

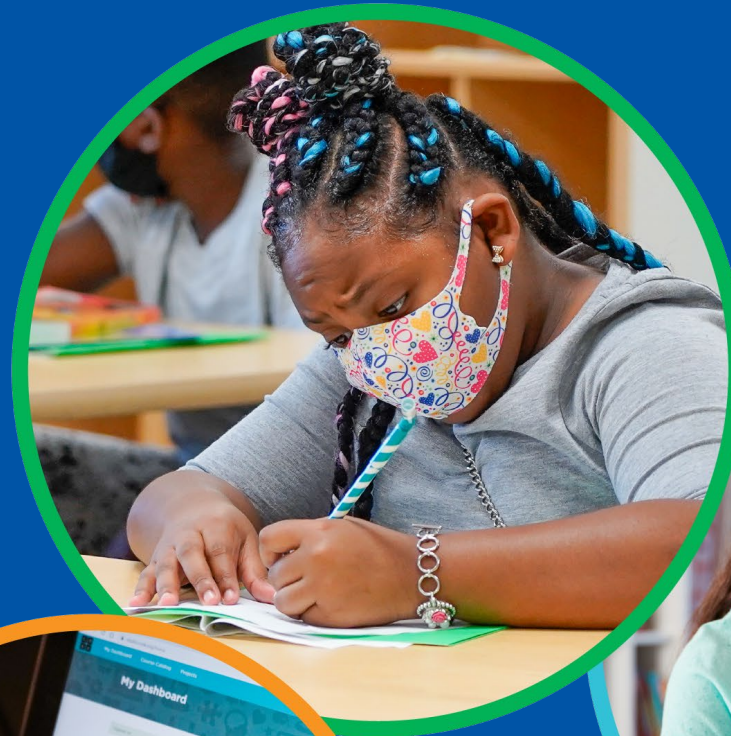
Cincinnati Public Schools Principal Pipeline

February 22, 2021

BACKPACKS ON

LAPTOPS OPEN

FUTURES
BRIGHT!



PREPARING STUDENTS
FOR LIFE

**1****Student-Centered
Decision Making****2****Health and
Safety****3****Community
Engagement and
Influence****4****Optimized
Capabilities****5****Growth**

Optimized Capabilities

We get better

Measure 4.C:

Increase employee engagement across all employee groups to meet or exceed industry average.



Investing in Principals

- Building Positive Culture
- Recruiting/Hiring Best Talent
- Development of Principals



