



Tucson Unified School District

Prospective Administrative Leaders Plan

I. USP LANGUAGE

The District shall develop and implement a plan for the identification and development of prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The plan shall propose methods for “growing your own,” including the possibility of financial support to enable current African American and Latino employees (those who are not currently in leadership positions) to receive the required certifications and educational degrees needed for such promotions. (IV.I.3.)

II. OVERVIEW

The purpose of the plan is to identify and develop prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The Plan includes three main sections: (III) Identification; (IV) Development of Prospective Leaders – Leadership Prep Academy; and (V) Methods for Growing Our Own.

III. IDENTIFICATION OF PROSPECTIVE LEADERS

TUSD will identify prospective administrative leaders in the following ways (the focus of identification will fluctuate annually based on the needs of the District):

Recommendations: Current leadership¹ will discuss the opportunities presented in the plan, outline the criteria and requirements, and solicit recommendations for qualified applicants, with a specific focus on African American and Latino candidates.

Recruitment: Through the District recruiter, in implementing the Recruitment Plan, TUSD will share the attractive opportunities within this plan (e.g. Leadership Prep Academy and Grow Our Own methods) with prospective new hires and encourage them to apply to work for TUSD, but also to apply to participate in these opportunities.

Direct Outreach: The primary opportunities described in this plan (e.g. Leadership Prep Academy and Grow Our Own methods) will be described in communications to prospective African American and Latino staff with instructions on the application processes, and encouraging them to apply. In addition, current leaders will be encouraged to speak directly with prospective participants to encourage participation. (note: there is no application process for SY 2013-14; the application process will be used in future years).

¹ Leadership includes: Superintendent’s Leadership Team (SLT), Business Leadership Team (BLT), and Instructional Leadership Team (ILT).

IV. DEVELOPMENT OF PROSPECTIVE LEADERS – LEADERSHIP PREP ACADEMY

Mission: TUSD Leadership Prep Academy (LPA) is a formal program designed to develop and prepare the leadership capacity of prospective site leaders and District Office administrators.

Participants will:

- Accelerate their professional growth
- Understand systems and processes
- Increase their knowledge of Adult Learning Theory
- Cultivate a culture of learning for all
- Increase student learning and achievement
- Advocate for equity for all students
- Cultivate and maintain a supportive and inclusive learning environment for all
- Develop into Instructional Leaders who value collaboration and life-long learning

We believe that:

- Principals are responsible for their students' learning
- Principals ensure equity for all students
- High quality teaching comes from support to teachers
- Reflection is a key element in the teaching/learning cycle
- Instructional and District Office leaders support positive school reform

Current Protocol:

Acceptance into Leadership Prep Academy is through an identification and selection process. The Leadership Prep Academy is offered on an annual basis. Leadership Prep Academy information is provided to District and Site level administrators to identify prospective candidates who exhibit leadership skills and qualities.

Objectives of Leadership Prep Academy

The participants will be able to:

- Develop a site plan based in data to drive decisions and aligns all resources (human capital and budget) to identified goal – increase in student achievement
- Analyze and compare leadership approaches to assist in site plan implementation immediate leadership decisions for their position based upon TUSD protocols and procedures
- Understand and utilize the resources available through the various TUSD departments to assist them in achieving site goals
- Develop relationships with key personnel within the various departments
- Conduct a needs survey to identify issues within their department/site and identify an appropriate strategy for addressing the issue
- Articulate the district/site/department goals through a variety of mediums or to a variety of audiences
- Develop a Professional Development calendar for department/site that supports and impacts instruction and achievement
- Understand and analyze the Unitary Status Plan and be able to articulate the impact on District policies, procedures and functions
- Review new evaluation system and ask clarifying questions pertaining to it

Expectations:

- Attend every Leadership Prep Session (7 sessions)
- Write a reflective summary of each of the following (guiding questions for each assignment will be provided)
 - Attend one TUSD Governing Board Meeting
 - Shadow a site/district leader
 - Participate in a school walk-through
- Create a Professional Development calendar for one semester

Release time is provided to the participant to shadow an administrator and to participate in a school walk-through.

