

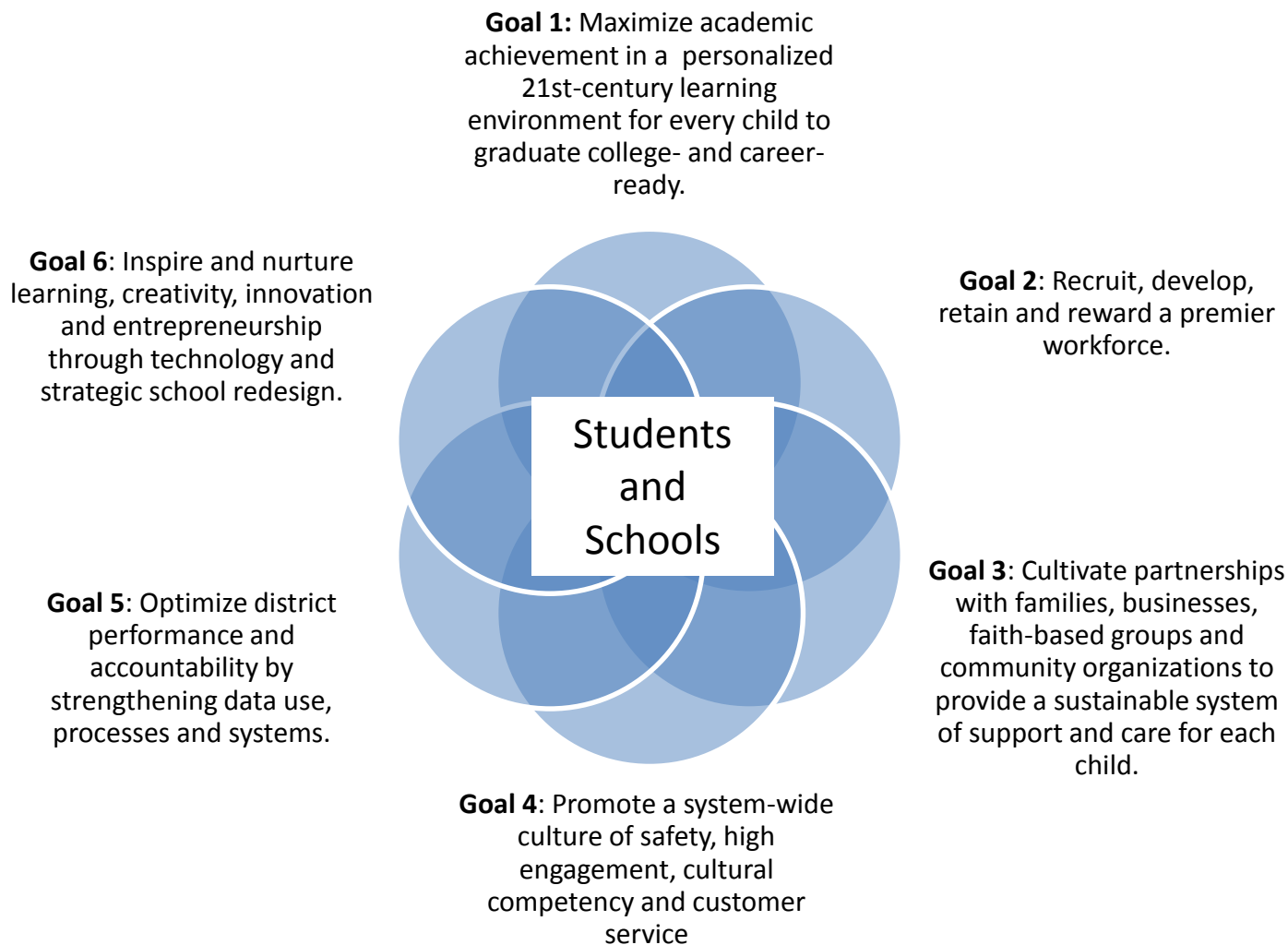


*Every Child. Every Day. For a Better Tomorrow.*

# 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.**



**Within our strategic plan goals, we have identified focus areas that prioritize building strong principals.**

## Strategic Plan Focus Areas

Ensure every school and department has a highly effective leader

Strengthen principal candidate pool through strategic recruitment of internal and external candidates and transparent selection process