Culture Eats Strategy For Breakfast



CPS Principal Pipeline Cross-Functional Team



Susan Bunte
Assistant Superintendent



Tianay Amat
Deputy Superintendent



Ross Turpeau
Performance Evaluation Manager



Sarah Brody
Director of Talent Management



Taylor Porter
Principal, Gamble Montessori
High School



Stacey Hill-Simmons
Principal, Evanston Academy



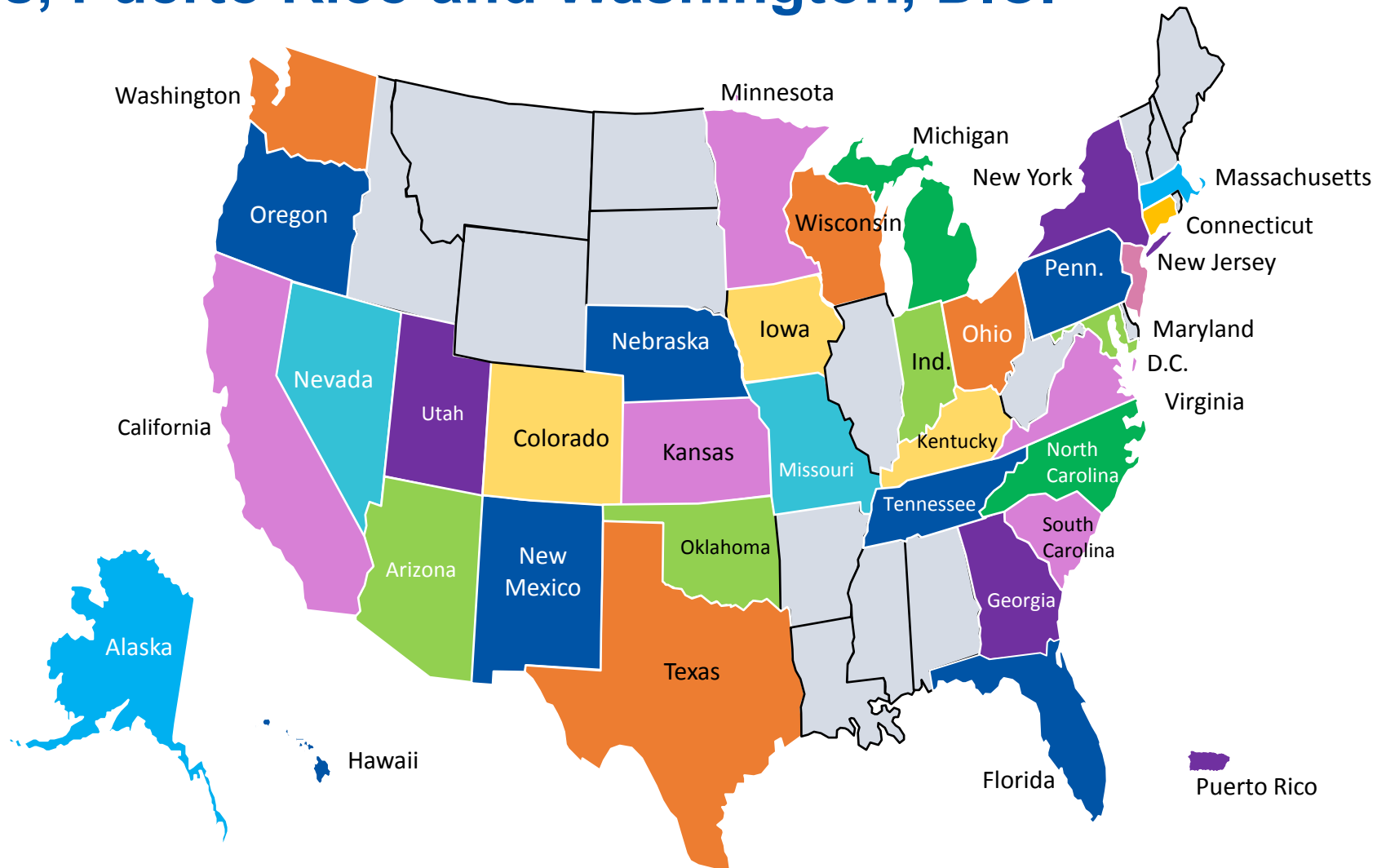
Dr. Jonathan Brown
Director of School Leadership



Emily Campbell
Director of Curriculum and Instruction

Wallace's current work in education leadership:

34 states, Puerto Rico and Washington, D.C.



