



# Chicago Leadership Collaborative

# CPS Vision

**We will create a system of schools  
that prepares every student,  
in every community to  
succeed in college and career.**

# Chicago Leadership Collaborative

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- Principals are a key lever in the CPS theory of action
- 300+ new principals are needed over the next 3 years
- Every principal must increase their leadership capacity to ensure every student graduates college & career ready

**The Chicago Leadership Collaborative (CLC) was created in response with the following *Mission*:**

Every school will have a high performing principal who optimizes autonomy and accountability to drive student results

# Developing and Expanding Pipelines for New High Performing Principals

## From (Previous State)

- Limited expectations from CPS for the principal pipeline providers
- Principal pipeline providers work independently in silos
- Majority of principal candidates do not participate in rigorous internship (32 in 2011 – 2012)
- Informal process to set-up partnerships with limited provider accountability

## To (Current State - CLC)

- Principal competencies set clear expectations for pipeline providers
- Expectation that pipeline providers collaborate and share best practices
- Majority of principal candidates participate in rigorous internship (300 by 2015)
- Formal contracts set clear expectations for providers and high accountability

# Formal CLC Program Providers

## Partner

## Type of Program

### Loyola University

Designed for practicing assistant principals holding an Administrative Certificate. Candidates earn a Doctorate in Education (Ed.D).

### New Leaders

Designed for various professional levels including teachers, assistant principals, and other school-based or central office positions. The aspiring principals program provides candidates with study and practice that gives them the knowledge, skills, tools, and support needed to lead their school and community.

### Teach for America

Targets Teach for America alumni with at least 4 years of teaching experience. This is a two-year program that consists of one year full-time master's degree program at Harvard University with a part-time practicum, followed by a one year internship as a resident principal in Chicago.

### University of Illinois - Chicago

Designed for outstanding teacher leaders, assistant principals, and system leaders who hold a master's degree and who aspire to become transformational school leaders. Candidates earn a Doctorate in Education (Ed.D).

# CLC Path

CLC partners convene with CPS for collaborative monthly meetings

Residents participate in rigorous year-long principal internship aligned to CPS Principal Competencies

Interns prepare and complete the new CPS Principal Eligibility process.

Partner compensation tied directly to the # of interns who pass Eligibility.

New principal candidates in June 2013

# Principal Preparation in CPS

## What the CLC has Changed:

- ✓ Unprecedented internal capacity to develop, attract, and retain high performing principals
- ✓ Chicago as the “destination of choice” for aspiring urban school leaders
- ✓ A robust pipeline to meet continuing demand, and rising standards for performance
- ✓ Clear competencies, clear expectations, clear outcomes
- ✓ Holding programs & partners accountable for results
- ✓ CLC: owned by CPS, operated by CPS, delivered for CPS

# CLC National Advisory Council

## Purpose: To advise CPS in principal leadership development strategy

- Council is comprised of national and local experts in the leadership development
- Meet in Chicago twice per year to help guide the development of the CLC

## Members:

- **Paul Bambrick-Santoyo** - Uncommon Schools
- **Brenda Cassellius** - Minnesota State Commissioner of Education
- **April Goble** – Executive Director, KIPP Chicago
- **Dr. Mahalia Hines** - Longtime principal /Member of the Chicago Board of Education
- **Jason Leahy** - Executive Director, Illinois Principal Association
- **Don Shalvey** - Co-founder of Aspire /Deputy Director of Gates Foundation for Education
- **Warren Simmons** - Annenberg Institute at Brown University