses to create a positive school culture and climate.

Accomplishments

- Reduced student discipline by over 50%.
- Increased student attendance by 11%. Nationwide winner in the "Get Schooled Competition.
- Only High School (18) in Westside network to be removed from academic probation in 2011.
- Graduated 93 out of 98 seniors in first graduating class.

Harvard School of Excellence
Founding Principal

July 2007 – June 2010
Chicago, Illinois

Responsibilities

Founding Principal of the Harvard School of Excellence, the Chicago's second NCLB Turnaround School. Responsible for managing all aspects of school operations. Provides a safe and orderly environment that maximizes education and employment opportunities for all. Facilitate challenging standards-based instructional programs. Enhance professional growth with meaningful professional development. Analyze budget data to ensure maximum opportunities for students and staff. Increase parental and community involvement in school related matters.

Accomplishments

- Hired 33 staff members in a 2 month time period. **96%** are still employed with the school.
- Increased ISAT Standardized Test scores **28 percentage points** in the first two years of school turnaround.
- Solicited and established a Local School Advisory Council. Previous parental involvement was nonexistent.
- **91%** percent of parents believed school is safe and functioning well. Previously, the percentage was 32%.
- Managed a budget of **\$4,187,000** without any loss in accountability.
- Increased enrollment **20%** in the first year.
- Authored and received an extension of the Parents as Readers grant from the previous year. 22 parents currently enrolled.

Augustus H. Burley School
Resident Principal

August 2006 - June 2007
Chicago, Illinois

Responsibilities

Responsible for co-directing with the principal all aspects of school operations. Provides a safe and orderly environment that maximizes education and employment opportunities for all. Facilitate challenging standards-based instructional programs. Enhance professional growth with meaningful professional development. Analyze budget data to ensure maximum opportunities for students and staff. Increase parental and community involvement in school related matters. Act in the absence of the principal.

- Supervise sixth through eighth grade teachers, engaging in formal and informal observations of the principles of learning.
- Improved use of standards in lesson planning
- Analyzes student test data to focus teacher instruction and improve data on standardized tests
- Authored and received a \$2,500 grant to increase parental involvement by extending the classroom experience outside the school
- Assisted in the interviewing and hiring four fulltime classroom teachers

Tarkington School of Excellence
Dean of Students

July 2005-July 2006
Chicago, Illinois

Responsibilities

Directly responsible for discipline and the overall safety climate of an urban school consisting of over nine hundred students. Responsible for accurately completing all reports concerning student behavior. Served as the chief consultant for emergency and crisis management. Coached and mentored staff regarding classroom management. Participated in staff interviews. Completed all special projects assigned by the school administrator.

Accomplishments

- Developed the character educational program to help students transition to a new learning environment
- Conducted effective professional development on classroom management resulting in a decrease of incidents requiring administrative support
- Managed two security officers assigned to the school
- Participated in staff interviews

Dodge Renaissance Academy
Eighth Grade Teacher

July 2002-July 2005
Chicago, Illinois

Responsibilities

Responsible for grade level meetings, curriculum mapping and pacing. Coordinated and supervised enrichment activities. Actively participated in local school council and PTA meetings. Responsible for safety and maximizing education opportunities of the students in my classroom. Mentored students daily.

Accomplishments

- Students advanced 1.5 years in one academic year
- All students in grades six and eight passed standardized test the first time
- Planned training sessions with parents and students which resulted in a 20% increase in attendance from the previous year
- Managed after-school programs that complemented current instruction
- Authored and received grants totaling over \$5,000.

WORK EXPERIENCE

Mars Candy Inc.
Operation Manager

December 1996 – June 2002
Chicago, Illinois

Responsibilities

Responsible for the development of five coordinators and technicians. Responsible for the personnel actions, development and production in a manufacturing environment. Managed Just in Time Reporting and scheduled all employee rotations. Ensured the accuracy of all reports. Enforced GMP requirements and managed production schedules.

Accomplishments

- Developed an effective cross training procedure that increased productivity and reduced the overall cost by five percent
- Developed incentive programs to decrease absenteeism to less than one percent
- Managed a budget over five hundred thousand dollars without any loss in accountability
- Created a customer service department without any additions to payroll

**Kendall Healthcare
Operations Support Manager**

**May 1994 – December 1996
Augusta, Georgia**

Responsibilities

Managed the activities of a section consisting of three Production Supervisors and one hundred twelve employees. Directly responsible for providing operations and distribution support to the facility. Ensured the accuracy of all reports. Scheduled all employee rotations. Managed an expense account in excess of one hundred twenty thousand dollars.

Accomplishments

- Started plant-wide initiatives for exceeding production rates
- Recognized for having the lowest absenteeism rate in the facility
- Completed special projects as needed

**United States Army
Captain**

1988-1994

Responsibilities

Provide leadership, motivation and discipline to a military unit consisting of 300 soldiers. Ensured the unit was combat ready and managed efficiently. Directly responsible for the development of 6 platoon leaders. Communicated and cooperated closely with military and civilian organizations.

Accomplishments

- Provided leadership, motivation and discipline to a unit that reorganized for combat
- Ensured the unit was managed efficiently to attain best possible results
- Taught members of the unit efficient procedures and practices during wartime experience
- Created/participated in professional and military training to expand the experience and responsibility of unit members
- Managed without any loss of accountability of over \$12,000,000 in assets

EDUCATION

National Louis University, Chicago, Illinois
Master of Education in Administration and Supervision, March 2007

National Louis University, Chicago, Illinois
Master of Arts in Teaching, May 2003

Norfolk State University, Norfolk, Virginia
Bachelor of Arts in Political Science, June 1988

CERTIFICATION

Illinois – Type 75 Administrative Credential
Illinois Standard Teaching Certification Type 03, with an endorsement in Social Science
Virginia Teaching Certification (K-12)
Great Books Foundation Certification

AWARDS & AFFILIATIONS

HP Grant Writing Team-awarded \$25,000 grant
Rochelle Lee Recipient Award for Excellence and Professional Development in Reading (2006, 2007)
Donors Choose Recipient- \$2750.00
New Leaders for New Schools (NLNS)
Academy for Urban School Leadership (AUSL)
Association for Supervision and Curriculum Development (ASCD)
National Council Teachers for Social Science (NCTSS)
Omega Psi Phi Fraternity

RoseAnn G. Armes

(b)(6)

Education

1966 Frostburg State College, Frostburg, MD: BS (Elementary Education)
1987 Hood College, Frederick, MD: MA (Reading)

Certifications

Maryland Advanced Professional: Administrator
Reading Specialist Certification
Early Childhood Education Certification
Elementary Education Certification

Work History

1968-1986 Classroom Teacher, Montgomery County Public Schools (MCPS)
1986-1987 Acting Assistant Principal, Lake Seneca ES, MCPS
1987-1988 Disadvantaged Teacher, Lake Seneca ES, MCPS
1988-1988 Acting Assistant Principal, Christa McAuliffe ES, MCPS
1988-1989 Elementary Principal Trainee, Wayside E, MCPS
1989-1997 Principal, Viers Mill ES, MCPS
1997-2002 Principal, Kingsview Middle School, MCPS
2002-2004 Interim Principal, Walt Whitman and Quince Orchard High Schools, MCPS
2004-2007 Independent Consultant, MCPS, McDaniel College, and
Maya Angelou Middle/HS - Washington, DC
2007-Present Director of Principal Support, New Leaders for New Schools

Selected Professional Experiences

Leadership Coaching and School Support

- Developed leadership capacity among new principals that promotes a shared vision of teaching and learning and supports high achievement for all students (NLNS)
- Enabled new principals to effectively manage their schools, both operations and resources, to create a safe, efficient and effective learning environment. (NLNS)
- Served as liaison between First and Second year principals and Baltimore City Public Schools (BCPS) (NLNS)
- Facilitated meetings, interviews, contract negotiations and grievance issues between principals and staff
- Principal, Viers Mill ES: Managed MSDE Challenge Grant Initiatives and funds – 1994-1997
- Principal, Viers Mill ES: Managed Grant and partnership through the Apple Computers – Apple Distinguished Schools Grant
- Principal, Kingsview MS: Managed and coordinated final stages of construction of the Northwest #1 MS
- Principal, Kingsview MS: Managed renovation and relocation of school during renovation
- Principal, Kingsview MS: Developed, coordinated, and managed the hiring of school personnel from 1997

Program/Curriculum Development

- Designed , coordinated, and implemented staff development models that integrate curriculum

RoseAnn G. Armes - continued

- training, professional development, and assessment alignment
- Coordinated a middle school focus on literacy – Reading and Writing
- Developed and implemented a “cluster grouping” model to meet the needs of diverse learners
- Designed and coordinated the implementation of a standards based focus to align learning targets and State standards

Staff Development

- Designed and implemented the Staff Development Model, “Workforce Excellence: Job Embedded Training”
- Chairperson – Middle School Principal’s Staff Development Committee, 2000/01
- Presenter: Study Groups? Coaching? Web Links? Staff Development Solutions That Will Get Results in the 21st Century – National Middle School Conference, Orlando, Florida 2000
- Member of the Maryland Reading Network –
Presenter: Creating a Middle School Reading Focus – 2000
Presenter: Establishing a Reading Workshop Model in Middle School – 2001
- Implemented: Differentiation is All About Inquiry, Flexibility, and Individual Improvement
- Conducted Staff Development workshops : A School-wide Assessment Tool to Support Grouping Practices
- Designed, planned and implemented school-wide technology training program: Powerbooks: The Teacher’s Plan Book

Community Involvement

- Designed and coordinated the Northwest Cluster NAACP Parent Council Conference: Bridging School and Community – November 2001
- Served on the Germantown Community Center Advisory Board
- Member of the Education Committee of Germantown/Gaithersburg Chamber of Commerce

Independent Consulting Experiences 2002-2005

Leadership

- First Year Principal Coach and Mentor, Montgomery County, Maryland – 2002-2003
- Training Coach for Aspiring Administrators, Montgomery County, Maryland – 2002-Present
- Principal’s Coach for the Achievement First (Fund for Educational Excellence, Baltimore, Maryland) – 2004-2005
- Acting Principal Assignments at Thurgood Marshall Elementary School, Walt Whitman High School, Greencastle Elementary School – 2002-2005

Program/Curriculum Development

- Designed individual training to align programs, practices and resources with a vision that stresses high expectations for achievement for all students. (NLNS)
- Designed individualized training to align and monitor school improvement initiatives that are based on multiple sources of data. (NLNS)
- Conducted training seminars for aspiring principals in Montgomery County, Maryland – 2002-2005
- Participated in the revision process for the current Administrator Training Model in Montgomery County, Maryland
- Acting Director in the Office of Curriculum Development, Montgomery County, Maryland – 2005

Staff Development

- Ongoing collaborative professional development to foster high standards of teaching and learning (NLNS)
- Facilitated training seminars for administrators, supervisors, and directors, Montgomery County, Maryland – 2002-2005
- Evaluated administrators using professional standards developed by the Interstate School Leaders Licensure Consortium, Montgomery County, Maryland
- Facilitated a leadership week for administrators and supervisors that focused on teaching and learning, including best practices, data driven decision-making, content alignment with the Maryland State Curriculum, and academic rigor for all students, Montgomery County, Maryland

ATTACHMENT B

MEMORANDUM OF UNDERSTANDING

New Leaders 

**New Leaders, Inc. and Baltimore City Public Schools
Turnaround School Leaders Program
Partnership Memorandum of Understanding**

This Partnership Agreement is entered into between New Leaders, Inc. (“New Leaders”), a national 501(c)(3) not-for-profit organization, and Baltimore City Public Schools, a local education agency in the state of Maryland, to document their official partnership for the purposes of applying for a U.S. Department of Education Turnaround School Leaders Program (“TSLP”) grant for the three-year grant period and addressing Absolute Priority 1 – Non-Rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program.

The Parties agree that New Leaders is designated as the entity that will apply for the TSLP grant, and Baltimore City Public Schools is designated as an official partner.

New Leaders and Baltimore City Public Schools have partnered for 10 years to train and support leaders for Baltimore’s schools through New Leaders’ Emerging Leaders Program and Aspiring Principals Program. If the partnership is selected for a TSLP grant, New Leaders plans to enhance the Leadership Pipeline in BCPS by recruiting, selecting, and training cohorts of principals to work as school leaders in School Improvement Grant (SIG) schools or SIG-eligible schools in the Baltimore.

Each Party agrees to be bound by every statement and assurance made in New Leaders’ application and commits to implement and sustain the plan proposed in the grant application. In addition, each partner will perform the following specific activities:

New Leaders agrees to:

- Recruit and select promising current and prospective school leaders through our Emerging Leaders Program and national admissions process.
- Provide high-quality training through our Aspiring Principals Program to prepare leaders to successfully lead turnaround efforts in SIG and/or SIG-eligible schools. This includes:
 - Summer Foundations
 - Residency Seminars
 - Residency in school in BCPS under supervision of Mentor Principal
 - Local training and coaching
- Provide ongoing professional development and individualized support through our Principal Institute that focuses on instructional leadership and school management.
- Collect student and school level achievement data from BCPS to evaluate and continuously improve the Program.
- Serve as the grantee/fiscal agent and ensure proper use of the TSLP grant funds.
- Ensure that the project is carried out and funds are used in accordance with Federal requirements.

BCPS agrees to:

- Provide reasonable opportunity for the public, including teachers and school leaders, to provide feedback on the partner's proposed leadership pipeline plan.
- Offer the Emerging Leaders Program to Baltimore schools as a leadership development opportunity for teachers and teacher leaders.
- Hire New Leaders in their first year of the Aspiring Principals Program as Resident Principals in Baltimore schools working under the supervision of an Mentor Principal in accordance with agreements between the parties.
- Place principals or other school leaders trained through the Aspiring Principals Program in SIG or SIG-eligible schools.
- Conduct regular program performance evaluations of principals trained through the Program using the district and New Leader systems already in place.
- Provide all school-level and student-level achievement data for all variables and school years requested by New Leaders for Baltimore schools to inform the independent evaluation of the Program.
- Establish or maintain policies that provide school leaders with decision-making autonomy (with regard to staffing, school schedules, and budgeting).
- Designate New Leaders as the applicant, grantee, and fiscal agent of the TSLP grant and abide by the requirements of the Program.

The Parties further agree that:

- The precise number of individuals to be trained under this partnership will be determined based upon local need, availability, and other pertinent factors.
- Representatives from each Party will meet regularly to ensure ongoing progress of the project under the TSLP grant.
- All student-level data will be treated in accordance with applicable law to protect the privacy of the individuals involved.

Accepted and agreed by:

(b)(6)

NEW LEADERS, INC.
Jean Desravines, Chief Executive Officer
Date:

Ms. Tisha S. Edwards
Interim Superintendent
Date: May 19, 2014

ATTACHMENT C

STATEMENT OF ATTESTATION

New Leaders 

STATEMENT OF ATTESTATION

In order to engage and solicit feedback from the public (specifically teachers and school leaders in the district) around New Leaders' proposed Leadership Development Pipeline Program plan in the Baltimore City Public Schools, we developed and administered an electronic survey to principals and assistant principals in SIG/SIG-eligible schools who were requested to send the survey to their teachers and staff. The survey contained both multiple-choice as well as open-ended questions allowing for any and all feedback regarding the proposed plan. Specifically, respondents were asked to give their views on the importance of leadership development and how leadership development might affect their school. Below is a sampling of responses:

"Leadership development will affect the school community in numerous ways. This will affect the school's climate and the overall daily running of the school. A strong leader will ensure that students are being given the best quality instruction. He or she will motivate teachers and build a strong team."

"I do believe developing effective leaders that are passionate about their role and student achievement will have a great impact at my school. Students and families have a lot of needs that are not being addressed (i.e. behavior, community integration, reading, analyzing data, instructional support). I just hope that the proper individuals are chosen for these important tasks instead of making personal relationships a priority."

"Leadership development plays a major part in strengthening instruction of teachers, which in turn results into academically successful students. In addition to strengthening teacher and

student growth, the community partnership also plays a role in the success of our school as well.”

“Strong leadership impacts the teachers, which trickles down to the students. Leadership development is important so that the school can run and function smoothly.”