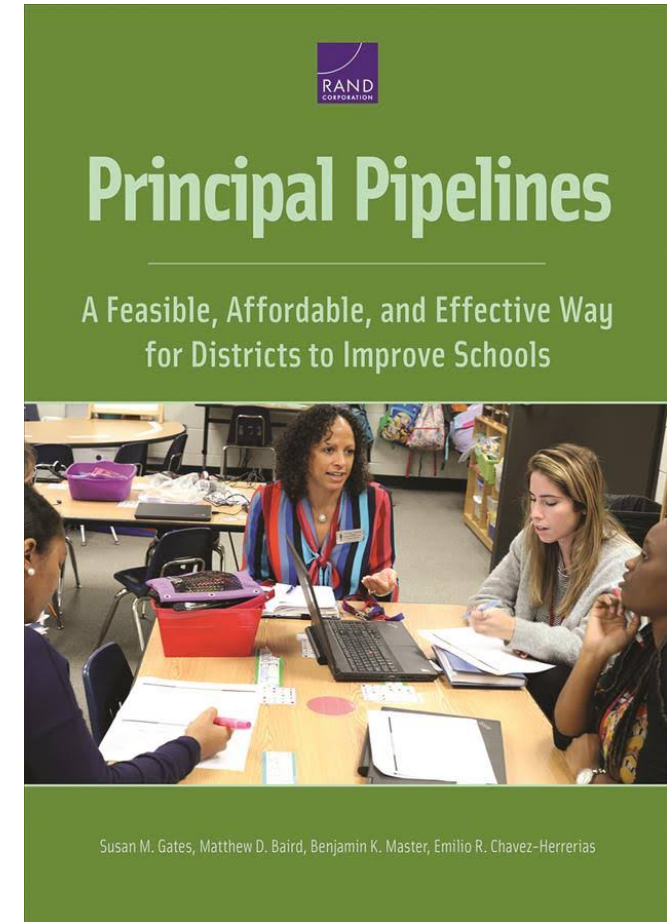
The Principal Pipeline Initiative

Four Key Components

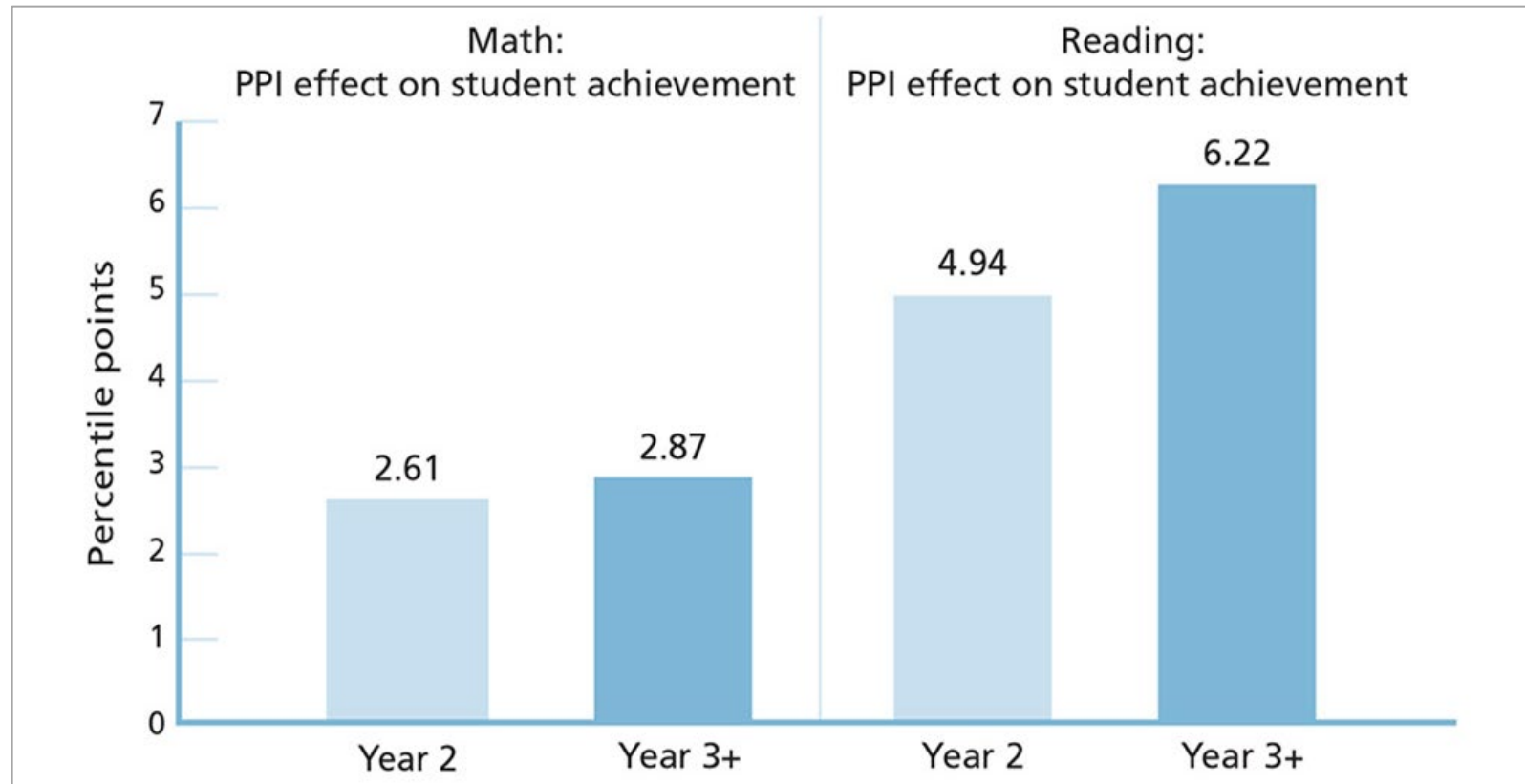
- Leadership Standards that guide all pipeline activities
- Pre-service Preparation opportunities for aspiring assistant principals and principals (including recruitment and selection)
- Selective Hiring and Placement
- Evaluation and Ongoing Support

Pipelines had widespread, positive effect on student achievement

- **Outperformance** in math for elementary, middle and high school; in reading, for elementary and middle school
- Notably, effects were positive and statistically significant for **schools in the lowest quartile** of student achievement
- Pipelines **benefited all schools** in a district, not just those with pipeline principals
- **Benefits kicked in early**, even beginning in second year of implementation