Revise the employee evaluations system to incorporate multiple measures

Develop high quality principals by providing job embedded professional development and structured leadership development experiences

## 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

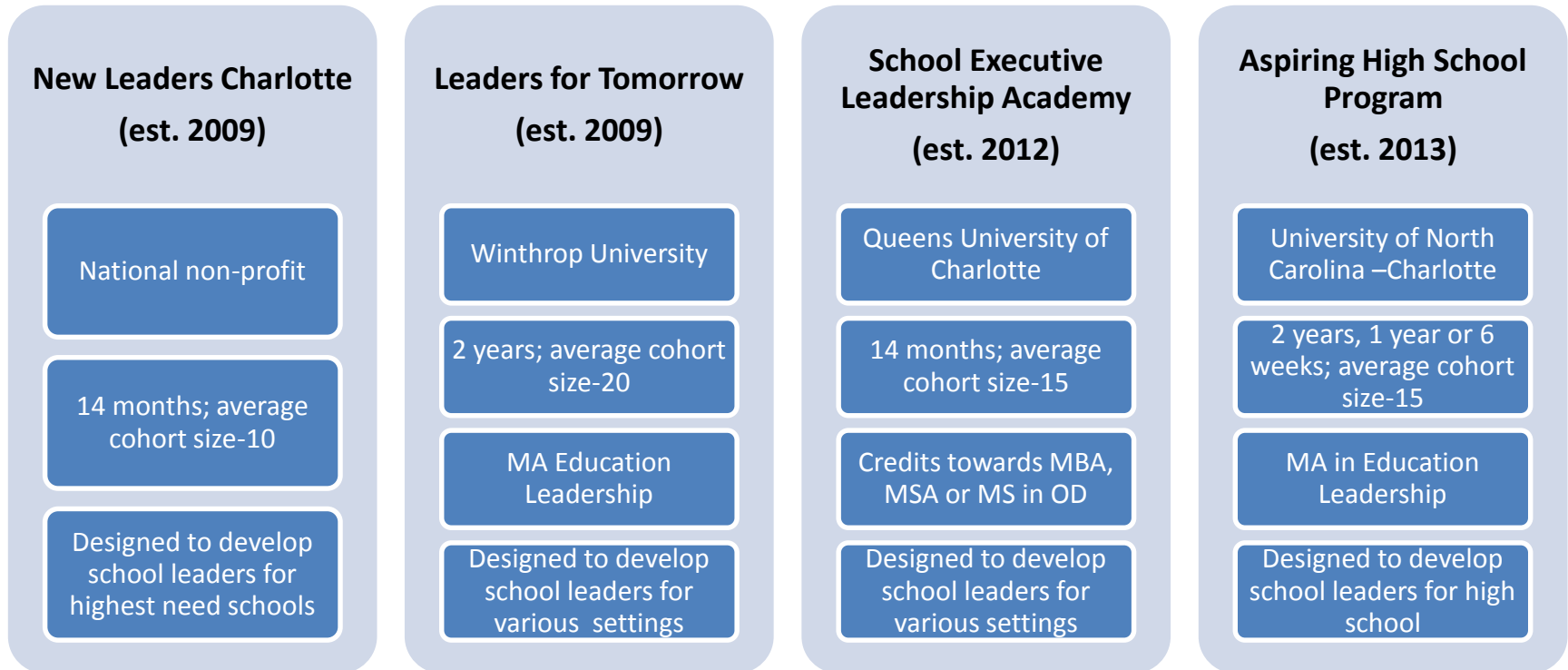
**CMS Super Standards for School Leaders**

	STRATEGIC	INSTRUCTIONAL	MICRO-POLITICAL	HUMAN RESOURCE	CULTURAL
COMPETENCIES					
Building diverse relationships	●		●	●	●
Establishing a culture of high performance		●		●	●
Delegation	●				●
Succession planning	●			●	
Resource allocation				●	
Effective communication			●		
Conflict management			●		
Data-driven decision making	●	●			
Results orientation/ownership of outcomes	●	●			
Visionary	●				
Change leadership	●				
Innovation	●				
Coaching	●				