I attest that the information stated above is true and correct.

(b)(6)

Andre Cowling

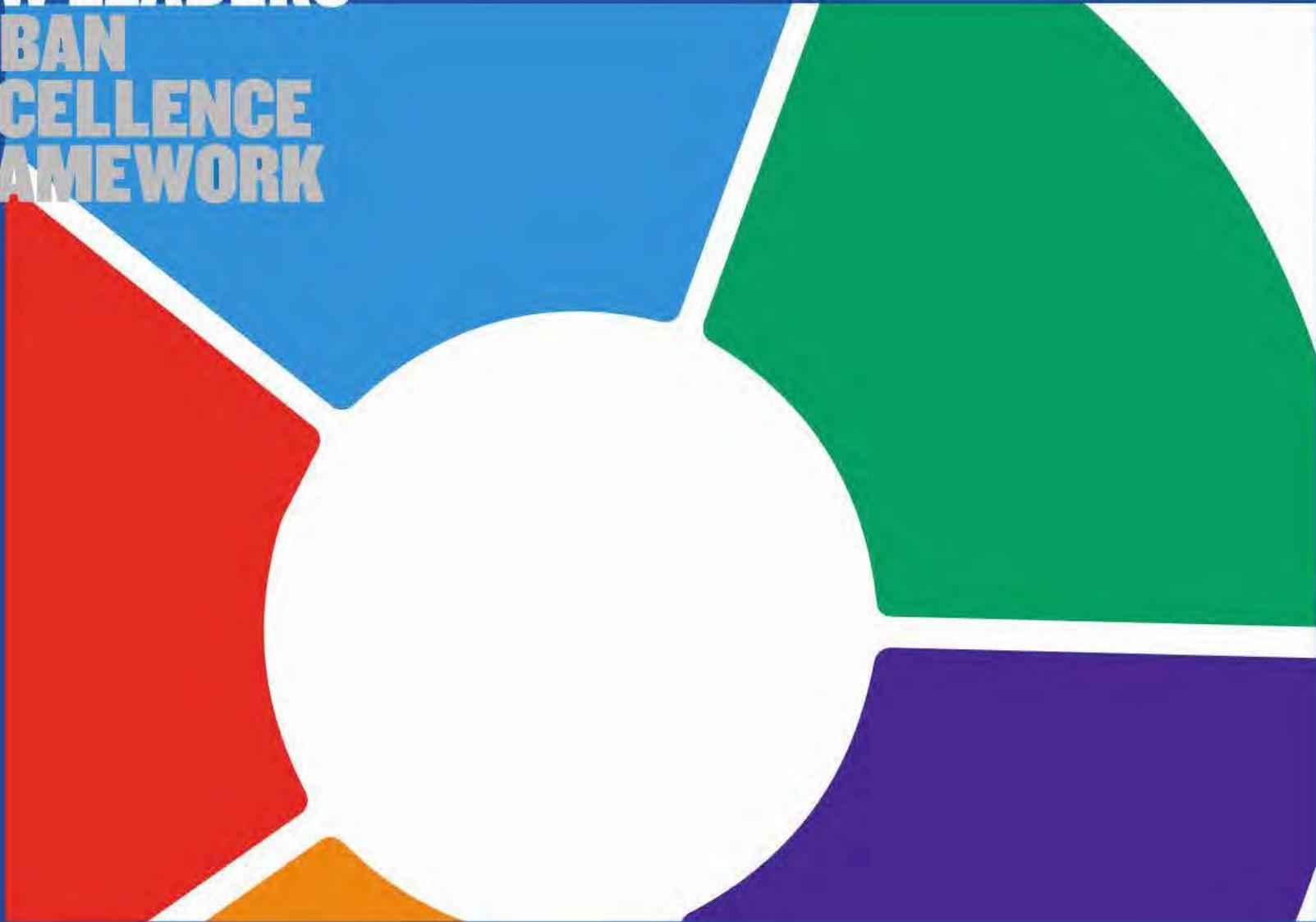
Executive Director, New Leaders Maryland

May 22, 2014

ATTACHMENT D
URBAN
EXCELLENCE
FRAMEWORK

New Leaders 

NEW LEADERS URBAN EXCELLENCE FRAMEWORK



INTRODUCTION

Why we developed the UEF

A principal's job, first and foremost, is to diagnose their school's needs and match them to effective principal actions and school practices that drive student success. Successful principals use their diagnosis to build an action plan that pushes their school—and student achievement—to the next level.

New Leaders developed the Urban Excellence Framework™ to understand exactly what schools achieving dramatic gains are doing and to share that knowledge throughout our community of leaders. Armed with this knowledge and aligned system supports, we have every confidence that schools led by New Leader Principals will see the transformative success necessary to drive significant gains in student achievement and close the achievement gap.

Research and methodology

Our findings to date are based on an extensive review of the available research on the practices of effective schools, turnaround schools, secondary schools, and leadership; over 100 visits and case studies of schools that were identified after achieving dramatic gains; a review of all resources available through New Leaders' Effective Practice Incentive Community; and the collective knowledge of many New Leaders staff, principals, and leaders in the education reform field.

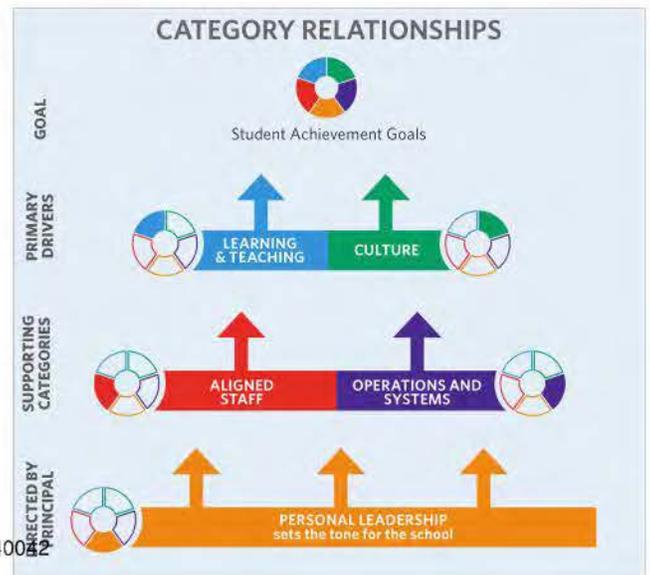
UEF STRUCTURE AND KEY INSIGHTS

Categories

The Urban Excellence Framework focuses on *five categories* of school practices. Among them are two primary drivers of student achievement: rigorous, goal and data-driven *learning and teaching* and achievement and belief-based school-wide *culture*. Two additional categories of a principal's work are essential to supporting these drivers: building and managing a high-quality *aligned staff* to the school's vision and instituting *operations and systems* to put the vision into place. Undergirding all of these categories is the *personal leadership* modeled by a principal who sets the tone for all student and adult relationships and practices in the school.

Key Levers

Each category is divided into a set of Key Levers, each representing a collection of practices evident in our highest-gaining schools.



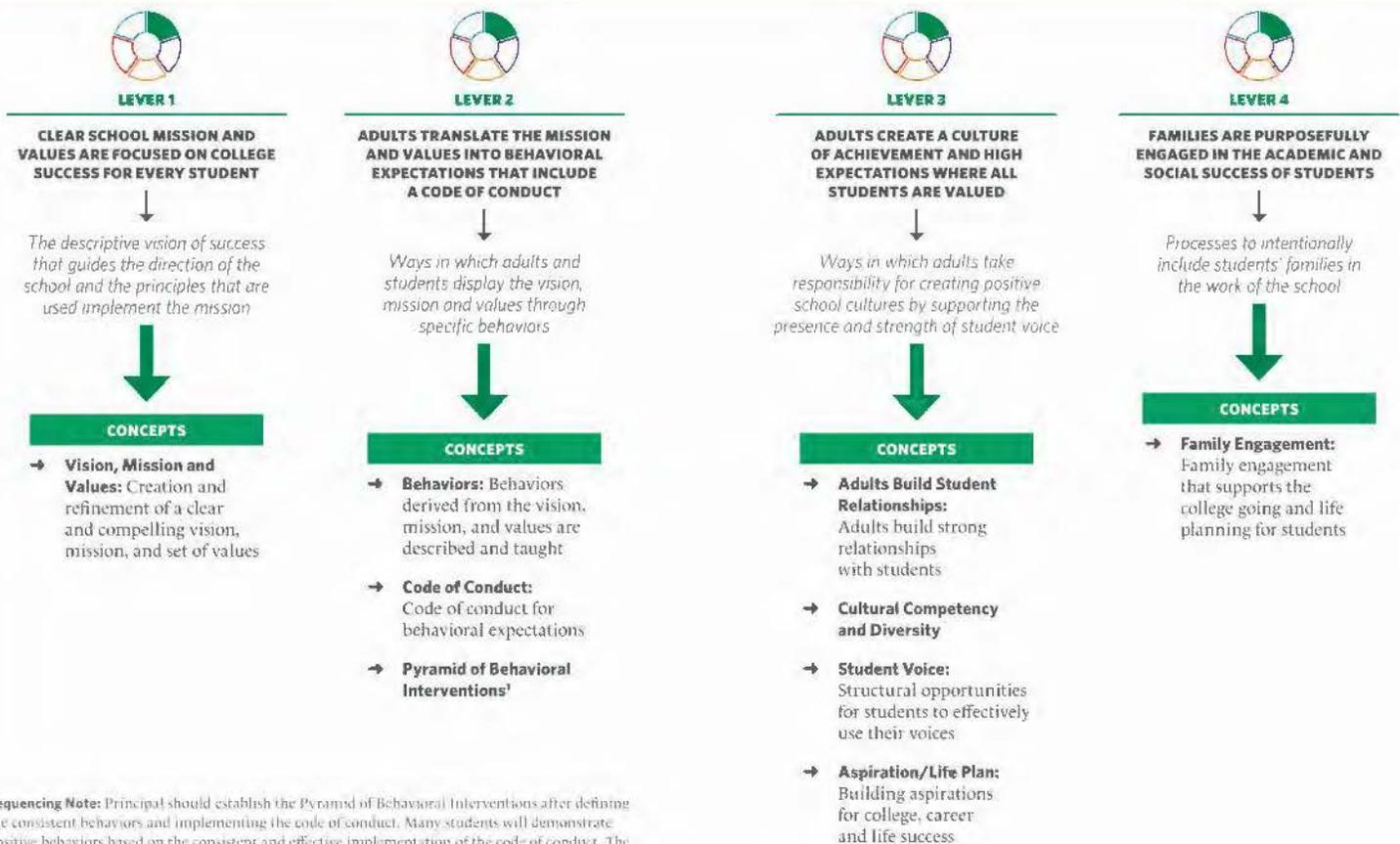


LEARNING AND TEACHING CATEGORY MAP





CULTURE CATEGORY MAP



¹**Sequencing Note:** Principal should establish the Pyramid of Behavioral Interventions after defining the consistent behaviors and implementing the code of conduct. Many students will demonstrate positive behaviors based on the consistent and effective implementation of the code of conduct. The Pyramid of Behavioral Interventions should then be established to support the 10-20% of students who will need additional interventions and supports beyond the consistent code of conduct.



ALIGNED STAFF CATEGORY MAP



LEVEL 1

RECRUITMENT, SELECTION, AND PLACEMENT OF STAFF

Processes to identify, hire and place staff to get the right people "on the bus"



CONCEPTS

- Recruitment
- Selection and Hiring
- Placement



LEVEL 2

DEVELOPMENT OF HIGH-PERFORMING INSTRUCTIONAL LEADERSHIP TEAM

Leader develops staff and creates a Leadership Team to support instructional excellence



CONCEPTS

- **Building Teacher Leaders:** Pipeline Development
- **Leadership Team Development:** Development of the Leadership Team
- **Leadership Team Supports:** Create structures to support the Leadership Team



LEVEL 3

MONITORING AND MANAGEMENT OF INDIVIDUAL STAFF PERFORMANCE

Processes to monitor and evaluate staff performance



CONCEPTS

- **Outline Performance Expectations**
- **Teacher Assessment:** Assess teacher skill and effectiveness
- **Observation and Feedback**
- **Monitoring**
- **Evaluation**



LEVEL 4

PROFESSIONAL LEARNING STRUCTURES TO DRIVE INSTRUCTIONAL IMPROVEMENT

Processes and structures to create a professional learning community that helps to develop staff skill and expertise

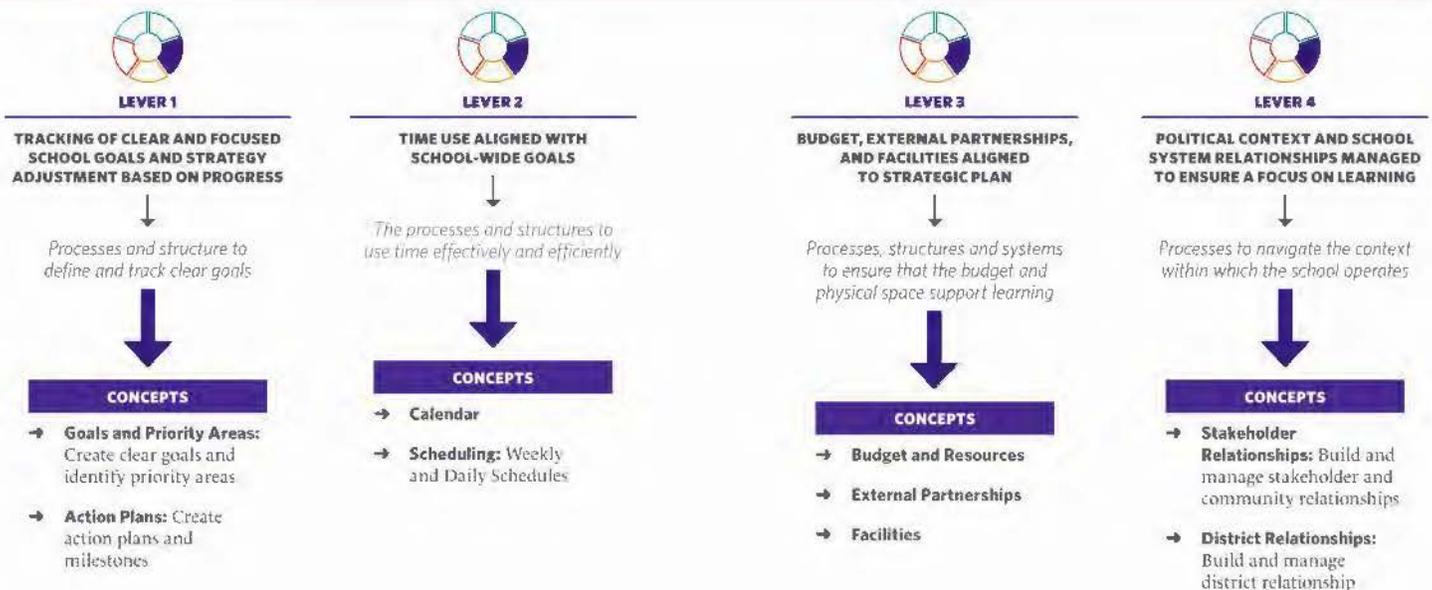


CONCEPTS

- **Professional Learning**
- **Teacher Team Structures**



OPERATIONS AND SYSTEMS CATEGORY MAP





PERSONAL LEADERSHIP CATEGORY EXPLANATION

New Leaders has always recognized that leadership is an essential component of school transformation. In our research of effective school practices we have learned that not only is leadership essential, but that the principal sets the tone for all student and adult relationships in the school. Our field research and assessments of leader practices indicate that the level of Personal Leadership skill of a principal is one key differentiator in driving student achievement gains, successfully managing adults, and retaining their positions.

Each category of the UEF includes principal actions, but the personal leadership category outlines key actions that must in place at all times and through all of the school's stages of development. These actions allow the leader to maintain focus on the school's goals and to ensure that all of their actions mirror the vision, mission, and values of their school community. This category is divided into five key levers that describe the personal leadership behaviors that support school success: Belief-Based, Goal-Driven Leadership; Culturally Competent Leadership; Interpersonal Leadership; Adaptive Leadership; and Resilient Leadership.