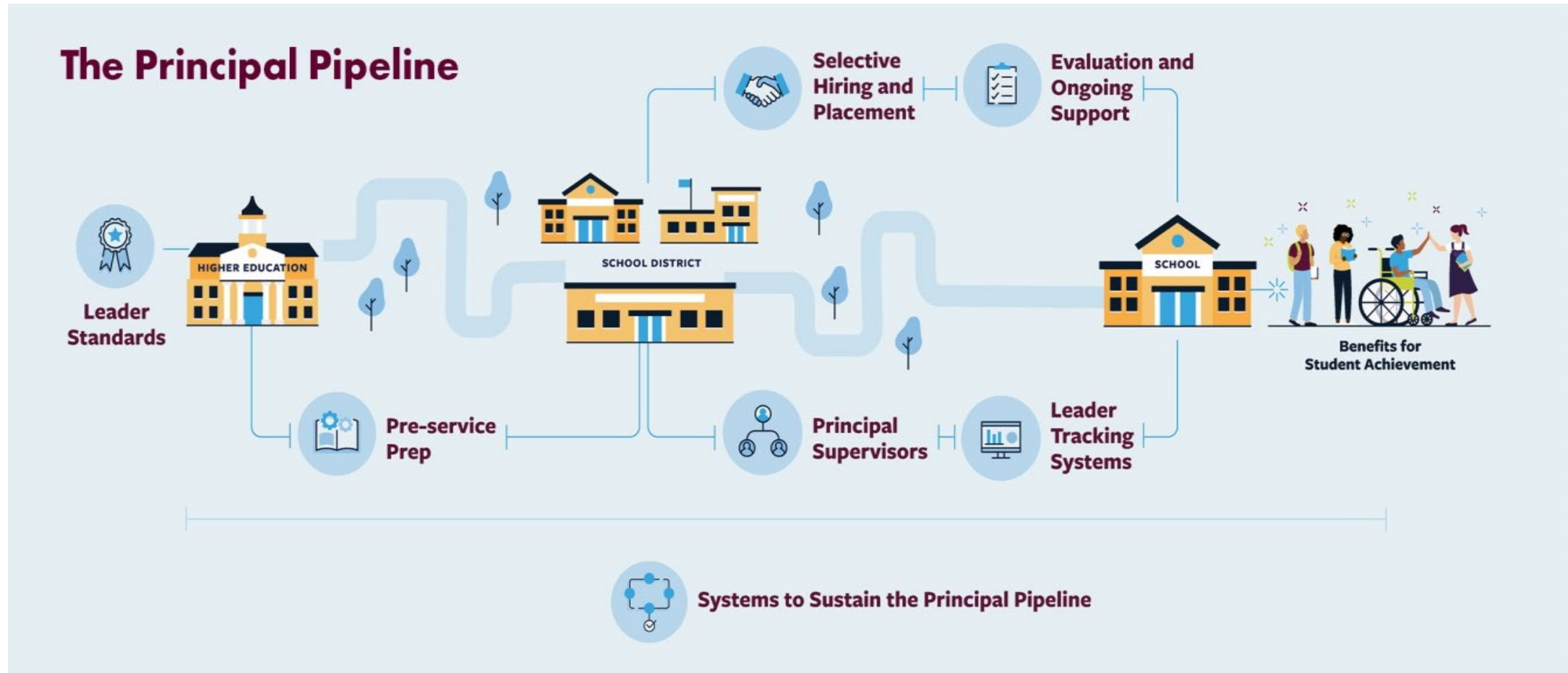


Impact on Student Achievement



<https://www.wallacefoundation.org/knowledge-center/> on February 26, 2020.

Principal pipelines are strategic approach to developing and supporting principals



CPS Principal Pipeline Process

Domain 3: Selective hiring and placement of principals

- Align all principal vacancy postings to Ohio Principal Standards
- Candidate interviews with Deputy Superintendent, Assistant Superintendent(s), Human Resource Representative
- Assessment Center aligned to Ohio Principal Standards
- Candidates interview with Local School Decision Making Committee (LSDMC)
- Recommendation to Superintendent
- Superintendent recommendation to Board of Education
- Ongoing support with Director of School Leadership

CPS Principal Pipeline Process, cont.

