Charlotte-Mecklenburg Schools
Principal Pipeline Initiative
Our recently released strategic plan, *For a Better Tomorrow*, was designed to keep students and schools as the central focus of our district’s efforts.

**Goal 1**: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.

**Goal 2**: Recruit, develop, retain and reward a premier workforce.

**Goal 3**: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child.

**Goal 4**: Promote a system-wide culture of safety, high engagement, cultural competency and customer service.

**Goal 5**: Optimize district performance and accountability by strengthening data use, processes and systems.

**Goal 6**: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.

---

*Students and Schools*

---

*Every Child. Every Day. For a Better Tomorrow.*
Within our strategic plan goals, we have identified focus areas that prioritize building strong principals.

<table>
<thead>
<tr>
<th>Strategic Plan Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure every school and department has a highly effective leader</td>
</tr>
<tr>
<td>Strengthen principal candidate pool through strategic recruitment of internal and external candidates and transparent selection process</td>
</tr>
<tr>
<td>Revise the employee evaluations system to incorporate multiple measures</td>
</tr>
<tr>
<td>Develop high quality principals by providing job embedded professional development and structured leadership development experiences</td>
</tr>
</tbody>
</table>
The Wallace Foundation has identified key components of the principal pipeline that has helped frame our work.

• Based on 10 years of research, Wallace has identified four components of a principal pipeline that can develop and ensure the success of a sufficient number of principals to meet district needs.

• As a Wallace Foundation grantee, our goal is to demonstrate that an urban district can build a pipeline of principals able to improve teaching quality and student achievement district-wide, especially in schools with the greatest needs.
**Leader Standards:** We have established competencies unique to CMS that supported the North Carolina standards for School Executives.

- Developed by a cross functional group of stakeholders including principals, assistant principals and community superintendents.

- Ensured principal preparation programs base their selection criteria and program on standards and competencies.

- Incorporated standards in selection and hiring processes for school leaders.

- Aligned principal/AP support with standards.
Pre-Service Training: We have developed university partnerships designed to align with our unique needs identified within our strategic plan.

- District leaders nominate candidates and participate in selection processes
- Performance used as a determinant of program completion
- District involved with internship and residency placements
- Universities completed a Quality Measures Assessment
Selective Hiring: All candidates must go through a centralized rigorous screening and selection process to be identified as “principal or AP ready”.

- All candidates for principal/AP positions must be in the talent pool; training provided while in the talent pool
- Process designed by community superintendents based on identified competencies, skills and beliefs
- Centralized process: Application and virtual interview followed by activities including role play, in basket exercise, school data review and teacher observation
- School based process: Recommendation from community superintendent based on input from school selection committee; final decision from superintendent

![New Principals/APs Hired](image)
Evaluation: Once principals are hired, we are focused on assessing performance, identifying gaps and targeting support.

• All districts in North Carolina are required to use an instrument developed by the North Carolina Department of Instruction (NCDPI) to evaluate principals and assistant principals. Uses seven standards and a student growth measure:
  • Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Micro-political Leadership, External Development Leadership, Student Achievement Leadership

• CMS developed indicators that identify behaviors that principal supervisors should look for with a focus on inter-rater reliability and calibration

• VAL-Ed used as a formative assessment only for APs and 4th and 5th year principals
**Support**: CMS offers multiple layers of support to our aspiring and sitting school leaders.

<table>
<thead>
<tr>
<th>Service</th>
<th>Teacher Leaders</th>
<th>AP Yrs 1-2</th>
<th>All AP</th>
<th>Aspiring Principals</th>
<th>Principals Yrs 1-5</th>
<th>All Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Pool Training*</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Induction</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Induction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Job Embedded Coaching (SAM, Targeted, Strategic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Community Professional Development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>District Wide Professional Development</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Talent pool training offered to teacher leaders and assistant principals in the talent pool.*
Support: Our five year principal and two year AP induction programs provide support that meets new school leaders at their place of need.

- **Demonstrating Leadership**
  - Center for Intentional Leadership
  - VAL-Ed 360 Degree Feedback

- **Vision and Innovation**
  - Innovation Institute
  - VAL-Ed 360 Degree Feedback

- **Learning About Leadership**
  - Education Leadership Institute*

- **Basic Skills**
  - Consultant Coach Model*
  - SAM Process (Year 2)

*AP Induction
Principal Induction Year 1 & Year 2
Principal Cohort/Consultant Coach

We are all in this together!

– Lead Principal- Diane Burhnam

– Principal PLC-Troy, Allison, Ernie, Rachel, Rhonda, Kathy

– Monthly Meetings- School Walk Throughs

– Agenda Items- Aligned to the cycle of the school year
  • Evaluations, Surveys, FAC
Partnerships

• Balanced Literacy
• Technology
• School Partnerships- CPK
• Personal Connections
Principal Induction Year 3
Educational Leadership Institute
Queens College

- Personal Leadership
- Reframing Organizations and Leadership
- Self Actualization- Actualized Leader Profile
- Communication and Influence
- Coaching
- A Results-Focused Culture
Principal Induction Year 4
Innovative Institute-

- Telling Our Stories
- Making Our Mark
- Exploring the CREATIVE Side- Endless Possibilities
Transferring Leadership Experiences to the School!
Retreat IV- Camp Thunderbird- Telling our Stories
Who We are Matters!
Extending the Experience to Families! Who They Are Matters!
Principal Induction - Year 5
Intentional Leadership

The Center for Intentional Leadership

Every Child. Every Day. For a Better Tomorrow.
• Identify, cultivate and model Leader Standards and Behaviors

• Develop an active school vision, purpose, and values

• Engage staff, students, teachers, parents and stakeholders in a vision of success

• Create an effective and sustainable learning community
• Coach and develop others to lead and collaborate

• Develop a culture of accountability, innovation, wellness and empowerment

• Create unity of purpose and commitment among stakeholders

• Assess, hire and evaluate culture fit and performance

• Lead with energy, enthusiasm and purpose
As Goes The Leader…. So Goes the Culture

• Default Tendencies
• Being Present
• Making Commitments
• Work Style Awareness Report
• How do I show up to others?
• 360 Perception Exercise
• Manifesto  [http://prezi.com/_1pumtpf9iih/follow-your-arrow/]
Mr. Smith,
I wanted to let you know that I have applied for the Executive Director position. This afternoon, I realized that this position had posted and that today was the closing date. I have thought for sometime about next steps in my career. When I wrote you an email on Tuesday, I wanted to set up a time to discuss possible next steps or positions that would allow me to do what I love--coach and support others. I saw the post this afternoon, read the job description and decided this sounded like a great opportunity!

I love being the principal at Pinewood! I have been fortunate to lead this school and look forward to future leadership opportunities whether they are continuing to lead the Pinewood learning community or West Learning Community!

I did not have access to my resume, and additional documents when I submitted the application. I have attached these for your review. I appreciate your consideration and look forward to speaking with you.

Trish
Application of Leadership Experience

Executive Staff Retreat- Telling Our Stories

Principal Retreat- Telling Our Stories