This is the only category that does not include school stages because the leader must demonstrate these actions across all stages of school development. These actions are fundamental and speak to the principal's overall belief, intent and approach to students, staff, families and community members. The manner in which these principal actions are implemented may change as the school improves and as more systems and structures are in place, but throughout their time as principal a leader must model personal leadership in their actions.

We have learned that successful leadership cannot be reduced to a single style or personality type. These are skills that can be developed and expanded over time—they are not innate or fixed. Successful leaders are interested in developing additional skills and are open to adapting their leadership style when necessary. To do so leaders need to take time to reflect on their actions, their perceptions and the ways in which they are reacting to challenges.

In essence, the principal's leadership style must strike a balance between being very firm about non-negotiables—clear expectations will be established so that all students and staff can do their work better, and the principal will relentlessly provide supports and follow up to ensure they are implemented—and demonstrating genuine engagement with others, humility, and relationship-building.

Belief-Based, Goal-Driven Leadership

Strong leaders must have an unwavering belief in the ability of all children to achieve at high levels—they must inspire the staff with a sense of possibility and a concrete pathway to realize the school's vision. They must set ambitious, but achievable goals and keep them present for all members of the school community. Additionally, they hold themselves personally responsible for achieving the school goals.

Culturally Competent Leadership

We recognize that leaders must consciously strive to create an inclusive environment. That begins with every leader developing an understanding of their individual biases and perceptions as well as the ways in which they are perceived by others. It includes actively addressing statements of bias, cultural incompetence and/or prejudice to ensure that the school is a safe and supportive place for all students.

Interpersonal Leadership

To create change in a school a leader must be able to build strong and trusting relationships with multiple stakeholder groups. This includes the development of strong communication skills that are always respectful and that are tailored to meet the needs of various constituents.

Adaptive Leadership

Leaders who are implementing changes in their schools must be able to support the staff, students, and families manage the emotions of change. The leader helps the school community live with discomfort as they change the culture and expectations in the school while maintaining a focus on the vision that the community has agreed upon.

Resilient Leadership

Resilient leaders demonstrate resolve in the face of adversity and challenge; leaders must constantly look for solutions and be able to problem solve and identify creative solutions. Leaders must also reflect on their actions—they consciously use feedback and criticism to improve their leadership.



PERSONAL LEADERSHIP CATEGORY MAP



LEVER 1

BELIEF-BASED, GOAL-DRIVEN LEADERSHIP



Leader consistently demonstrates belief in the potential of every student to achieve at high levels



LEVER 2

CULTURALLY COMPETENT LEADERSHIP



Leader continuously dismantles inequitable and exclusionary practices and creates a fully inclusive environment where all children and adults thrive and learn at high levels



LEVER 3

INTERPERSONAL LEADERSHIP



Leader builds trusting relationships and facilitates active communities of adults and students dedicated to reaching school goals



LEVER 4

ADAPTIVE LEADERSHIP



Leader mobilizes others to resolve challenges requiring changes in values, beliefs, assumptions, and/or habits of behavior



LEVER 5

RESILIENT LEADERSHIP



Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement.



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New Leaders is a national nonprofit that develops transformational school leaders and promotes the system-wide policies and practices that allow strong leaders to succeed. Founded in 2000, New Leaders provides leadership programs in 12 urban areas: Bay Area (CA), Baltimore, Charlotte, Chicago, Memphis, Milwaukee, New Orleans, Jefferson Parish (LA), Newark, New York City, Prince George's County (MD) and Washington, DC. Over the past 10 years, New Leaders has trained more than 700 school leaders who are raising student achievement and graduation rates in high-need schools across the country. Beyond its signature principal training program, New Leaders conducts leadership development with existing school and district administrators, and designs effective leadership policies and practices for school systems nationwide.

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ATTACHMENT E

PRINCIPAL EVALUATION HANDBOOK

New Leaders 

New Leaders

Principal Evaluation Handbook



New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated.

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.

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INTRODUCTION

This document outlines a new model for the evaluation of school principals. New Leaders designed this model for a simple reason: While a large number of states and districts are working to make their educator evaluation systems better, the time spent focused on detailed design choices could be better spent focused on solid implementation. Our hope is that districts and states will take this open-source model, make a small number of necessary adaptations to fit their local context, and undertake the hard and important work of implementing it in a way that radically shifts the professional conversations between principals and the superintendents and assistant superintendents who supervise them. We believe that such a shift in the practice of principals and their managers will have a profound and positive effect on results for students in our public schools.

The design choices and recommendations we describe in this document are substantially informed by our partnerships with school districts in Los Angeles, New Orleans and Newark, as well with the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee. All of these districts and states are actively working to design and implement improved systems of principal evaluation. This document is also informed by the lessons we have learned in developing and evaluating the practice of principals in New Leaders' Aspiring Principals Program.

This document has five parts:

- Part I** describes the core design principles that underlie the model. Districts and states should begin by reviewing these to assess alignment with their own priorities for educator evaluation.
- Part II** outlines the two things that we recommend are measured when assessing principals and supporting their improvement: leadership practice and student outcomes. These categories encompass the most important principal actions and the most important results of their work.
- Part III** outlines the evaluation process that districts should follow, from setting goals for the year to determining whether those goals were met.
- Part IV** describes the process for assigning a rating at the end of the annual evaluation cycle.
- Part V** provides tools and resources to support effective implementation of the model. All of these tools and resources can be downloaded for use from our website: www.newleaders.org.

PART I: CORE DESIGN PRINCIPLES

This model is built on seven core design principles that we believe make it applicable and meaningful to educators and leaders across the nation.

1. Evaluate principals on practice and outcomes:

Principals are responsible for a great many things, but no evaluation system can measure every principal responsibility. Our model proposes that a principal's effectiveness should be measured by: (1) the actions that they demonstrate to drive higher levels of student achievement and (2) the degree to which they are successful in improving student outcomes. We call these "practice" and "outcomes."

2. Use research on principal practice to prioritize things that matter most:

In addition to being thorough consumers of research on principal effectiveness, we have undertaken careful direct study of the practices of effective principals and we have partnered with several states and districts to support their leadership development strategies. Distilling from all of these sources and experiences, this model represents the most current knowledge on the school leader practices that are most closely tied to positive student outcomes.

3. Clearly differentiate levels of performance:

A good evaluation system makes bright line distinctions among multiple levels of performance. We choose four levels because it allows for one category (Exemplary) to describe performance to emulate, one (Proficient) to describe performance that we expect to translate into strong results, one (Basic) to describe performance needing improvement toward proficiency, and one (Unsatisfactory) to describe performance that cannot be allowed to continue.

4. Demand a lot from evaluators:

It is our contention that good evaluation centers on powerful conversations between a principal and her manager about how to continually improve practice and about how to get better results. This, of course, is hard work and it requires evaluators to be in schools a lot – working with principals to set good goals, observing practice, and giving feedback. In many districts, that means changing time allocation for busy superintendents and

assistant superintendents; from our point of view, having these “principal managers” spend more and better time evaluating and providing feedback to principals is one of the most important aspects of our model.

5. Keep the design simple:

In order to keep evaluators focused on the important work, the system should not side-track them with complicated forms, processes, rules, or calculations of scores. We have aimed for simplicity in design wherever possible.

6. Attend to both development and accountability:

The model does two things at once. First, it serves as an accountability tool, defining effectiveness and assessing whether principals measure up to that definition. Second, it serves as a development tool, providing a structure for principals to get timely feedback and improve their practice. What binds these two things together is a significant emphasis on growth over time, whether that’s in the structure for supporting principals to continually improve practice or in setting ambitious student outcome targets.

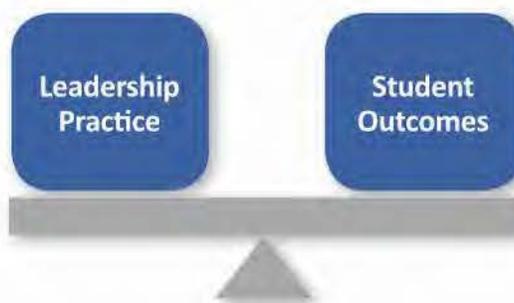
7. Make the system ready for use:

This model is built so that any state or district can adopt it with relatively minimal additional design and, notably, with minimal cost. It is aligned to and supports the current work of principals and the supervisors who evaluate them.

PART II: TWO COMPONENTS

The model assesses principals on two things: leadership practice and student outcomes. Each of these components houses several important factors that often show up as separate components in other evaluation models. For example, while some systems separate out stakeholder feedback, we view it as evidence of leadership practice. Likewise, the student outcomes section consists of multiple measures.

While there is significant debate about the “right” weights for each component (and very little research-based evidence to support a particular set of weights), we believe that practice and outcomes are both important and that success should be based on growth and performance in both areas. So, we recommend a balanced approach.



Leadership Practice

Leadership practice consists of the actions that principals take to drive increased student outcomes. We describe these actions in five categories, or standards:

1. **Learning and Teaching:** The actions a principal takes to drive dramatic student achievement gains through the development and support of effective teaching.
2. **Shared Vision, School Culture and Family Engagement:** The actions a principal takes to create a vision of high achievement supported by a culture of high expectations and family engagement.
3. **Strategic Planning and Systems:** The actions a principal takes to manage and monitor school systems and operations.
4. **Talent Management:** The actions a principal takes to develop and maintain a high-quality, effective teaching staff.
5. **Personal Leadership and Growth:** The actions a principal takes to demonstrate effective leadership through self-reflection, change management and clear communication.

These standards for principal evaluation draw on research identifying the principal actions that drive increases in student performance. They are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards (though they emphasize a smaller number of

domains of principal actions than ISLLC) and they build upon the research base used to design the New Leaders Urban Excellence Framework and New Leaders programmatic standards.

Each standard is of equal importance in principal evaluation because each encompasses a core, fundamental area of principal practice. Further, the five standards are deeply interconnected as a principal's practice in one area can influence their practice in all other areas. For example, Learning and Teaching focuses on implementing a high-quality, rigorous curriculum and Talent Management focuses on evaluating and supporting teachers who implement that curriculum; these are different aspects of the principal's primary and important role as an instructional leader. Because of this, we do not assign greater weight to any of the standards.

In order to assess principal practice against the five standards and to help frame supports for principals, we developed the **New Leaders Principal Evaluation Rubric**. The rubric describes leadership actions across four performance levels for each of the five evaluation standards and associated indicators of practice as follows:

Exemplary

Exemplary principals build the capacity of others and are able to increase the number of highly effective teachers. They continuously demonstrate an expert level of performance on all of the principal standards. Specifically, they

- Ensure all students receive rigorous, individualized instruction to drive them to high levels of achievement
- Build and sustain a positive culture of high expectations that supports the development of all students' academic skills and social emotional learning development
- Build the capacity of others to assume leadership roles in the school
- Consistently implement systems, structures, and policies that support student learning and adult development

Proficient

Proficient principals consistently implement effective leadership practices and demonstrate an adept level of performance on almost all of the principal standards. Specifically, they

- Ensure most students receive rigorous instruction to support high levels of student achievement
- Build and sustain a positive culture of high expectations that supports the development of most students' academic skills and social emotional learning development
- Develop some staff capacity to take on additional responsibilities and leadership roles
- Consistently implement systems and structures that support student learning

Basic

Basic principals demonstrate the knowledge and awareness of effective leadership practices, but do not consistently or effectively execute those practices. They may demonstrate appropriate effort but show limited evidence of impact. Novice leaders may find that they are

rated basic in some standards as they are developing their practice. Specifically, they

- Create structures that aim to support instruction and to improve achievement with limited implementation
- Attempt to develop a culture that supports the development of students' academic skills and social emotional learning development
- Demonstrate basic knowledge and awareness of how to develop capacity in others but limits this to a select group of staff
- Develop systems for student learning that are inconsistently implemented

Unsatisfactory

Unsatisfactory principals, over time, have not met the standard and have not demonstrated acceptable levels of performance on the principal standards. Their practice and outcomes are unacceptable and require immediate attention and monitoring. Specifically, they

- Make decisions that negatively impact instruction and student achievement
- Sustain a culture that negatively impacts the development of students' academic skills and social emotional learning development
- Restrict the involvement of key staff in making key decisions about the school
- Are unable or unwilling to implement structures, systems, or processes that support student learning

The rubric also provides **Examples of Evidence** as a guide for evaluators. The examples illustrate the processes and structures evaluators might expect to see in a school with a principal who demonstrates proficient practice. We recommend that as evaluators learn to use the rubric, they review these Examples of Evidence and generate additional examples from their own experience rather than use the provided examples as a checklist.

An excerpt from the rubric is on page 8. The full rubric can be found on page 21.

Using the Rubric: Development and Accountability

The rubric, like the whole evaluation system, has two purposes:

1. **It informs professional growth:**
The standards and rubric can be used as developmental tools to help principals identify priority areas for their own professional growth that are aligned to the needs of their school. The rubric contains a detailed continuum of performance for every indicator of principal practice to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.
2. **It is the basis for assigning leadership practice ratings:** The standards and rubric should also be used to review all evidence of principal practice and assign ratings of the leader's practice in relation to each standard. Evaluators and principals will review principal practice and specifically the evidence from the 4 categories described on page 8. Evaluators will then complete evaluation detail at the standard level, using the detailed indicators as supporting information as needed.

Standard
Broad domain of principal leadership practice

Indicator
Specific area of principal leadership practice

Element
Sub-category of principal leadership practice

Principal Actions
Principal actions that correspond to each element and performance level

	Emerging	Proficient	Basic	Unsatisfactory	Examples of Evidence
Strategic Planning & Systems	<p>Identify school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan.</p> <p>Collects and analyzes data from multiple sources to inform decisions.</p> <p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements strategic plans.</p> <p>Monitors progress toward goals.</p> <p>Implements a year-long calendar.</p>				
	<p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements a strategic plan that includes specific and measurable goals and objectives, and a timeline for implementation. The plan includes a process for monitoring progress and adjusting the plan as needed.</p> <p>Monitors progress toward goals and adjusts the plan as needed.</p> <p>Implements a year-long calendar.</p>	<p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements a strategic plan that includes specific and measurable goals and objectives, and a timeline for implementation. The plan includes a process for monitoring progress and adjusting the plan as needed.</p> <p>Monitors progress toward goals and adjusts the plan as needed.</p> <p>Implements a year-long calendar.</p>	<p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements a strategic plan that includes specific and measurable goals and objectives, and a timeline for implementation. The plan includes a process for monitoring progress and adjusting the plan as needed.</p> <p>Monitors progress toward goals and adjusts the plan as needed.</p> <p>Implements a year-long calendar.</p>	<p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements a strategic plan that includes specific and measurable goals and objectives, and a timeline for implementation. The plan includes a process for monitoring progress and adjusting the plan as needed.</p> <p>Monitors progress toward goals and adjusts the plan as needed.</p> <p>Implements a year-long calendar.</p>	<p>Engages staff in setting school-wide goals and aligns them with state and federal goals, as well as the capacity of staff in assessing grade-level learning through targeted data.</p> <p>Develops and implements a strategic plan that includes specific and measurable goals and objectives, and a timeline for implementation. The plan includes a process for monitoring progress and adjusting the plan as needed.</p> <p>Monitors progress toward goals and adjusts the plan as needed.</p> <p>Implements a year-long calendar.</p>
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Performance Levels
Four levels of principal practice

Examples of Evidence
Observable processes and structures that exist in a school

A comprehensive effort to gather evidence of leadership practice includes four things:

- 1. Direct observation of principal practice** occurs when the evaluator is physically present in the school or venue where the principal is present and leading. These observations include but are not limited to leadership team meetings, principals observing teacher practice, or principal to teacher feedback conversations.
- 2. Indirect observation of principal practice** occurs when the evaluator is observing or reviewing systems or processes that have been developed and implemented by the principal but operate without the principal present. These indirect observations include but are not limited to attending teacher team meetings or collaboration sessions (where the principal is not present) or observing teacher practice across multiple classrooms.
- 3. Artifacts** documenting principal practice include but are not limited to the strategic school plan, documentation of the school's instructional framework, and communications to families and community members.
- 4. School data** are concrete results of a principal's work, including but not limited to leading indicators, direct evidence of student performance, and all stakeholder feedback.