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

CPS Principal Pipeline



Hiawatha Francisco
Principal, Midway School



Jack Corey
Principal, North Avondale Montessori School



Dr. Jaren Finney
Principal, Rockdale Academy



Jasmine Madison
Principal, Dater High School



Linda Tubbs Wallace
Principal, Woodward Career
Technical High School



Danielle Wallace
Principal,
Woodford Academy

University of Washington Study

Pioneered, implemented and studied by The Wallace Foundation over past two decades, effective principal pipelines include seven domains:

1. **Leader standards driving all pipeline elements**
2. High-quality pre-service preparation
3. Selective hiring and placement of principals
4. **On-the-job evaluation and support**
5. **Principal supervisors to coach, mentor and evaluate principals**
6. Leader Tracking Systems to more effectively match principals to schools
7. Systems and capacity to sustain pipelines



Directors of School Leadership



National Research is Clear

No. 1 Impact on student learning?

Teacher quality

No. 2 Impact on student learning?

Principal quality



Principal Supervisors - National Best Practices

Model Principal Supervisor Professional Standards:

Standard 1. Dedicate their time to helping **principals grow as instructional leaders**.

Standard 2. **Coach and support individual principals** and engage in effective professional learning strategies.

Standard 3. Use **evidence of principals' effectiveness** to determine necessary improvements in principals that support the diverse cultural and learning needs of students.

Standard 4. Engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Standard 5. Advocate for and inform the **coherence of organizational vision**, policies and strategies to support schools and student learning.

Standard 6. Ensure the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Standard 7. **Engage in their own development** and continuous improvement to help principals grow as instructional leaders.

Standard 8. Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

No conjecture...directly observe DSLs at CPS

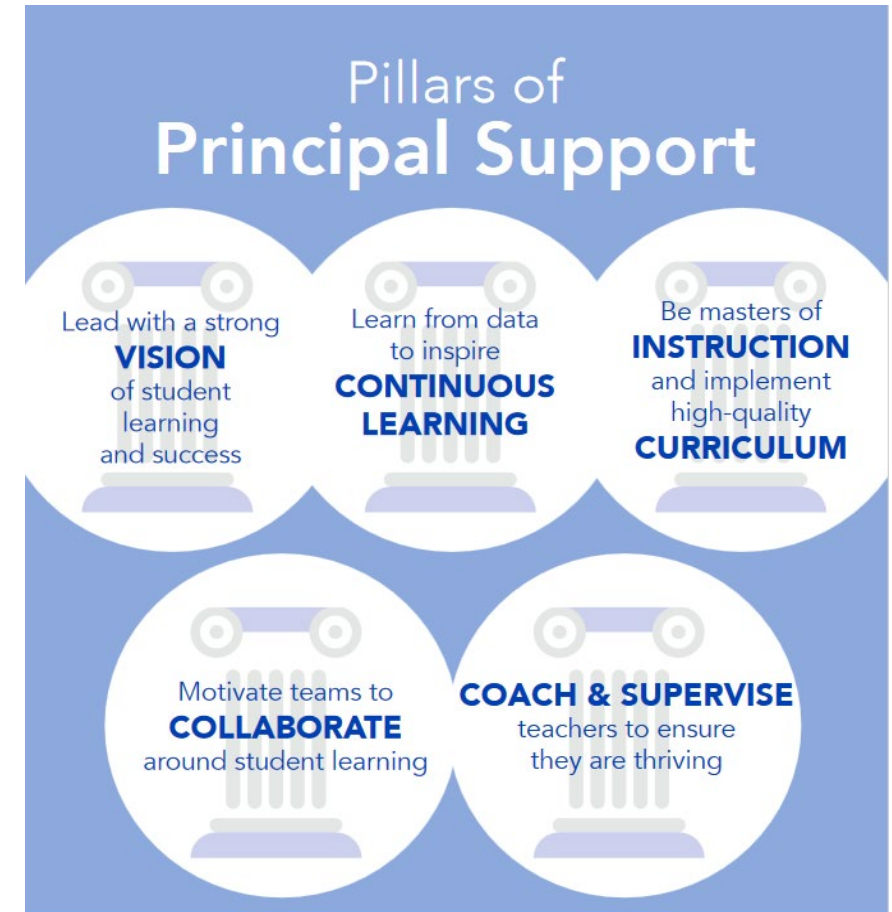


DSL Coaching Model



Directors of School Leadership - Support

- Consistent focus on instructional improvements through the Quality Improvement process
- Coach and supervise, differentiated to each principal's needs and professional goals
- Frequent classroom visits and student-focused learning walks
- Focus on equity and diverse needs of students
- Weekly communications with other District departments