**Other Standards**  
If principals demonstrate competency in the Super Standards, competency in these areas is assumed.

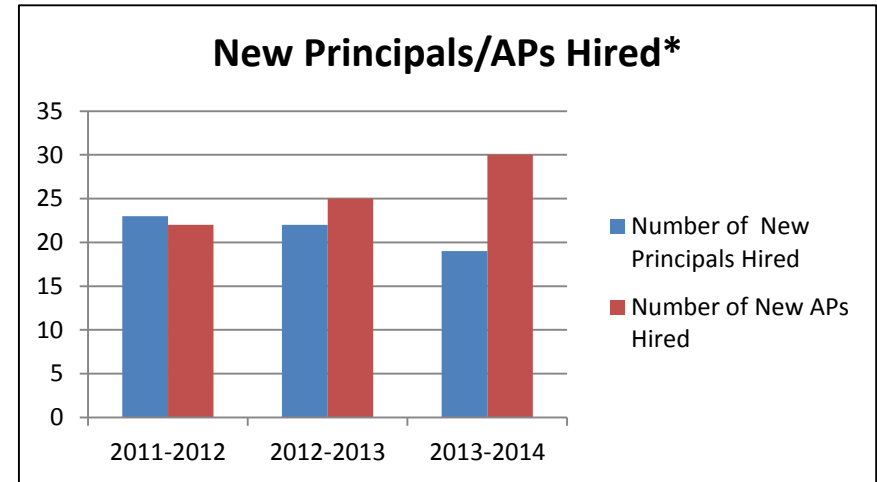
**Pre-Service Training:** We have developed university partnerships designed to align with our unique needs identified within our strategic plan.



- 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”.**

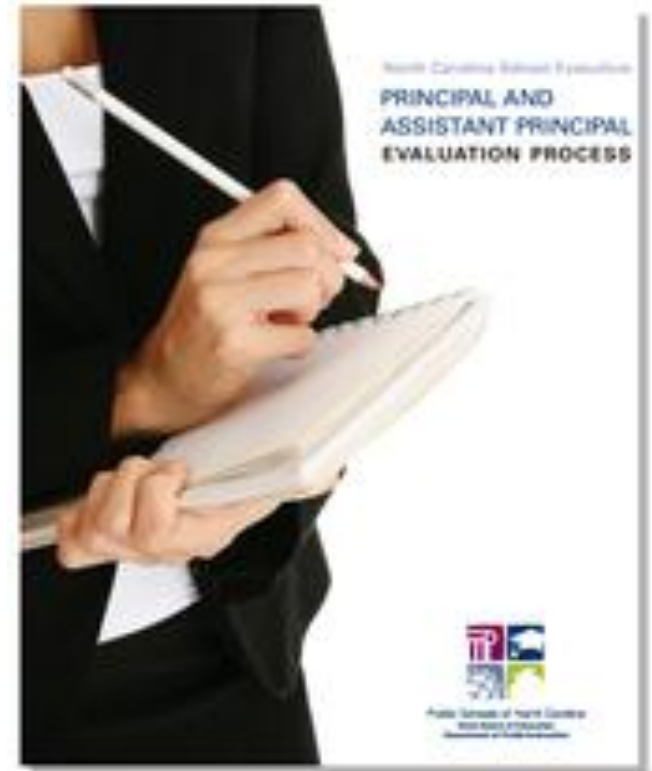
- All candidates for principal/AP positions must be in the talent pool; training provided while in the talent pool
- Process designed by community superintendents based on identified competencies, skills and beliefs
- Centralized process: Application and virtual interview followed by activities including 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



\*Does not include placements only new hires.