Evidence collected in these four areas should inform both the professional growth needs of a principal and summative ratings as part of an evaluation system (see sidebar on page 7 for a description of using the rubric for both development and accountability).

To assign a rating of principal leadership practice, the evaluator takes the following steps:

1. Review all evidence collected
2. For each of the five standards, determine the rating (exemplary, proficient, basic, or unsatisfactory) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating

Exemplary	Proficient	Basic	Unsatisfactory
Exemplary on at least 3 Standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 Standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Unsatisfactory on at least 2 Standards

See page 24 for a description of how this rating is combined with the student outcomes rating to determine an overall summative rating.

Where does stakeholder feedback fit in?

Stakeholder feedback is essential evidence for assessing leadership practice and is included in the data category of evidence described above. In order to have a complete picture of principal practice, districts need to provide feedback tools (e.g., surveys) to schools and information collected from stakeholders must be used when evaluating principals.

Stakeholder feedback can include results from leadership practice surveys, student surveys, school practice surveys, or school climate surveys. The selected survey(s) should be valid (the instrument measures what it is intended to measure) be reliable (the use of the instrument is consistent among those using it and is consistent over time), and be administered in such a way as to have adequate representation of the school stakeholder population, so the results are meaningful and informative for the principal and evaluator.

While many principal evaluation systems include stakeholder feedback as a separate component, we think this can result in inaccurate ratings. For example, we have observed cases of principals who are working to turn around negative school cultures and who, by consequence, receive negative feedback from stakeholders who are resistant to change. In this case and others, principal evaluators should have the flexibility to review the feedback and consider it against other data and against the principal's goals before assigning ratings.

Student Outcomes

Student outcome measures differ from state to state and from district to district. So, unlike in the previous section, our model cannot offer a single basket of measures to use. But, what we can do is describe the categories that should be included for principal evaluation and a methodology for combining them into an overall rating. States and districts will need to fill in the details and should seek both expert technical advice and expert practitioner input to do so.

To fully apply this model, two things need to be true:

1. There are common assessments administered to students in at least grades 3-11 in math and English language arts (ELA). The more grades and subjects covered in common assessments, the more one can make a comprehensive assessment about a principal's performance in leading a school.
2. There is a "growth model" in place. By growth model, we mean a way of comparing each individual student's scale score progress on common assessments (e.g., in math, English language arts, science) from one year to the next. The model must enable a district or a state to set reliable targets for improvement on the common assessments; in particular the district or state should test the model to see if targets can be set for low-performing schools that are both ambitious and attainable. Among currently available models, this is best accomplished using value-added models, which use historical data to make predictions about the amount of improvement to expect from groups of students and to compare actual improvement to these predictions. With a growth model in place – and especially a value-added model – one can more accurately assess a principal's performance in increasing the academic success of most students in their school.

These conditions are largely in place for most states, but some details differ. For example, some states assess students in fewer subject areas or fewer grades. Where this is the case, states and districts must rely more heavily on finding other "non-tested grade and subject" measures (see below), which are likely to differ across schools. Likewise, some state accountability systems focus exclusively on the number and percentage of students moving across levels of performance on common assessments, rather than on the growth of individual students from their starting points. Where this is the case, the accuracy of determining a principal's contribution to improvement diminishes, so we highly recommend that states and districts adopt "true growth" approaches.¹

Based on the assumptions above, states and districts should follow three steps in assessing principals on student outcomes:

- Step 1 – Select the right measures
- Step 2 – Set the right targets
- Step 3 – Determine how many targets need to be met to reach proficiency

¹ Until a growth approach is in place, states and districts should consider models that more heavily weight principal practice and/or models that rely more on improvement goals set at the school level (as described in our model) within the student outcomes portion of the evaluation.

Step 1 – Select the right measures

We describe four outcome categories of measures to include in principal evaluations:

Category	Description
A. Academics: Growth model results for core subjects	These are measures of growth of all students in core academic areas (e.g., expected value-added improvement for all students in mathematics). Targets for expected growth are usually set at the state or district level.
B. Academics: Results in core subjects for all students and for subgroups	These are measures of growth and/or performance for all students and for specific subgroups in specific core subject areas (e.g., increasing proficiency in reading for English Learners). Targets are usually determined locally.
C. Academics: Results for “non-tested” grades and subjects	These are measures of growth and/or performance for grades and subjects where there is not a state assessment (e.g., reading in 1st grade, foreign language in high school). The particular assessments and the targets are usually determined locally.
D. College and Career Readiness	These are measures, other than assessment results, predictive of high school graduation and success in post-secondary education . The targets are usually set locally and are applicable for middle and high schools.

Within these categories, states and districts should select approximately 8 to 10 specific measures as a basis for principal evaluation. Significantly fewer than 8 and you risk an incomplete view of school performance. Significantly greater than 10 and you risk diluting the power of any of them.

The table below presents an example list, differentiated by school level:

	Elementary	Middle	High
A. Academics: Growth model results for core subjects	<ol style="list-style-type: none"> 1. Growth model results in math 2. Growth model results in ELA (or reading) 		
B. Academics: Subgroup results in core subjects	<ol style="list-style-type: none"> 3. ELA, math or other core subject proficiency of English Learners 4. ELA, math or other core subject proficiency of students in poverty 5. ELA, math or other core subject proficiency of students with disabilities 6. ELA, math or other core subject proficiency of African American students 		
C. Academics: Results for “non-tested” grades and subjects	<ol style="list-style-type: none"> 7. Kindergarten and grade 1 reading 8. Kindergarten and grade 1 math 	<ol style="list-style-type: none"> 7. Grade 8 capstone writing project 8. Grade 7 social studies/history portfolio 	<ol style="list-style-type: none"> 7. Grade 11 capstone writing project 8. Grade 12 student-chosen performance assessment (in social studies, arts, or other non-tested subject)
D. College and Career Readiness	n/a	<ol style="list-style-type: none"> 9. Passing grades in all subjects 10. Enrollment and pass rates in higher rigor courses (e.g. algebra) 	<ol style="list-style-type: none"> 9. Credit accumulation at the end of grade 10 10. Graduation rate

While states and districts may have other measures to include, we stand by these as critical measures of student success.

As shown in the table above, measures differ by grade level. They also may differ from school to school. We recommend that the process for selecting measures occur between a principal and his/her evaluator and that the evaluator bring a clear point of view to the conversation about the measures that are central to top district priorities.

Step 2 – Set the right targets

Each measure needs a target that is specific to the principal. We recommend that targets speak to growth over time whenever possible, for two reasons: (1) The core work of a principal is to move all students forward and accelerate learning for those most in need of improvement; and (2) Focusing on growth can help to incent talented principals to work in lower-performing schools. However, there may be occasions (e.g., to align with the school accountability system or to maintain already high performance) when it is more appropriate to set attainment targets rather than or in addition to growth targets.

Targets should meet a couple of basic criteria. First, targets should be clear enough so that the principal and her supervisor know what success looks like. Returning to the list of measures described above, below are some examples of measures converted into targets:

Measure	Target
From Category A	
Growth model results in math (in an elementary school)	The school-wide value added score in math demonstrates that the school exceeded expected growth for its students.
From Category B	
ELA, math or science proficiency of English Learners (in a middle school)	Of the 25 English Learners starting grade 6 in the fall below proficiency in mathematics, all will move up one proficiency band (e.g. from below basic to basic, from basic to proficient) or remain at the proficient or advanced level on the spring administration of the state math assessment for grade 6.
From Category C	
Kindergarten and grade 1 reading	Of the 30 students entering grade 1 reading below grade level as measured on the _____, at least 25 will either reach grade level or make 1.5 years of growth on the spring assessment of the _____.
From Category D	
Credit accumulation in grade 10	95 % of students complete grade 10 with at least half of the credits required to graduate upon completing grade 12

These targets are all appropriately clear in defining what success looks like. It is important to note that they are all single year targets, so that they can support **annual** principal evaluation. A good planning process would include multi-year goals for school improvement, from which these one-year targets are extrapolated. In the example above regarding kindergarten reading, the improvement target should map to a multi-year goal of all students reaching proficiency in reading by grade 3.

In addition to creating targets that clearly define what success looks like, principals and evaluators must agree on what it means to “make progress” but not meet a target. Using the target above focused on grade 10 credit accumulation, the table below illustrates the definition of progress:

<p>Meets or Exceeds</p>	<p>95% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>
<p>Makes Progress</p>	<p>70% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>
<p>Does Not Make Progress</p>	<p>Less than 70% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>

In some cases – especially with value-added results – it is also helpful to separate what it means to meet a target and what it means to exceed a target.

A second criterion for targets: They should be aggressive and attainable, as demonstrated by the plan and resources that the principal puts against them. For example, in the statement above about math proficiency for English learners, the principal and evaluator would discuss the current spread of student performance and the specific grade 6 instructional, intervention, and teacher support strategies to be employed to meet this target.

Some additional considerations for setting targets: They should be informed by a review of student characteristics including leading indicators such as mobility, attendance, and discipline referrals rather than setting targets for these leading indicators. This can primarily be addressed by using a value-added growth model that controls for key demographic characteristics of students when making predictions. The evaluator and principal should also be sure that each measure will provide adequate data to make a fair judgment about whether the administrator met the established targets. Finally, the evaluator will want to be sure that professional resources are available and appropriate to support the administrator in meeting the performance targets.

The process of setting targets has a few parts. Principals should recommend targets and evaluators should affirm them. Then – and this is critical – evaluators should meet together with the superintendent to review targets for all schools and ensure a consistently high level of rigor across the district. Only then are targets finalized for implementation.

Step 3 – Determine how the targets combine to determine an outcome rating

Not all targets are equal. We believe strongly that outcome measures that are focused on individual student growth and can be measured reliably across schools should carry more weight than other measures. The measures in “Category A” above are the best example of these. We make these measures half of the student outcomes rating and combine the three other categories for the other half.

50%	+	50%	=	100%
A	+	B+C+D	=	100%

The following tables show how evaluators determine the rating for Category A, the rating for Categories B/C/D, and the combined outcome rating.

Category A:

Exemplary	Proficient	Basic	Unsatisfactory
All targets are met AND At least one target is exceeded	All targets are met	Progress is made on all targets	Progress is not made on at least one target
Below is an example of a principal with two Category A targets (e.g., value-added scores in math and ELA)			
Target 1: Exceeded <hr style="width: 50%; margin: 0 auto;"/> Target 2: Met	Target 1: Met <hr style="width: 50%; margin: 0 auto;"/> Target 2: Met	Target 1: Met <hr style="width: 50%; margin: 0 auto;"/> Target 2: Progress made	Target 1: Progress made <hr style="width: 50%; margin: 0 auto;"/> Target 2: No progress made

Categories B, C & D:

Exemplary	Proficient	Basic	Unsatisfactory
<p>≥80% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on all remaining targets</p>	<p>65%-80% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on all remaining targets</p>	<p>40%-64% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on ≥25% of remaining targets</p>	<p><40% of targets are met or exceeded</p> <p>OR</p> <p>40%-69% of targets are met or exceeded, but no progress is made on any remaining targets</p>

Below is an example of a principal with six Category B/C/D targets

Target 1: Met/Exceeded	Target 1: Met/Exceeded	Target 1: Met/Exceeded	Target 1: Met/Exceeded
Target 2: Met/Exceeded	Target 2: Met/Exceeded	Target 2: Met/Exceeded	Target 2: Met/Exceeded
Target 3: Met/Exceeded	Target 3: Met/Exceeded	Target 3: Met/Exceeded	Target 3: Progress made
Target 4: Met/Exceeded	Target 4: Met/Exceeded	Target 4: Progress made	Target 4: Progress made
Target 5: Met/Exceeded	Target 5: Progress made	Target 5: Progress made	Target 5: Not met
Target 6: Progress made	Target 6: Progress made	Target 6: Not met	Target 6: Not met

OVERALL OUTCOMES RATING		Categories B, C & D Rating			
		4	3	2	1
Category A	4	Exemplary	Exemplary	Proficient	Basic
	3	Exemplary	Proficient	Proficient	Basic
	2	Proficient	Proficient	Basic	Unsatisfactory
	1	Basic	Basic	Unsatisfactory	Unsatisfactory

See page 24 for a description of how this rating is combined with the leadership practice rating to determine an overall summative rating.

PART III: PRINCIPAL EVALUATION PROCESS

Part II described the “what” of the model. Part III describes the “how.” Specifically, this section describes the process by which principals and their evaluators collect evidence about principal practice and student results over the course of a year, culminating with a final rating and recommendations for continued growth and improvement. We describe an annual cycle for principals and evaluators to follow and believe that this sequence of events lends well to a meaningful and sustainable process. We encourage evaluators to prioritize the evaluation process by spending more time in schools conducting high-quality observations of practice and providing actionable feedback to principals. This will enable deep, professional conversations between evaluator and principal and ensure the evaluation process does not devolve into a compliance-driven process.

Overview of the Process

The principal evaluation process is intended to be a cycle of continuous improvement as represented in the figure below, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal-setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal’s subsequent goal setting, as the cycle continues into the following school year.

Why should principals pick priority areas for growth in leadership practice?

Principals are rated on all 5 standards, but we do not expect principals to prioritize improving their practice in all indicators of the standards in a given year. Rather, a principal should identify 2 to 3 specific priority areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one, and perhaps all, of the practice priority areas will be indicators from Learning and Teaching or Talent Management, given their central role in driving student achievement. What is critical is that the principal can connect improvement in the practice priority areas to the student learning priorities, creating a logical through-line from practice to student outcomes.

The Continuous Improvement Cycle



Each step of the continuous improvement cycle is described below.

Data Analysis and Ongoing Self-Reflection:

To begin the continuous improvement process, the principal:

- Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- Reviews, analyzes and reflects on all available student learning data and feedback about their leadership practices (including stakeholder feedback) to identify areas of strength and areas needing improvement
- Reviews the superintendent’s student learning priorities for the year

Goal-Setting and Strategic Planning:

Next, the principal identifies the specific learning priorities for their school and develops a strategic school plan. More specifically, the principal:

- Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.

- Develops their evaluation plan by identifying **2 to 3** priority areas for growth in their leadership practice that are aligned to their student learning priorities
- Discusses their student learning targets and professional growth priorities with their evaluator
- Reaches agreement with their evaluator on a detailed evaluation plan to track their progress throughout the year. This plan should include a schedule for regular observations, evidence collection, feedback and supports throughout the year.

This planning process is supported by the **Goal-Setting and Strategic Planning Form** on page 26.

Ongoing Plan Implementation and Evidence Collection:

As the principal implements the plan, he/she and the evaluator both collect evidence about the principal's practice. As noted on page 8, evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting. We recommend that evaluators follow the process described in the box below to maximize the opportunity to gather evidence relevant to a principal's leadership practice priority areas and student learning priorities.

Mid-Year Formative Review:

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in,

- The principal analyzes available student achievement data and considers progress toward student learning priorities.
- The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- The evaluator reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.