Supporting Principals

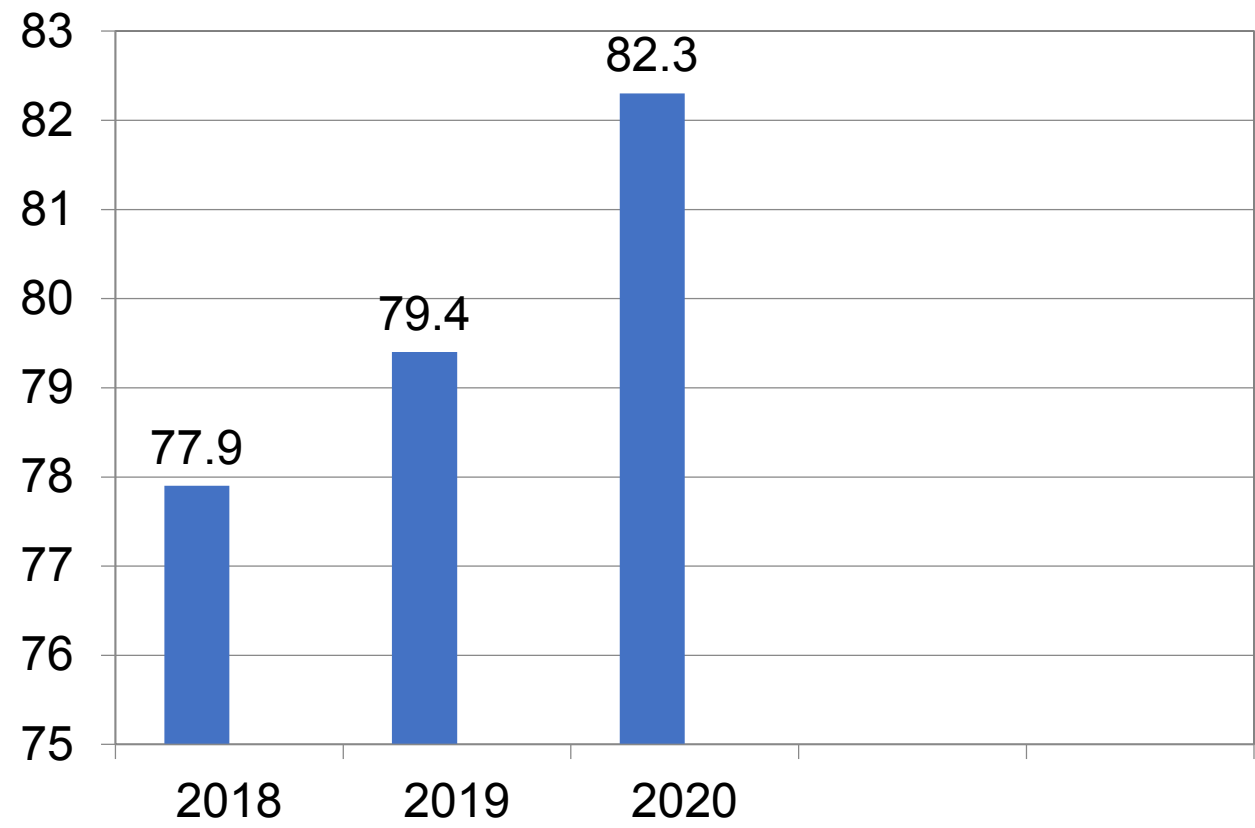
- First Year Principal Cluster
- Second Year Principal Cluster
- Accelerated Principal Pipeline



Principal-Led Principal Support

- Accelerated Principal Pipeline – Stacey Hill-Simmons
- Expeditionary Learning Cluster – Deb Klein
- High School Principal Cluster – Michael Owens, Kathy Wright
- Montessori Learning – Anthony Greco
- Neighborhood Learning Cluster – Stacey Hill-Simmons
- Preschool Learning Cluster – Melissa Ridley

Cincinnati Public Schools Graduation Rates Class of 2018, 2019, 2020



Principal Testimonials



Thank you

Questions and Answers

BACKPACKS ON | **LAPTOPS** OPEN | **FUTURES** BRIGHT!

Visit **CPS-K12.ORG/NEWS/BACKTOSCHOOL**
for more information.



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FOR LIFE