**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 4<sup>th</sup> and 5<sup>th</sup> year principals



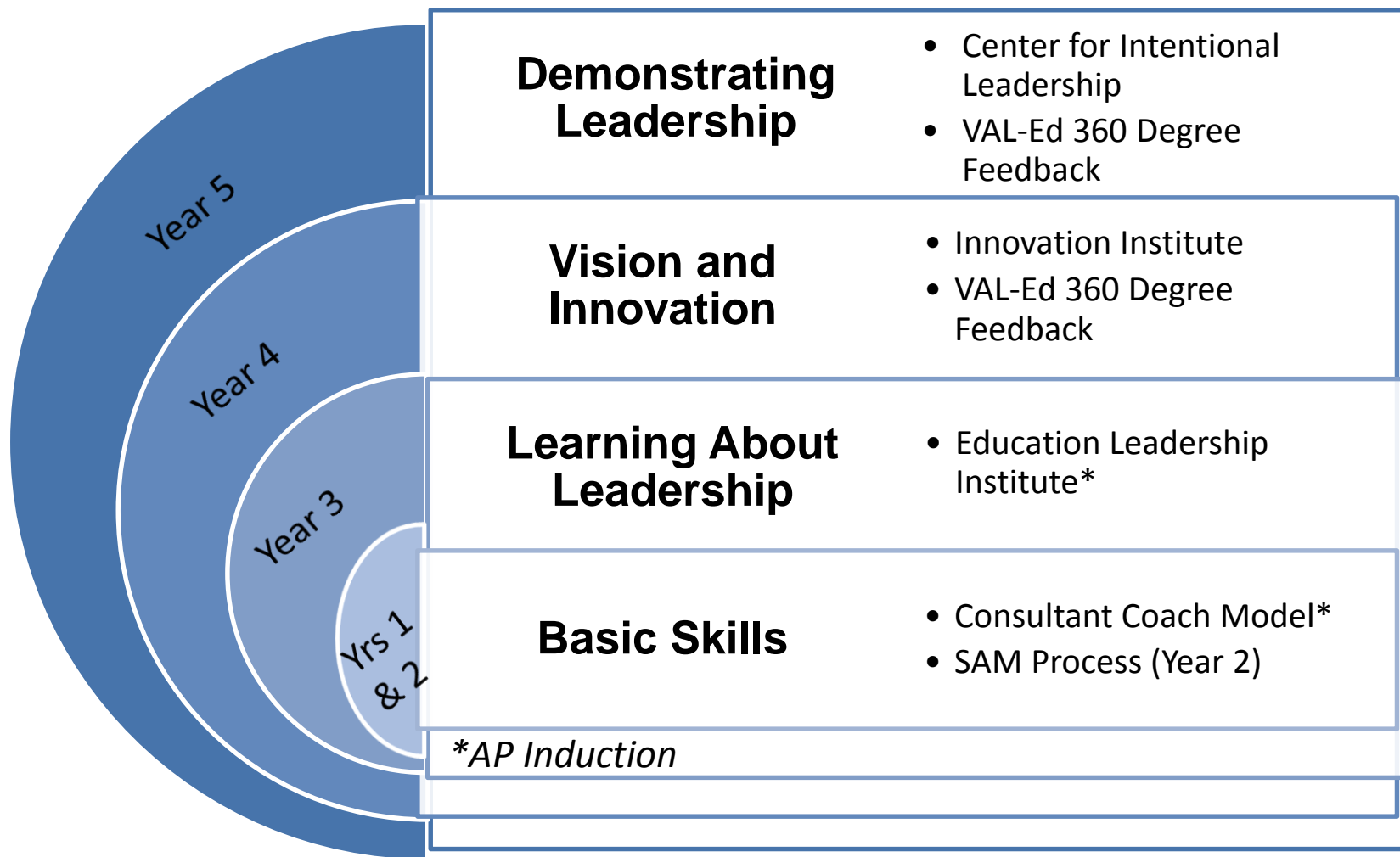


**Support:** CMS offers multiple layers of support to our aspiring and sitting school leaders.

	Teacher Leaders	AP Yrs 1-2	All AP	Aspiring Principals	Principals Yrs 1-5	All Principals
<b>Talent Pool Training*</b>	√			√		
<b>AP Induction</b>		√				
<b>Principal Induction</b>					√	
<b>Job Embedded Coaching (SAM, Targeted, Strategic)</b>		√			√	
<b>Learning Community Professional Development</b>	√	√	√	√	√	√
<b>District Wide Professional Development</b>	√	√	√	√	√	√

*\*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.



# 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





# 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**

- 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



# The Center for **Intentional Leadership**

- 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/](http://prezi.com/_1pumtpf9iih/follow-your-arrow/)

# New Adventures!

----- Original message -----

From: Trish Sexton

Date: 11/21/2013 9:28 PM (GMT-05:00)

To: "Smith, Herbert A."

Subject: Position

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