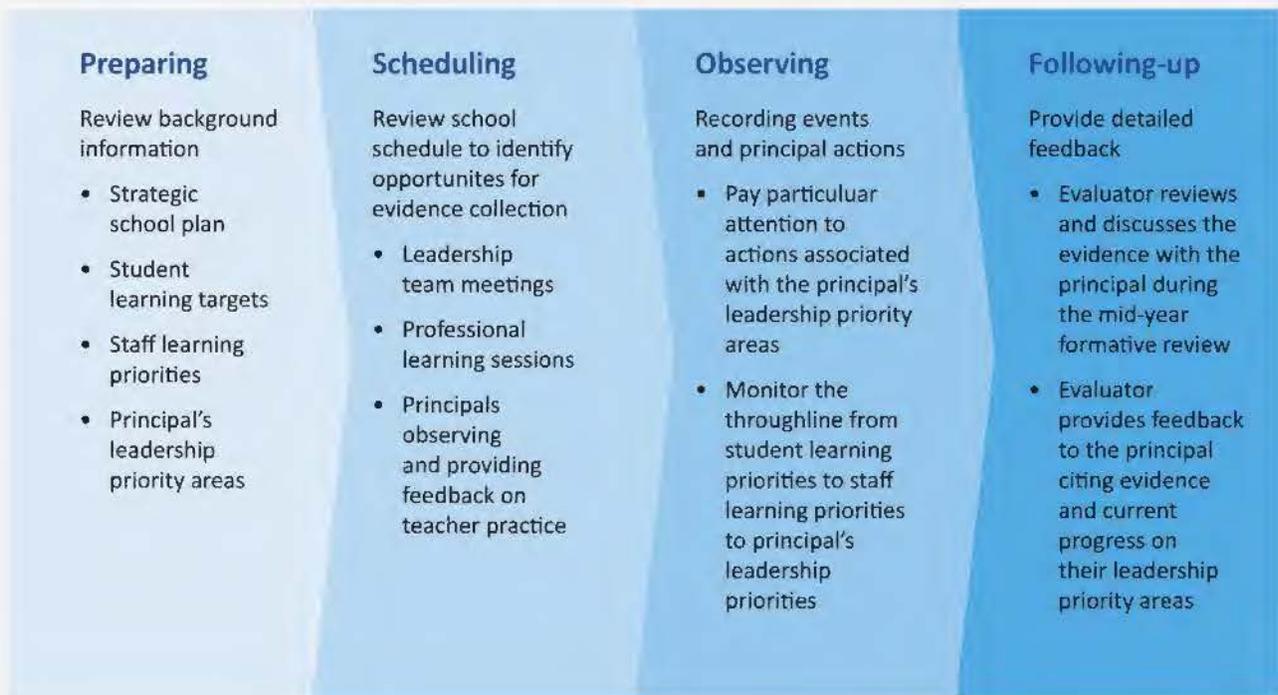
The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large influx of new students) that would support a shift in student learning priorities. At the conclusion of this mid-year conference, the evaluator provides formal feedback to the principal.

Conducting High-Quality School Site Visits

Evaluators gather evidence of principal practice through school site visits and observations of principals in action, especially prior to each milestone step in the continuous improvement cycle. Further, evaluators conduct additional school site observations for principals who are new to their district, school, the profession, or who have previously received ratings below Proficient. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of principals to facilitate ongoing feedback, dialogue about principal practice, and continuous improvement. Evaluators provide timely feedback after each observation or collection of evidence.

The following process ensures evaluators can make the most of their school site visits and collect the evidence needed to rate principal practice and support their leadership development. This process closely mirrors the continuous improvement cycle on page 14 and is designed to follow the through line from school and principal learning priorities to implementation of interventions/learning opportunities where evidence is collected and ultimately leads to professional conversation between evaluator and principal during the mid-year formative review.

The most critical step in this process is observing and recording evidence of principal practice (see **Optional Observation and Feedback Form** on page 27). The evaluator should be intentional in gathering detailed, relevant evidence that specifically aligns to the principal's student learning priorities and leadership practice priorities. For example, if the evaluator is observing classrooms for the quality of instruction and planning, evidence collection should include a review of lesson plans, professional learning plans, records of observations and feedback for teachers. The evaluator's follow-up should include monitoring teachers' progress in implementing the instructional strategies recommended by the principal.



Formal Self-Assessment:

In the spring, the principal assess their leadership practice in relation to the New Leaders Evaluation Standards. Specifically, the principal:

- Reviews all available evidence including student data and evaluator and stakeholder feedback
- Assigns a self-rating for each standard, identifying areas of strength and growth

The self-assessment informs the evaluator's summative evaluation rating of the principal (see below) and lays the groundwork for the next year's continuous improvement process.

Summative Evaluation Rating:

At the end of the year, the evaluator assigns a summative rating.

Specifically, the evaluator:

- Reviews the principal's self-assessment and all evidence collected over the course of the year and comes to a practice rating
- Meets with the principal to convey strengths, growth areas, the practice rating with written evidence to support the rating for each standard, and a probable overall rating
- Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

When should I assign a summative rating?

One of the most vexing issues facing evaluators is how to make decisions about principal contracts and placements in the spring, often months before student achievement data are available. If state law or local collective bargaining agreements require a rating be assigned in the spring – or if a rating in the spring would inform a contract or placement decision – then the evaluator should assign a rating based on current year's practice and interim achievement data in addition to student outcomes and principal evaluation results from the previous year. In that case, the evaluator should then recalculate the administrator's summative rating when all summative data for the current year are available.

PART IV: ASSIGNING AN EVALUATION RATING

Each principal annually receives a summative rating in one of 4 levels:

1. Exemplary
2. Proficient
3. Basic
4. Unsatisfactory

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Unsatisfactory ratings indicate performance that is unacceptably low on one or more areas of leadership practice and makes little or no progress on most student outcome targets. Ratings of Unsatisfactory are always cause for concern.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- Step 1 – determining a **leadership practice** rating
- Step 2 – determining a **student outcomes** rating
- Step 3 – combining the two into an overall rating

(1) Leadership Practice

Ratings of principal leadership practice are based on the preponderance of evidence for each standard. Evidence of principal practice from direct and indirect observations of principal practice, artifacts, and school data should be reviewed together for a comprehensive view of principal practice. Specific attention should be paid to leadership areas identified as priority areas for development.

Overall ratings of principal practice are determined using the table below.

Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Exemplary on at least 3 Standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 Standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Unsatisfactory on at least 2 Standards

(2) Student Outcomes

Ratings of student outcomes are based on a principal's progress toward a set of student learning goals established at the beginning of the school year and measured at the end of the year.

Overall ratings of principal practice are determined using the table below.

OVERALL OUTCOMES RATING		Categories B, C & D Rating			
		4	3	2	1
Category A Rating	4	Exemplary	Exemplary	Proficient	Basic
	3	Exemplary	Proficient	Proficient	Basic
	2	Proficient	Proficient	Basic	Unsatisfactory
	1	Basic	Basic	Unsatisfactory	Unsatisfactory

(3) Overall: Leadership Practice + Student Outcomes = Principal Rating

The overall rating combines the leadership practice and student outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating. When there are more minor discrepancies, the final rating tilts toward outcomes (e.g., a “3” on outcomes and a “2” on practice results in a Proficient rating, while the reverse – a “2” on outcomes and a “3” on practice – results in a Basic rating).

OVERALL SUMMATIVE RATING		Leadership Practice Rating			
		4	3	2	1
Student Outcome Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Gather further information
	2	Rate Proficient	Rate Basic	Rate Basic	Rate Unsatisfactory
	1	Gather further information	Rate Unsatisfactory	Rate Unsatisfactory	Rate Unsatisfactory

A Note about Novice Principals: This model is meant to support effective evaluation of all school principals (and could be adapted for assistant principals and other administrators). When used to evaluate a principal in his/her first year, the model should be adapted to reflect the fact that the right principal actions generally take at least a year to result in improved student outcomes. Specifically, when combining leadership practice ratings and student outcome ratings, it is reasonable for the practice ratings to take precedence. For example, a “2” on outcomes and a “3” on practice might result in a Proficient rating for a novice principal (while resulting in a Basic rating for a veteran principal).

PART V: TOOLS AND RESOURCES

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Required Summative Rating Form	28
New Leaders Principal Evaluation Rubric	29-34

New Leaders Required Goal-Setting and Strategic Planning Form

This goal-setting and strategic planning form is to be completed by the principal and reviewed with their evaluator prior to beginning work on the priority areas. The evaluator may suggest additional areas for growth, as appropriate.

KEY FINDINGS FROM DATA ANALYSIS	STUDENT OUTCOME TARGETS	LEADERSHIP PRACTICE PRIORITIES	STRATEGIES	ADDITIONAL SKILLS, KNOWLEDGE AND SUPPORT NEEDED	MONITORING ACTIVITIES AND EVIDENCE OF SUCCESS	TIMELINE FOR MEASURING OUTCOMES

Principal Name:

Evaluator Name:

School Name:

New Leaders Optional Observation and Feedback Form

This observation form is intended for use by evaluators when conducting their observations of principal practice.

	STUDENT OUTCOME TARGETS LEADERSHIP PRACTICE PRIORITIES (INDICATE WITH AN X) SHARED VISION, SCHOOL CULTURE, AND FAMILY ENGAGEMENT LEARNING AND TEACHING TALENT MANAGEMENT STRATEGIC PLANNING AND SYSTEMS PERSONAL LEADERSHIP AND GROWTH	Principal Name:	
		Evaluator Name:	
		School Name:	
		OBSERVED EVIDENCE	
	FEEDBACK FOR PRINCIPAL REFLECTION		

Principal Name:	Evaluator Name:	School Name:
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OVERALL PRACTICE

STANDARDS	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Learning and Teaching				
Shared Vision, School Culture, and Family Engagement				
Strategic Planning and Systems				
Talent Management				
Personal Leadership and Growth				
OVERALL PRACTICE RATING				
	Exemplary on at least 3 Standards + No rating below Proficient on any Standard	At least Proficient on at least 3 Standards + No rating below Basic on any Standard	At least Basic on at least 3 Standards	Unsatisfactory on at least 3 Standards + No rating above Basic on the other 2 Standards

OVERALL OUTCOMES

STUDENT OUTCOME TARGETS	Meets or Exceeds	Makes Progress	Does Not Make Progress
Target 1			
Target 2			
Target 3			
Target 4			
Target 5			
Target 6			
Target 7			
Target 8			
Target 9			
Target 10			
OVERALL OUTCOMES RATING			
	≥85% of targets are met or exceeded AND Progress is made on all remaining targets	70%-84% of targets are met or exceeded AND Progress is made on all remaining targets	50%-69% of targets are met or exceeded AND Progress is made on ≥30% of remaining targets

SUMMATIVE RATING

OVERALL PRACTICE RATING:	
OVERALL OUTCOMES RATING:	
SUMMATIVE RATING	

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops a shared vision for high achievement and college readiness for all students					
Develops shared vision	Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice	Engages stakeholders in developing a vision for high student achievement and college readiness	Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision	Adopts a vision that lacks a focus on student achievement or college readiness	<ul style="list-style-type: none"> Written values and beliefs reflect high expectations for all students School vision is clearly articulated and understood by all staff School vision includes a focus on student academic achievement and health social/emotional development There is visible alignment between school goals, the instructional program, and the vision
Implements a shared vision	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision	Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions	Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision	
Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision					
Implements a code of conduct aligned with school values	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences	Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized	<ul style="list-style-type: none"> School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms A system of positive and negative consequences is consistent with the school values Values and behaviors are referenced in daily school structures All students are known well by multiple adults Students hold one another accountable for student conduct Core components of social, emotional, and behavioral supports are in place to support student learning School building is clean and safe - all basic facilities are in working order Routines and procedures are discussed, and implemented
Maintains a supportive, secure and respectful learning environment	Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure	Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure	Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe	Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe	
Implements routines and smooth transitions	Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision	Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision	Develops some routines that connect to student achievement or aspiration and make transitions efficient	Allows distractions to interfere with instructional time and timely transitions	

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops cultural competence and a commitment to equity in adults and students					
Models equity	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	<ul style="list-style-type: none"> School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	<ul style="list-style-type: none"> Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity Community conversations about culture and diversity occur regularly
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	<ul style="list-style-type: none"> Families say they feel included and invested in the school Families are given strategies and tools to support student learning outside the school day Families have multiple ways to communicate with staff
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	<ul style="list-style-type: none"> Consistent communication between families and school are present Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Implements rigorous curricula and assessments tied to both state and college-readiness standards					
Implements curricula aligned to state or national college-readiness standards	Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs	Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs	Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs	Supports staff use of a curriculum that is not aligned to college readiness standards	<ul style="list-style-type: none"> Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests
Supports the development and implementation of standards-based lesson and unit plans	Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes	Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes	Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes	Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes	<ul style="list-style-type: none"> Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards Rigorous course content is accessible to all students
Implements high-quality, effective classroom instructional strategies that drive increases in student achievement					
Implements effective instructional strategies to meet student learning needs	Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation	Rarely ensures instructional strategies support student learning; rarely adapts instructional practices	<ul style="list-style-type: none"> Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans
Monitors multiple forms of student level data to inform instructional and intervention decisions					
Tracks student level data to drive continuous improvement	Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement	Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data	Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs	<ul style="list-style-type: none"> Instructional decisions throughout the year are based on student outcome data Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc. Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Supports data-driven instruction	Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings	Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings	Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data	Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data	<ul style="list-style-type: none"> Secondary student performance is closely tracked to ensure that they remain "on track" to graduate in four years Data is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding
Uses disaggregated data to inform academic interventions	Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress	Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress	Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions	Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	<ul style="list-style-type: none"> Students receive rapid, data-driven interventions matched to current needs Intervention assignments and schedules are frequently updated to reflect student needs and progress

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Recruits, hires, assigns, and retains effective staff					
Recruits and selects effective teachers	Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes	Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes	Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes	Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process	<ul style="list-style-type: none"> • Selection process is managed by the leadership team and includes input from other key stakeholders • School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff • Selection and assignment processes match staff to specific positions based on skill • Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture • Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning • High percentage of teachers rated effective stay in the school
Strategically assigns teachers	Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers	Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness	Places teachers in grade level and content areas based on qualifications	Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact	
Retains effective teachers	Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Does not make an effort to retain or recognize effective teachers	
Increases teacher effectiveness through professional learning structures					
Collects high quality observational data	Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives	Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need	Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need	Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice	<ul style="list-style-type: none"> • Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement • Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice ; develops inter-rater reliability with the leadership team by co-observing	Provides, frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	<ul style="list-style-type: none"> Instructional feedback builds effective teacher practice and observable changes in teacher practice Teachers are taught how to use a variety of instructional strategies Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations
Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	
Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results					
Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	<ul style="list-style-type: none"> Rigorous evaluation process is completed for every teacher Evaluation process, measures and targets are established at the beginning of the year Staff is aware of evaluation components, timeline and processes
Trains, develops, and supports a high-performing instructional leadership team					
Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	

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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan					
Gathers and analyzes data from multiple sources to inform decisions	Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes	Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes	Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school	Completes a cursory review of the school's weaknesses using annual student achievement results	<ul style="list-style-type: none"> • Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff • Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation • Strategic plan priorities are public - stakeholders share a common understanding of short and long term milestones and goals • Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes • Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success
Sets school-wide priorities and classroom-based student learning goals	Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data	Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data	Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms	Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets	
Develops and implements strategic plans	Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets	Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals	
Monitors progress toward goals	Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data	Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals	Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies	
Organizes school time to support all student learning and staff development priorities					
Implements a year-long calendar	Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar	Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar	Establishes a basic calendar of instructional time and some professional development activities with limited implementation	Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals	<ul style="list-style-type: none"> • Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members • Every moment of available time - in and out of the traditional school day - is focused on increasing student achievement <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Organizes school time to support all student learning and staff development priorities					
Implements a consistent school-day schedule	Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions	Implements a daily schedule focused on student access to rigorous course content, teacher team meetings, and teacher-peer observations; includes time for interventions	Sets a daily schedule that allots time for student learning and periodic teacher team meetings	Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings	<ul style="list-style-type: none"> School calendar of professional development, interim assessments and re-teaching is in place Daily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs
Effectively manages professional time	Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth	Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice	Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others	Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities	
Allocates resources to align with the strategic plan					
Aligns and manages the school's resources	Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities	Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps	Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals	Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources	<ul style="list-style-type: none"> Finances and other resources are aligned with strategic priorities Aligned external partners are identified and accessed to supplement available resources

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement					
Demonstrates self-awareness, reflection, and on-going learning	Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities	Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes	Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes	<ul style="list-style-type: none"> • Message about goals or possibility does not change in moments of challenge or adversity • Shares personal failures and the lessons learned from them • Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school
Demonstrates resiliency in the face of challenge	Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff	Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges	Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise	Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation	<ul style="list-style-type: none"> • Takes initiative and remains solutions-oriented at all times to move the work of the school forward • Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities
Constructively manages change with the ultimate goal of improving student achievement					
Manages and adapts to change	Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum	Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum	Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change	<ul style="list-style-type: none"> • Staff are supported through change processes • School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals • School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
Communicates openly and clearly based on the situation, audience, and needs					
Implements a communication plan	Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives; identifies key messages for all audiences, uses multiple communication mediums and timelines, and effectively engages the support of all stakeholders	Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives; identifies key messages for all audiences, uses multiple communication mediums, and shares the school vision with all stakeholders to engage their support	Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals	Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders	<ul style="list-style-type: none"> • All staff are treated with respect and various viewpoints are dealt with quickly and efficiently • School staff development plan addresses difficult conversations to improve and enhance student learning • Principal reacts to difficult moments or feedback in calm and positive ways

(continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Communicates with stakeholders	Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience	Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience	Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills	Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff	<ul style="list-style-type: none"> • Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members • Systems, processes, and structures are in place to share the current state of the school and solicit feedback • Leadership team participates in professional development to learn and practice active listening skills



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New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

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ATTACHMENT F
BALTIMORE CITY
SCHOOL DISTRICT
SCHOOL LEADER
FRAMEWORK &
RUBRIC

New Leaders 



School Leader Rubric

2.1 Implement systems to select and retain effective teachers and staff whose skills and beliefs meet those needs.

2.2 Develop its own capacity and that of faculty and staff by engaging in school-wide reflection and professional development.