Recommendations

In addition to current protocol, we are recommending the following changes for school year 2013-2014:

- Employ targeted recruitment efforts by sending the Leadership Prep Academy information directly to African American and Latino employees on the list.
- Increase the number of release days from two to four. This will allow participants to gather differing perspectives by:
 - Shadowing two site level administrators at different site levels (Elementary and Middle School; High School and K-8...)
 - Participate in two walk-through at different site levels

Evaluation of Program

The effectiveness of the program will be evaluated by three measures:

- End of the program evaluation
- Positions of increased leadership responsibility obtained by participants
- Increase in the number of African American and Latino site- and/or District- level administrators
*this is dependent on the availability of leadership positions

Syllabus Option (Proposed for SY 2013-14)

Session 1: December 4, 2013

Expectations of an Aspiring Leader

Taking stock: 3 questions:

What did we do that made a difference for our learners?

What did we do that work but could be improved?

What didn't make the previous two lists?

Understanding Systems: TUSD's ILT and BLT Models

School Plan Rubric

Session 2: December 18, 2013

Site Plans: Assessing Site Plans, Alignment to the 3 questions, Communication to stakeholders

Data Dig: District level, Site level, Classroom level, Student level

Session 3: January 8, 2014

Aligning Human Capital Resources
Recruitment/Retention
Highly Qualified
Hiring Process

Session 4: January 22, 2014

Aligning Financial Resources
Finance
Entitlements
Supplemental v. Supplanting
Desegregation/Unitary Status Plan

Session 5: February 5, 2014

Unitary Status Plan
Inclusive Environments
Employee Relations
Policies and Bargaining Agreements
Discipline v Performance (staff)

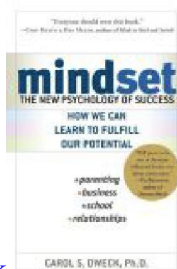
Session 6: February 26, 2014

Performance Management
Professional Relationships
Setting Expectations

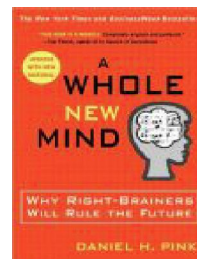
Session 7: March 12, 2014

Mock Interviews

LPA Resources



[Mindset: The New Psychology of Success by Carol Dweck](#)



[A Whole New Mind: Why Right Brainers Will Rule the Future](#)

V. PROPOSED METHODS FOR “GROWING OUR OWN”

Collaboration with the University of Arizona

TUSD staff has had initial meetings with representatives of the University of Arizona’s College of Education to explore a proposal to provide a TUSD-specific set of coursework towards obtaining an administrative certificate in the State of Arizona. The proposal includes the possibility of financial support to enable current employees with leadership potential to enroll in the courses and, ultimately, to receive the required certifications needed for such promotions. The TUSD-specific courses would focus on the standard coursework, but would infuse TUSD- and USP-related issues such as Supportive and Inclusive Learning (CRP), USP fundamentals and theory, faculty and staff diversity, etc. The program may also include class projects that would be based in TUSD schools, and may span an entire school year. African-American and Latino potential leaders who do not have the credentials to move directly into leadership positions would be encouraged to apply for the program as they continue to work at TUSD and as they complete the LPA. Participants will be formally recognized and provided with a certificate of completion to document the additional training and professional development received over the year.

Invitation and Participation at TUSD Instructional Leadership Academy (ILA)

On a weekly basis, site- and District- level leaders meet with the Deputy Superintendents for ongoing professional development, collaborative learning, and opportunities for interactive learning that is based on fundamental District principles. Current ILA participants will be encouraged on a routine basis to encourage prospective leaders (specifically African American and Latino staff members) to shadow them at an ILA meeting, meet other District leaders, and gain insight into how the primary work of the District occurs.

Mentoring/Shadowing Program

The District Recruiter will facilitate a Mentoring/Shadowing Program to identify prospective leaders (specifically African American and Latino staff members), pair them with a mentor for a year, and monitor mentoring and shadowing activities to ensure interaction.

The District Recruiter will be responsible for providing mentoring training to include specific issues (aligned to Superintendent and Administrator Certification domains) that mentors will be expected to address with their mentees throughout the year.

Mentors will be expected to meet in-person with mentees at least twice a month, to have their mentee shadow them for a day on at least a quarterly basis, and have other formal or informal meetings in-person or by phone. In total, each mentor will be expected to have contact with their mentee (in-person, shadowing, phone call, etc.) at least five times per month. On an annual basis, the mentors and mentees will complete a survey about the experience, and the program will be evaluated for improvements for the upcoming year. Participants will be formally recognized and provided with a certificate of completion to document the additional training and professional development received over the year.