2.3 Make full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance.



1.1 Supports highly effective instruction.

1.2 Plans, assess, and adjust to ensure highly effective instruction.

3.1 Provide a clear vision and mission that promotes a welcoming and supportive learning environment for students, families, staff and all other stakeholders.

3.2 Cultivates and sustains open communication and decision-making opportunities with families.

3.3 The culture of the school reflects and embraces student, staff, and community diversity.

4.1 Manage progress towards clear goals through a cycle of planning, action, assessment, and adjustment.

4.2 Allocate and deploy the resources of time, human capital, and funding to address the priority growth goals for student achievement.



City Schools School Leader Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)

What does it look like?

In a school with highly effective leadership in Core Value 1, teachers and administrators can describe concretely what good instruction looks like, how they stay informed about current best practices, and how their shared vision aligns with the principles and practices of the City Schools Instructional Framework. This might be evident in the fact that teachers across the grade levels describe similar expectations for lesson structure and for the types of instructional methods that should be seen in daily lessons. It can also be heard in discussions regarding instruction, where all staff use language aligned to the Instructional Framework. Additionally, students may be observed frequently engaging in peer to peer interactions and participating in differentiated activities based on need. There is evidence that leadership dedicates a part of each day to improving instruction by visiting classrooms and giving formative feedback to teachers about their practice based on the Instructional Framework and by attending common planning time or other meetings focused on teaching and learning. Teachers engage in regular planning of standards-based units and lessons aligned to the Instructional Framework, with school leadership establishing a system for review such as weekly lesson plan submission, lesson plan books, or review on an electronic database.

Leadership models the importance of good instruction by being a student of best practices and showing that he/she is continuing to learn what works through his/her attendance at and implementation of professional development. It would be typical for such a school, at any given time, to have an instructional improvement focus based on the needs of the school, such as refining questioning so that questions are clear and scaffolded to lead students to thinking at a higher level or for teams to be organized to share struggles and successes with the current improvement focus. Additionally, teachers participate in and can describe regular professional development activities aligned to the school's instructional improvement plan.

In such a school, teachers participate in and can describe regular cycles of improvement in which student achievement data is examined, as well as trends in classroom practice. Teachers and leadership are observed working together to analyze data and determine how to adjust instruction to meet students' needs. Staff is able to articulate what adjustments have worked and not worked because leadership values adult learning and supports informed innovation. Instruction is a public activity and a shared responsibility.



City Schools School Leader Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
School leadership supports highly effective instruction.	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> Continually evaluates progress in implementation of the Instructional Framework and adjusts plan as necessary. Has successfully built the capacity of other administrators and teacher teams and individual teachers to take leadership responsibility for building faculty's capacity for excellent instruction. Seeks opportunities to model current best practice based on an understanding of pedagogy. 	<ul style="list-style-type: none"> Articulates and acts upon a shared vision of high student achievement, with evidence of implementation apparent in daily operations. 	<ul style="list-style-type: none"> Can speak to a vision and has shared that vision with others, but minimal evidence of implementation is apparent in daily operations. 	<ul style="list-style-type: none"> Unable to speak to a vision or has not shared a vision with the school community.
		<ul style="list-style-type: none"> Demonstrates a deep understanding of pedagogy and stays informed about current best practices. 	<ul style="list-style-type: none"> Articulates some understanding of pedagogy and stays informed about some current best practices. 	<ul style="list-style-type: none"> Has limited ability to communicate the pedagogy captured in the Instructional Framework and/or does not dedicate time to staying informed about current best practices.
		<ul style="list-style-type: none"> Articulates a clear plan and implementation of the Instructional Framework is evident through activities such as common planning time, observations, and conversations with staff. 	<ul style="list-style-type: none"> Can articulate a plan but implementation of the Instructional Framework is limited, as evidenced by common planning time, observations, and conversations with staff. 	<ul style="list-style-type: none"> Unable to articulate a plan for implementation of the Instructional Framework, or has not yet articulated that plan to faculty.
		<ul style="list-style-type: none"> Provides formative feedback based on the Instructional Framework that is actionable, clearly describing strengths and areas for growth. This feedback is supported by a school-wide professional development plan and aligned to key improvement goals. 	<ul style="list-style-type: none"> Occasionally provides formative feedback based on the Instructional Framework that is actionable, clearly describing strengths and areas for growth in writing or verbally. 	<ul style="list-style-type: none"> Rarely provides feedback and/or feedback does not go beyond simple notes or brief conversations to identify strengths and areas for growth.
		<ul style="list-style-type: none"> There are regular professional development activities as described in a schedule. These activities are aligned in a clear plan to improve instruction and student outcomes. 	<ul style="list-style-type: none"> There are regular professional development activities as described in a schedule. These activities are occasionally aligned in a clear plan to improve instruction and student outcomes. 	<ul style="list-style-type: none"> Professional development topics are scattered and time to address them is sporadic.



City Schools School Leader Rubric

CORE VALUE 1: HIGHLY EFFECTIVE INSTRUCTION (INSTRUCTIONAL LEADERSHIP)				
1.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>School leadership plans, assesses, and adjusts to ensure highly effective instruction.</p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> • In addition to the regular cycle of plan, assess and adjust, conducts larger scale reviews of the curriculum that make use of on-going student achievement data analysis to make adjustments to scope and sequence and/or unit plans from one year to the next. • Consistently checks that teachers have the content knowledge and training to analyze data and adjust instruction. • Provides awareness of and access to opportunities for teachers to deepen content knowledge and their proficiency in data use. 	<ul style="list-style-type: none"> • Ensures the regular planning of standards-based units and lessons that are well-paced and that employ teaching practices described within the Instructional Framework. 	<ul style="list-style-type: none"> • Allows for the regular planning of standards-based units and lessons that are well-paced and that employ teaching practices described within the Instructional Framework. 	<ul style="list-style-type: none"> • Rarely oversees the regular planning of standards-based units and lessons and/or allows for plans that are not well-paced and/or do not employ teaching practices described within the Instructional Framework.
		<ul style="list-style-type: none"> • Demonstrates a deep understanding of data analysis and ensures the use of a complete student learning data-cycle, including adjusting practice through short-term re-teaching, providing interventions, making adjustments to course, unit, and lesson planning, and re-assessing students. 	<ul style="list-style-type: none"> • Demonstrates an understanding of data analysis, but only some elements of the data cycle are evident in the school's practice. 	<ul style="list-style-type: none"> • Demonstrates a minimal understanding of data analysis and/or few to none of the elements of the data cycle are evident in the school's practice.
		<ul style="list-style-type: none"> • Forms faculty teams and has them meet regularly to plan, assess, and adjust classroom practice. 	<ul style="list-style-type: none"> • Forms faculty teams and has them meet occasionally to plan, assess, and adjust classroom practice. 	<ul style="list-style-type: none"> • Does not clearly require teachers and teams of teachers to plan, assess, and adjust classroom practice.



City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)

What does it look like?

In a school with highly effective leadership in Core Value 2, the school's staff and faculty are valued as its most important resource, developed to meet the needs of students and held accountable for performance. Attention to people begins with recruitment. Within the approved system, leadership maximizes efforts to attract qualified candidates. This might be done through networking, starting the hiring process as early as possible or developing unique positions that match unique school needs. Leadership engages stakeholders in the selection of candidates, for example, forming a committee of existing staff and faculty to interview candidates, and uses multiple methods to gauge candidates' qualifications, for example a demonstration lesson and an interview.

Both new and existing staff and faculty are viewed as learners and held accountable to engage in activities such as mentoring and job-embedded professional development on teams. Leadership models the role of learner, for example, by attending professional development in line with personal growth goals. Teachers in such a school can describe both individual professional development goals as well as how they work with others to improve common practices; for example, working as a grade level team to better implement learning centers or enhance peer to peer interactions. Leadership can articulate the strengths and developmental needs of teachers, as well as the supports those teachers are receiving. Leadership creates learning opportunities for staff and faculty by giving them challenging responsibilities, for example leading a work group on peer observations for which staff could earn Achievement Units (AUs). Mistakes are accepted as an integral part of stretching individuals to grow.

Support for individuals is based on data and tightly blended with accountability. In such a school, staff and teachers are given every reasonable opportunity to learn but must develop satisfactory practice to remain at the school. Based on data such as classroom observation scores, leadership provides individual attention to staff and faculty members to accelerate learning, granting greater responsibility to high performers and providing intervention to those struggling to meet expectations. Such a school grows many leaders from within and past staff and faculty often move to higher positions in and outside the school. With a similar intensity, leaders exercise appropriate authority and process to remove staff and faculty members who are not able to perform. Leadership designs and implements a school-wide professional development plan to address staff's demonstrated need as determined by data, such as observations or student achievement, and is that aligned to the Instructional Framework.



City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)

2.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
School leadership implements systems to select and retain effective teachers and staff whose skills and beliefs meet those needs.	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> Has implemented organizational structures for selection and retention that have clearly improved student well-being and academic performance. Has clearly developed future school leaders through developing their capacity and delegating responsibility. 	<ul style="list-style-type: none"> Has created or implemented an organizational and staffing structure that meets the diverse needs of all students. 	<ul style="list-style-type: none"> Has created or implemented an organizational and staffing structure that meets the diverse needs of most students. 	<ul style="list-style-type: none"> Has created or implemented an organizational and staffing structure that meets the general needs of students, but does not address the diverse needs of specific student populations.
		<ul style="list-style-type: none"> Proactively recruits candidates through all sanctioned means and involves stakeholders in defining staffing needs and finding well-qualified candidates. 	<ul style="list-style-type: none"> Recruits candidates through several sanctioned means and involves some stakeholders in defining staffing needs and finding well-qualified candidates. 	<ul style="list-style-type: none"> Minimally involves stakeholders in defining staffing needs and finding well-qualified candidates.
		<ul style="list-style-type: none"> Uses multiple stakeholders and measures to assess each candidate's qualifications. 	<ul style="list-style-type: none"> Uses some stakeholders and a few measures to assess each candidate's qualifications. 	<ul style="list-style-type: none"> Has not created a system for assessing candidates' qualifications.
		<ul style="list-style-type: none"> Has created mentoring and/or other induction programs to support the development of all new teachers and staff and monitors the program's effectiveness. 	<ul style="list-style-type: none"> Has created mentoring and/or other induction programs to support the development of some new teachers and staff development and occasionally monitors the program's effectiveness. 	<ul style="list-style-type: none"> Has not created or does not consistently implement or monitor a mentoring and/or other induction programs to support teacher and staff development.
		<ul style="list-style-type: none"> Recruits a strong leadership team whose membership reflects the school staff's population and develops the team's capacity to lead the school. 	<ul style="list-style-type: none"> Recruits a leadership team whose membership somewhat reflects the school staff's population and occasionally works to develop the team's capacity to lead the school. 	<ul style="list-style-type: none"> Has identified a leadership team, but membership does not reflect the school staff's population.



City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.2	Level 4	Level 3	Level 2	Level 1
School leadership develops its own capacity and that of faculty and staff by engaging in school-wide reflection and professional development.	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> • Models the use of personal growth goals to guide personal professional development. • Continually engages staff in the evaluation of the school-wide professional development plan. 	<ul style="list-style-type: none"> • Models a sense of collective responsibility to continually improve student learning by attending professional development in line with personal growth areas and by adapting his/her leadership practices based on the analysis of past successes and failures. 	<ul style="list-style-type: none"> • Models a sense of collective responsibility to improve student learning by occasionally attending professional development in line with personal growth areas and by sometimes adapting his/her leadership practices based on the analysis of past successes and failures. 	<ul style="list-style-type: none"> • Does not model a sense of collective responsibility to improve student learning and/or rarely attends professional development in line with personal growth areas or adapt his/her leadership practices as necessary.
		<ul style="list-style-type: none"> • Ensures the formation of school-wide, team, and individual professional development goals for teachers and staff and monitors progress towards these goals. 	<ul style="list-style-type: none"> • Allows for the formation of school-wide, team, and individual professional development goals for teachers and staff and occasionally monitors progress towards these goals. 	<ul style="list-style-type: none"> • Has not set and/or articulated expectations for school-wide, team, and individual professional development goals for teachers and staff and/or rarely monitors progress towards these goals.
		<ul style="list-style-type: none"> • Employs teams throughout the building and assigns them essential tasks as a means of providing job embedded professional development linked to real school goals and challenges. 	<ul style="list-style-type: none"> • Employs a few teams throughout the building and assigns them some essential tasks as a means of providing job embedded professional development linked to real school goals and challenges. 	<ul style="list-style-type: none"> • Employs a few teams throughout the building as a means of dispersing non-essential tasks.



City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)

2.2	Level 4	Level 3	Level 2	Level 1
		<ul style="list-style-type: none"> Engages faculty in a school-wide professional development plan based on identified needs and in alignment with the Instructional Framework. 	<ul style="list-style-type: none"> Occasionally engages faculty in a school-wide professional development plan based on identified needs and in alignment with the Instructional Framework. 	<ul style="list-style-type: none"> Cannot speak to a vision for school-wide professional development and/or offers few opportunities for stakeholders to engage in professional development.



City Schools School Leader Rubric

CORE VALUE 2: TALENTED PEOPLE (CAPACITY BUILDING)				
2.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>School leadership makes full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance.¹</p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> • Uses multiple methods (observation, lesson study, modeling, readings, etc.) and multiple stakeholders to provide support to teachers and staff. • Frequently checks in with struggling teachers to evaluate and discuss current performance against professional expectations. • Develops ,retains, and promotes high-performing teachers 	<ul style="list-style-type: none"> • Articulates performance expectations and allocates time to support staff in meeting those expectations. 	<ul style="list-style-type: none"> • Articulates performance expectations but does not consistently allocate time to support staff in meeting those expectations. 	<ul style="list-style-type: none"> • Does not articulate performance expectations.
		<ul style="list-style-type: none"> • Provides timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. 	<ul style="list-style-type: none"> • Occasionally provides support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. 	<ul style="list-style-type: none"> • Rarely provides support and interventions to struggling teachers and staff and/or does not consistently use data to inform support and interventions.
		<ul style="list-style-type: none"> • In accordance to sanctioned practice and based on multiple data points, such as documented interventions and observations, school leadership persistently attempts to remove those who do not make reasonable progress toward meeting professional expectations. 	<ul style="list-style-type: none"> • In accordance to sanctioned practice and based on a few data points, such as documented interventions and observations, school leadership documents attempts to remove those who do not make reasonable progress toward meeting professional expectations. 	<ul style="list-style-type: none"> • Rarely attempts to remove those who do not make reasonable progress toward meeting professional expectations and/or rarely uses data to inform these decisions.

¹ Example evidence: No default satisfactory evaluation ratings



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT

What does it look like?

In a school with highly effective leadership in Core Value 3, there is an expressed sense of welcoming and belonging for all stakeholders. Leadership, in collaboration with staff, parents and students, establishes a vision for the school. The mission, vision, and values of the school are understood by all stakeholders. Parents are active members of the school, both in regards to their own children's needs and to membership in appropriate school committees. Leadership ensures that communications with families are open and two-way. In such a school parents and teachers describe and engage in consistent communications through emails, phone calls, newsletters and in person meetings.

Staff members have come to understand the strengths and challenges of the community's history through building relationships with families and community members and value the diverse backgrounds of stakeholders. Appreciation of diversity is evident in the curriculum and the programs provided at the school. Leadership is active in recruiting community members and parents to participate in school activities and garner resources for students and the school and holds an expectation that teachers and staff will do the same. For example, the school might have a community business help sponsor an after-school tutoring program or a teacher of the month program.

The needs of individuals, both students and adults, are recognized and structures to celebrate their successes are established. In such a culture, a person is not isolated. The school has systems in place to identify and address the needs of students and adults. Systems of student supports are clearly evident by linking social emotional supports and academic learning.



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The school leadership provides a clear vision and mission that promotes a welcoming and supportive learning environment for students, families, staff and all other stakeholders.</p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> Proactively recruits parents and community members to organize and carry out school activities. Proactively seeks and sustains alliances with community partners and agencies that address students' social and emotional needs. 	<ul style="list-style-type: none"> Creates systems so that the school community shares a clear understanding of, and commitment to, the school mission, vision, and values, including a clear understanding of strategic initiatives and goals. 	<ul style="list-style-type: none"> Ensures that the school community shares a general understanding, and commitment to, the school mission, vision, and values, but the community cannot articulate them beyond generalities. 	<ul style="list-style-type: none"> Cannot speak to the mission, vision and values of the school and/or has not articulated them to stakeholders.
		<ul style="list-style-type: none"> Has successfully involved all stakeholders in school improvement efforts. 	<ul style="list-style-type: none"> Reaches out to potential stakeholders to increase involvement in school improvement efforts but has not yet secured their involvement. 	<ul style="list-style-type: none"> Rarely attempts to include a minimum number of stakeholders in school improvement efforts.
		<ul style="list-style-type: none"> Creates an environment where students, staff and families feel welcomed and safe at school. 	<ul style="list-style-type: none"> Creates an environment where students, staff and families generally feel welcomed and safe at school. 	<ul style="list-style-type: none"> Maintains an environment where few students, staff and families feel welcomed and safe at school.
		<ul style="list-style-type: none"> Establishes structures to recognize and celebrate student, faculty, and staff success. 	<ul style="list-style-type: none"> Establishes structures to occasionally recognize and celebrate student, faculty, and staff success. 	<ul style="list-style-type: none"> Rarely provides opportunities to recognize and celebrate student, faculty, and staff success.
		<ul style="list-style-type: none"> Develops systems that proactively attend to individual student's social and emotional needs. 	<ul style="list-style-type: none"> Develops systems that react to individual student's social and emotional needs. 	<ul style="list-style-type: none"> Rarely addresses individual student's social and emotional needs.



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
		<ul style="list-style-type: none"> Develops systems that attend to the individual needs of staff and faculty, establishing a professional community in which all members thrive. 	<ul style="list-style-type: none"> Develops a few systems that occasionally attend to the individual needs of staff and faculty, establishing a professional community in which most members thrive. 	<ul style="list-style-type: none"> Has no clear systems that attend to the individual needs of staff and faculty as necessary.



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The school leadership cultivates and sustains open communication and decision-making opportunities with families.²	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> Recruits families to assist in communication efforts with other families. Models expectations for the use of multiple methods of communication with families. Clears obstacles to assist families in attending school meetings and functions (transportation, child care, etc.). 	<ul style="list-style-type: none"> Uses multiple strategies, languages and vehicles to communicate information, such as progress toward school-wide goals and initiatives, school progress, policies, events and the academic and social development of students to families and community. 	<ul style="list-style-type: none"> Occasionally uses a few strategies, languages and vehicles to communicate information such as progress toward school-wide goals and initiatives, school progress, policies, events and the academic and social development of students to families and community. 	<ul style="list-style-type: none"> Rarely uses more than one strategy, language or vehicle to communicate information to families and community.
		<ul style="list-style-type: none"> Consistently provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions. 	<ul style="list-style-type: none"> Allows for opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions. 	<ul style="list-style-type: none"> Rarely provides opportunities for families and the community to participate in or provide feedback on appropriate school-wide decisions.
		<ul style="list-style-type: none"> Creates systems for two-way communication with families about individual student successes and needs. 	<ul style="list-style-type: none"> Creates a few systems for two-way communication with families about individual student successes and needs. 	<ul style="list-style-type: none"> Does not create effective systems of communications with families or maintains ineffective systems for relaying information about individual student successes and needs.

² Example evidence: Principal holds an FCE Compliance Meeting



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.2	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
		<ul style="list-style-type: none"> Ensures that all teachers provide regular and substantive updates to families through multiple means of communication. 	<ul style="list-style-type: none"> Monitors that all teachers provide updates to families through multiple means of communication. 	<ul style="list-style-type: none"> Rarely monitors that teachers communicate with families.
		<ul style="list-style-type: none"> Establishes multiple structures for frequent communication with teachers and staff members regarding policies, progress, and school culture by using effective tools and routines and providing clear explanations. 	<ul style="list-style-type: none"> Establishes a few structures for communication with teachers and staff members regarding policies, progress, and school culture by using tools and routines and providing clear explanations. 	<ul style="list-style-type: none"> Does not establish consistent or effective structures for communication with teachers and staff members.



City Schools School Leader Rubric

CORE VALUE 3: VISION AND ENGAGEMENT				
3.3	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>The culture of the school reflects and embraces student, staff, and community diversity.</p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> Includes all stakeholders in the review of culture data and works with them to adjust practices. Provides opportunities to teachers and staff to learn more about the community history, strength, and challenges. Proactively recruits families and community members to garner resources for the school. With staff, reviews data on students' academic and social/emotional needs and their responses to intervention, making adjustments accordingly. 	<ul style="list-style-type: none"> Consistently reviews and analyzes culture data regularly, adjusts practices as necessary, and holds self and others accountable for maintaining a positive school culture. 	<ul style="list-style-type: none"> Occasionally reviews and analyzes culture data, adjusts practices as necessary, and holds self and others accountable for maintaining a positive school culture. 	<ul style="list-style-type: none"> Rarely reviews or analyzes culture data, adjusts practices as necessary, or holds self and/or others accountable for maintaining a positive school culture.
		<ul style="list-style-type: none"> Anticipates and prepares for culture challenges with proactive strategies. 	<ul style="list-style-type: none"> Prepares for culture challenges with proactive strategies. 	<ul style="list-style-type: none"> Reacts to culture challenges.
		<ul style="list-style-type: none"> Ensures that teachers and staff build strong relationships with families and community stakeholders from diverse backgrounds. 	<ul style="list-style-type: none"> Monitors that teachers and staff build relationships with some families and community stakeholders from diverse backgrounds. 	<ul style="list-style-type: none"> Rarely monitors that teachers and staff have built relationships with families and community stakeholders.
		<ul style="list-style-type: none"> Oversees the selection of resources that reflect a commitment to equity and an appreciation of diversity. 	<ul style="list-style-type: none"> Oversees the selection of resources that sometimes reflect a commitment to equity and an appreciation of diversity. 	<ul style="list-style-type: none"> Rarely oversees the selection of resources that reflect a commitment to equity and an appreciation of diversity.
		<ul style="list-style-type: none"> Ensures that the school's programs consider cultural, linguistic, and socioeconomic diversity. 	<ul style="list-style-type: none"> Monitors that the school's programs occasionally consider cultural, linguistic, and socioeconomic diversity. 	<ul style="list-style-type: none"> Infrequently monitors that the school's programs consider cultural, linguistic, and socioeconomic diversity.
		<ul style="list-style-type: none"> Collaborates with families and community partners to garner resources to meet the needs of students and the school. 	<ul style="list-style-type: none"> Occasionally collaborates with families and community partners to garner resources to meet the needs of students and the school. 	<ul style="list-style-type: none"> Rarely collaborates with families and community partners to garner resources to meet the needs of students and the school.



City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP

What does it look like?

In a school with highly effective leadership in Core Value 4, the regular cycles of plan, teach and adjust occurring throughout the grade levels are supported by a school-wide cycle of plan, act, assess and adjust. Leadership begins this strategic planning cycle by establishing overarching goals for student achievement. These are typically year-long goals and relate to school, district and state expectations for student achievement. Leadership establishes a clear plan to meet these goals by examining existing student data and data about school practices.

Leadership helps faculty and staff to determine root causes of weaknesses in student performance. For example, an examination of data about students who are not making adequate progress may reveal that poor attendance is a wide-spread issue. This may lead to further examination of issues behind attendance and to possible strategies to address these root causes.

In such a school, teachers can articulate the key priorities being implemented to improve student performance and practices stemming from priorities are evident in observation of classrooms throughout the school. There is evidence that high quality, in-depth meetings to identify and address these priorities are regularly conducted. No part of improvement efforts is sacred. Strategies for improvement are monitored closely, and strategies that do not work are adjusted or replaced with alternatives.

Leadership carefully deploys resources to make improvement efforts possible and ensures alignment with the school's priorities and goals. Items that are critical to the school's plans receive priority in the budget. Time is managed to ensure students can have access to the curriculum and so that teachers have time to engage in planning, professional development and other activities that support classroom instruction.



City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP

4.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The school leadership manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment.	<i>In addition to all of the elements in Level 3, Level 4 includes:</i> <ul style="list-style-type: none"> Articulates goals for the improvement of student learning and engages stakeholders in the monitoring of their progress. Ensures the alignment of all school goals, action plans, and key priorities. Ensures that all stakeholders clearly understand and can articulate school goals, action plans, and key priorities. Scans the external environment and keeps abreast of the local, national and international educational context for emerging trends and their impact on goal setting. 	<ul style="list-style-type: none"> Establishes rigorous goals for the improvement of student learning that are measurable and aligned to student need. 	<ul style="list-style-type: none"> Establishes goals for the improvement of student learning that are measurable and aligned to student need. 	<ul style="list-style-type: none"> Rarely establishes goals for the improvement of student learning and/or establishes goals that are not measurable or aligned to student need.
		<ul style="list-style-type: none"> Establishes key priorities for improving the school's programs and practices. Faculty and staff are continually engaged in looking at their practices and determining how these practices are the root causes of successes and weaknesses in student achievement. Possible solutions to address weaknesses and promising new ideas are prioritized and implemented through action plans. 	<ul style="list-style-type: none"> Occasionally establishes key priorities for improving the school's programs and practices. Faculty and staff are occasionally engaged in looking at their practices and determining how these practices are the root causes of successes and weaknesses in student achievement. Possible solutions to address weaknesses and promising new ideas are occasionally prioritized and implemented through action plans. 	<ul style="list-style-type: none"> Rarely establishes and/or articulates key priorities for improving the school's programs and practices.
		<ul style="list-style-type: none"> Consistently revisits and adjusts the action plan with teachers and staff. 	<ul style="list-style-type: none"> Occasionally revisits and adjusts the action plan with teachers and staff. 	<ul style="list-style-type: none"> Rarely revisits and/or adjusts the action plan with teachers and staff.
		<ul style="list-style-type: none"> Consistently provides opportunities and support for the regular analysis of school-wide data and instructional practices through collaborative staff time. 	<ul style="list-style-type: none"> Allows for opportunities and support for the analysis of school-wide data and instructional practices through collaborative staff time. 	<ul style="list-style-type: none"> Rarely provides opportunities or supports for the analysis of school-wide data and instructional practices.
		<ul style="list-style-type: none"> Is inclusive of families, community members, teachers, and students (secondary level) to participate in setting school-wide goals, developing action plans and adjusting those plans based on results. 	<ul style="list-style-type: none"> Is occasionally inclusive of families, community members, teachers, and/or students (secondary level) to participate in setting school-wide goals, developing action plans and adjusting those plans based on results. 	<ul style="list-style-type: none"> Cannot speak to school wide goals or action plans and/or rarely includes families, community members, teachers, and/or students (secondary level) in their creation.



City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP

4.1	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
		<ul style="list-style-type: none"> While working through action plans, remains aware and responsive to changes in the environment and is adaptive and reshuffles priorities to address the new situation. 	<ul style="list-style-type: none"> While working through action plans, occasionally remains aware and responsive to changes in the environment and is often adaptive and reshuffles priorities to address the new situation. 	<ul style="list-style-type: none"> While working through action plans, remains minimally aware and responsive to changes in the environment and is rarely adaptive and/or able to reshuffle priorities to address the new situation.



City Schools School Leader Rubric

CORE VALUE 4: STRATEGIC LEADERSHIP				
4.2	Level 4	Level 3	Level 2	Level 1
<p>The school leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.³</p>	<p><i>In addition to all of the elements in Level 3, Level 4 includes:</i></p> <ul style="list-style-type: none"> • Utilizes all appropriate and available opportunities and organizations (networks, central office, non-profit staffing organizations, grants, etc.) to ensure optimal use of resources. • Creates and maintains an operations plan with goals and procedures clearly aligned to school growth goals. • Develops a system of rewards for staff who demonstrate creativity in securing additional resources for the school and responsibility in handling school resources. 	<ul style="list-style-type: none"> • Consistently provides and focuses common staff time on instructional practices and development in support of student achievement. 	<ul style="list-style-type: none"> • Occasionally provides and focuses common staff time on instructional practices and development in support of student achievement. 	<ul style="list-style-type: none"> • Provides little to no common staff time and/or does not focus time on instructional practice and development in support of student achievement.
		<ul style="list-style-type: none"> • Develops a schedule that maximizes time on student learning. 	<ul style="list-style-type: none"> • Develops a schedule that almost always maximizes time on student learning. 	<ul style="list-style-type: none"> • Develops a schedule that does not maximize time on student learning.
		<ul style="list-style-type: none"> • Budget distributions and resource allocations always support teaching and learning. 	<ul style="list-style-type: none"> • Budget distributions and resource allocations almost always support teaching and learning. 	<ul style="list-style-type: none"> • Budget distributions and resource allocations infrequently support teaching and learning.
		<ul style="list-style-type: none"> • Leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and decisions to appropriate individuals. 	<ul style="list-style-type: none"> • Occasionally leverages teacher and staff talent, expertise, and effectiveness by delegating essential responsibilities and/or decisions to appropriate individuals. 	<ul style="list-style-type: none"> • Delegates few responsibilities or decisions.
		<ul style="list-style-type: none"> • School operations and resource management cause little disruption to teaching and learning. 	<ul style="list-style-type: none"> • School operations and/or resource management cause substantial disruptions to teaching and learning. 	<ul style="list-style-type: none"> • School operations and/or resource management frequently cause significant disruption to teaching and learning.

³ Example evidence: On-time submission of budget

ATTACHMENT G
IMPACT TO DATE
2013-14
SCHOOL YEAR

New Leaders 

IMPACTS TO DATE (AS OF MARCH 2014) SCHOOL YEAR 2013-14

Overview

In less than a decade, New Leaders' community of Baltimore school leaders has grown from less than ten to over one hundred. In school year 2013-14, we have developed and supported over 40 future and new school leaders across our leadership development programs—our largest group of participants ever:

- 28 participants in the Emerging Leaders Program
- Nine Resident Principals in the Aspiring Principals Program (Cohort 13)
- Six first-year New Leader Principals in the Principal Institute

Additionally, there are 63 New Leaders from previous cohorts currently serving as principals, assistant principals, and in other district leadership roles. This brings our total community to more than one hundred school leaders, impacting 38,000 students. Our principals lead over 22% of all district schools.

This year, we have also seen some of our senior New Leaders climb the leadership ranks within the district's central office. Currently, three of the district's ten executive directors (principal managers) are former New Leader Principals. Cohort 5 New Leader Sean Conley—who had been serving as an executive director—was recently promoted to the role of Network Officer within the Office of School Support Networks, a cabinet-level position reporting directly to the Chief Academic Officer. We are thrilled to have such passionate, achievement-driven educators leading the district.

Program Activities and Outcomes— School Year 2013-14

This year, New Leaders Baltimore has been engaged in: 1) the recruitment, admissions and training of our third cohort in the Emerging Leaders Program; 2) the selection and development of our Cohort 13 Resident Principals in the Aspiring Principals Program; and 3) the ongoing professional development for a group of first-year New Leader Principals through the Principal Institute.

Emerging Leaders Program (ELP)

Our third year of delivering ELP began in August 2013 with a three-day Program Intensive for new participants that focused on setting up high-performing teams, establishing a vision, and understanding and launching a data-driven instruction team.

Each month, our Emerging Leaders have been engaged in monthly local in-person sessions led by our ELP Director and webinars designed and delivered by the national New Leaders team. Throughout the program, participants are completing school-based assignments to practice their skills on the ground. Participants are expected to record their practice on video and share, discuss and assess their work with fellow Emerging Leaders and New Leaders' staff.

On our mid-year survey, 100% of participants agreed or strongly agreed that ELP is teaching them skills that are helpful for building their leadership capacity. Additionally, 100% agreed or strongly agreed that participating in ELP is helping them towards the goal of increasing student achievement in their school. Participants also shared the following thoughts on ELP:

“Before the program, I had no idea how to lead a team...Although I am still learning, I feel more comfortable now than before and I believe I am getting increasingly ready to embrace more demanding leadership assignments.”

“I believe that being in ELP helps me to think of my actions as having school-wide implications instead of just my classroom.”

“ELP clearly defines why we do this work. It strengthens your belief in children as stewards of learning and adults as professionals. The ideas of mindset and efficacy undergird the information that is delivered to you. You get to meet new people who have similar values. You learn more about data and why it’s necessary.”

Our 2013-14 ELP participants continue to engage in a series of webinars, in-person sessions, assignments and performance reviews. On our end-of-year ELP survey, our goal is to have at least 80-90% of participants to report that the program increased their knowledge and skills in leading adults to drive student achievement gains.

Our experienced program staff is conducting ongoing assessments of our ELP participants to determine their readiness for the APP Residency. At the conclusion of ELP in May, our team will make its final decisions on which participants will be invited to matriculate into Cohort 14 of APP.

Aspiring Principals Program (APP)

In early June 2013, New Leaders Baltimore welcomed nine new APP Resident Principals into Cohort 13. Eight of the Residents were selected through ELP, and one was selected through our rigorous national recruitment and admissions process, which we continue to operate organization-wide.

Training for Baltimore’s Cohort 13 began in July 2013 with the Summer Foundations Institute, a full-time, two-week training for all of our Resident Principals from across the nation. The curriculum included topics on literacy and math instruction, adult leadership, student efficacy and leadership team development. Upon returning from Summer Foundations, Cohort 13 began their year-long Residencies in the City Schools with their Mentor Principals. Throughout the Residency, Cohort 13 is receiving support from our local program staff and participating in weekly cohort meetings, which provide opportunities for ongoing peer support, coaching, professional development, reflection and problem solving.

In October 2013, the Residents participated in New Leaders’ week-long Fall Foundations seminar, which provided continuing education expanding on their summer coursework and Residency experience. Topics included literacy and math instruction, adaptive leadership, data-driven instruction and school culture.

In January 2014, New Leaders staff and current New Leader Principals conducted the first round of mock interviews with each Resident to prepare them for the hiring process they will experience when they apply for positions for the 2014-15 school year in the spring.

Cohort 13’s third and final Foundations experience was delivered in February 2014. Topics included adaptive leadership, observation and supervision of instruction, efficacy, school culture, and time management.

Training for Cohort 13 will conclude in late May. Our goal is that at least 90% of the Residents respond on our yearend survey that the program was a high-quality learning experience that prepared them for urban school leadership. Also, our goal is that 100% of Residents who successfully complete APP receive leadership placements in the district for the 2014-15 school year, with at least 80% being placed directly into principal positions.

Principal Institute (PI)

During the 2013-14 school year, New Leaders Baltimore is providing continued professional development to our newest principals through PI. To measure the effectiveness of PI, we primarily analyze data related to our entry planning process, which is designed to support and prepare new

principals as they transition into their schools. Components of this process include collecting data from stakeholders, aligning staff around a common vision, setting student achievement targets and outlining a plan for engaging both adults and students in school improvement. Participants continue to use the data-driven action plans created during entry planning in their school sites throughout the year.

On our 2013-14 survey, all six principals responded that the tools and resources from the entry planning process were useful. Five out of the six principals responded that the overall entry planning process helped them prepare for a successful start to the school year. When the principals were asked what they thought the most helpful component of the process was, their responses included:

“The entry planning process helped me feel that I was ahead of the game. I felt comfortable entering the worksite.”

“The one-on-one support is like a thought partner; a critical friend—which is very beneficial in setting me up for success.”

“Planning for observations, setting goals, reviewing calendars, and the diagnostic tool shed light on what I need to work on and lead others to work on.”

New Leaders will continue to conduct monthly professional development sessions for our 2013-14 PI participants through the end of May. Remaining session topics include Personal Leadership, Challenging Conversations, Budgeting, Recruiting Students, Recruiting and Hiring of Staff, and Teacher Evaluations. Our goal is that at least 90% of participants will respond on our yearend survey that PI improved their ability to drive student achievement gains.

Impact on Student Achievement

We are committed to measurable outcomes for students served by our New Leaders. To determine our impact on student achievement locally, we measure our success according to annual state assessments. Based on results from the 2013 Maryland School Assessment (MSA), we are able to make the following conclusions:

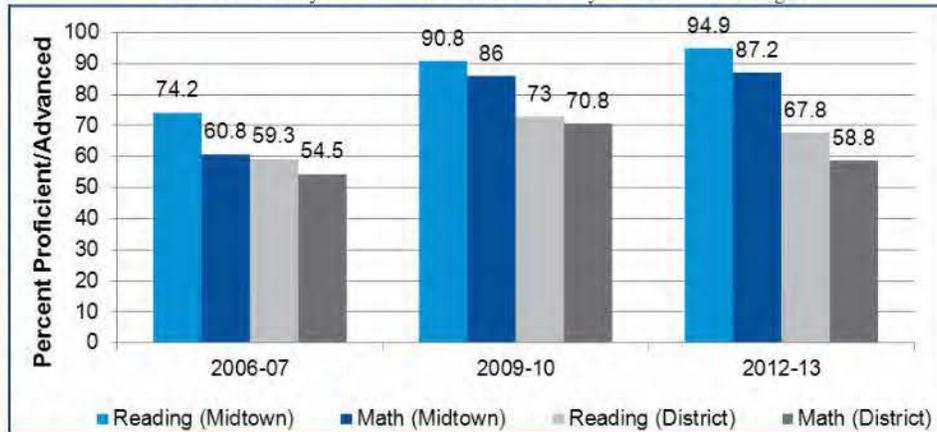
- New Leaders impacted five of the top ten schools in Baltimore City.
- Schools led by New Leader Principals for two or more years outperformed the district average by 13.3 combined points in reading and math:

MSA Proficiency Levels (2013)

	Reading	Math
2+ New Leaders	72.3	67.6
All City Schools	67.8	58.8
State of Maryland	84.8	78.1

- Matthew A. Henson Elementary, led by first-year principal David Guzman (Cohort 11), gained 10 combined points in reading and math.
- Lyndhurst Elementary, led by first-year principal Dr. Sherelle Lowe (Cohort 11) gained 30 combined points in reading and math.
- Before Loren McCaskill (Cohort 5) became principal of Dr. Bernard Harris, Sr. Elementary in the 2007-08 school year, only 69% of students were proficient or advanced in reading. As of the 2013 MSA, this number has jumped to over 80%.
- Since taking the helm at Midtown Academy in the 2006-07 school year, principal Kathleen O’Hanlon (Cohort 5) has led the school to gain over 45 combined points in reading and math.

MSA Proficiency Levels – Midtown Academy vs. District Averages



New Leaders has engaged the RAND Corporation, one of the nation's premier educational research groups, to conduct an external, longitudinal evaluation of our work nationally and locally. RAND's multi-year study—begun in 2006—involves annual achievement analyses, annual surveys of New Leaders, surveys and fieldwork in New Leader and matched non-New Leader schools, and district-level data collection and analysis.

RAND is evaluating the entire New Leaders program across the country. No other principal preparation programs are conducting an evaluation this rigorous. The size and scope of the study is unique and suggests that New Leaders is a more scalable intervention than other leadership development offerings. Additionally, in RAND's qualitative interviews with district officials throughout the country, New Leaders were described as:

- Having a deep belief that all children can achieve at high levels;
- Strong in data-driven instruction and decision-making; and,
- Strong instructional leaders who are fluent in best teaching practices.

In Baltimore specifically, RAND has found that students who attend a New Leader school outperform their peers in both math and reading assessments by statistically significant margins at all school levels.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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**New Leaders, Inc. and Baltimore City Public Schools
Turnaround School Leaders Program
Partnership Memorandum of Understanding**

This Partnership Agreement is entered into between New Leaders, Inc. (“New Leaders”), a national 501(c)(3) not-for-profit organization, and Baltimore City Public Schools, a local education agency in the state of Maryland, to document their official partnership for the purposes of applying for a U.S. Department of Education Turnaround School Leaders Program (“TSLP”) grant for the three-year grant period and addressing Absolute Priority 1 – Non-Rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program.

The Parties agree that New Leaders is designated as the entity that will apply for the TSLP grant, and Baltimore City Public Schools is designated as an official partner.

New Leaders and Baltimore City Public Schools have partnered for 10 years to train and support leaders for Baltimore’s schools through New Leaders’ Emerging Leaders Program and Aspiring Principals Program. If the partnership is selected for a TSLP grant, New Leaders plans to enhance the Leadership Pipeline in BCPS by recruiting, selecting, and training cohorts of principals to work as school leaders in School Improvement Grant (SIG) schools or SIG-eligible schools in the Baltimore.

Each Party agrees to be bound by every statement and assurance made in New Leaders’ application and commits to implement and sustain the plan proposed in the grant application. In addition, each partner will perform the following specific activities:

New Leaders agrees to:

- Recruit and select promising current and prospective school leaders through our Emerging Leaders Program and national admissions process.
- Provide high-quality training through our Aspiring Principals Program to prepare leaders to successfully lead turnaround efforts in SIG and/or SIG-eligible schools. This includes:
 - Summer Foundations
 - Residency Seminars
 - Residency in school in BCPS under supervision of Mentor Principal
 - Local training and coaching
- Provide ongoing professional development and individualized support through our Principal Institute that focuses on instructional leadership and school management.
- Collect student and school level achievement data from BCPS to evaluate and continuously improve the Program.
- Serve as the grantee/fiscal agent and ensure proper use of the TSLP grant funds.
- Ensure that the project is carried out and funds are used in accordance with Federal requirements.

BCPS agrees to:

- Provide reasonable opportunity for the public, including teachers and school leaders, to provide feedback on the partner's proposed leadership pipeline plan.
- Offer the Emerging Leaders Program to Baltimore schools as a leadership development opportunity for teachers and teacher leaders.
- Hire New Leaders in their first year of the Aspiring Principals Program as Resident Principals in Baltimore schools working under the supervision of an Mentor Principal in accordance with agreements between the parties.
- Place principals or other school leaders trained through the Aspiring Principals Program in SIG or SIG-eligible schools.
- Conduct regular program performance evaluations of principals trained through the Program using the district and New Leader systems already in place.
- Provide all school-level and student-level achievement data for all variables and school years requested by New Leaders for Baltimore schools to inform the independent evaluation of the Program.
- Establish or maintain policies that provide school leaders with decision-making autonomy (with regard to staffing, school schedules, and budgeting).
- Designate New Leaders as the applicant, grantee, and fiscal agent of the TSLP grant and abide by the requirements of the Program.

The Parties further agree that:

- The precise number of individuals to be trained under this partnership will be determined based upon local need, availability, and other pertinent factors.
- Representatives from each Party will meet regularly to ensure ongoing progress of the project under the TSLP grant.
- All student-level data will be treated in accordance with applicable law to protect the privacy of the individuals involved.

Accepted and agreed by:

(b)(6)

NEW LEADERS, INC.
Jean Desravines, Chief Executive Officer
Date:

Ms. Tisha S. Edwards
Interim Superintendent
Date: May 19, 2014

STATEMENT OF ATTESTATION

In order to engage and solicit feedback from the public (specifically teachers and school leaders in the district) around New Leaders' proposed Leadership Development Pipeline Program plan in the Baltimore City Public Schools, we developed and administered an electronic survey to principals and assistant principals in SIG/SIG-eligible schools who were requested to send the survey to their teachers and staff. The survey contained both multiple-choice as well as open-ended questions allowing for any and all feedback regarding the proposed plan. Specifically, respondents were asked to give their views on the importance of leadership development and how leadership development might affect their school. Below is a sampling of responses:

"Leadership development will affect the school community in numerous ways. This will affect the school's climate and the overall daily running of the school. A strong leader will ensure that students are being given the best quality instruction. He or she will motivate teachers and build a strong team."

"I do believe developing effective leaders that are passionate about their role and student achievement will have a great impact at my school. Students and families have a lot of needs that are not being addressed (i.e. behavior, community integration, reading, analyzing data, instructional support). I just hope that the proper individuals are chosen for these important tasks instead of making personal relationships a priority."

"Leadership development plays a major part in strengthening instruction of teachers, which in turn results into academically successful students. In addition to strengthening teacher and

student growth, the community partnership also plays a role in the success of our school as well.”

“Strong leadership impacts the teachers, which trickles down to the students. Leadership development is important so that the school can run and function smoothly.”

I attest that the information stated above is true and correct.

(b)(6)

Andre Cowling

Executive Director, New Leaders Maryland

May 22, 2014

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** Maryland - Turnaround School Program Budget Narrat

Add Mandatory Budget Narrative

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

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Section C – Budget Narrative

The Leadership Pipeline Development Program—a partnership between New Leaders and the Baltimore City Public Schools (BCPS)—requests \$1,500,000 over the next three years from the U.S. Department of Education’s Turnaround School Leadership Program (TSLP). Through the TSLP grant, we will exponentially grow BCPS’ leadership pipeline—including the development of approximately 85-100 teachers for more expanded leadership roles and 15-20 school leaders (principals and assistant principals)—and impact up to 15,000 more students in Baltimore City.¹

Direct Costs

Personnel

Includes the cost for key project team members’ time. This budget includes costs for several full-time programmatic staff (experienced former principals who have had success in leading schools and driving academic achievement for all students). The program staff plays a key role by mentoring, coaching, and sharing expertise with program participants during both the first year of the Emerging Leaders Program and the subsequent Residency year of the Aspiring Principals Program. The total personnel cost will be \$995,520 over the three years.

Staff Role	Time Allocated to TSLP Grant		
	Year 1	Year 2	Year 3
Executive Director	5-10%	5-10%	5-10%
Managing Director of Program	10-20%	20-30%	25-35%
ELP Director	10-20%	20-30%	25-35%
APP Director	10-20%	20-30%	25-35%
PI Director	10-20%	20-30%	25-35%

Fringe Benefits

Fringe benefits are calculated at a rate of 23% of total personnel costs for a total of \$45,794 in Year 1, \$76,323 in Year 2 and \$106,852 in Year 3.

Travel

Not applicable

Equipment

Not applicable.

¹ This is our full program count for ELP, APP, and PI for all three years. All of the individuals will be in the leadership pipeline and eligible for placement in a SIG or SIG-eligible school. The number of projected students refers to the impact participants will have while they are in New Leaders’ programs.

Supplies
Not applicable

Contractual
Not applicable

Construction
Not applicable.

Other
Not applicable.

Indirect Costs

Indirect Costs
New Leaders uses an approved indirect cost rate of 22.5 percent. The indirect costs for the three-year grant total \$275,510.

Training Stipends
Not applicable.

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

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

Name of Institution/Organization

New Leaders, Inc.

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	199,104.00	531,840.00	464,577.00			995,521.00
2. Fringe Benefits	45,794.00	76,323.00	106,852.00			228,969.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	244,893.00	408,163.00	571,429.00			1,224,490.00
10. Indirect Costs*	55,102.00	91,837.00	128,571.00			275,510.00
11. Training Stipends						
12. Total Costs (lines 9-11)	300,000.00	500,000.00	700,000.00			1,500,000.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 New Leaders, Inc.	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	(b)(4)					
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:
	Michael		Falletti	

Address:

Street1:	1500 Union Ave
Street2:	Suite 1400
City:	Baltimore
County:	Baltimore
State:	MD: Maryland
Zip Code:	21211
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(443) 524-5947	

Email Address:

mFalletti@newleaders.org

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:

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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