

APPENDIX IV – 35

IV.K.1.p Leadership Prep Academy Plan SY2017-18

Leadership Development

Recruiting and retaining quality teachers and administrators is not simply a function of marketing the District to those who work elsewhere. Rather, the USP anticipates an environment in which the District will assist diverse internal candidates in acquiring the skills and knowledge to obtain a leadership position within the District. To that end, the District's Prospective Administrative Leaders Plan sets forth two approaches for the development of administrative leaders, with an emphasis on the development of a diverse group of leaders who include African American and Hispanic administrators. The two approaches include the Leadership Prep Academy (LPA) and the Master Cohort in Educational Leadership through the University of Arizona's College of Education.

Leadership Prep Academy

The LPA cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. The LPA includes candidates who are qualified to serve as assistant principals and selected through the recommendation process.

The District implemented a Leadership Prep Academy to identify aspiring leaders (those not yet appointed to administrative roles). This allowed the District to fill LPA Cohort V with "aspiring" leaders and expanded the administrative applicant/candidate pool for SY2018-19. LPA Cohort V had 36 participants. The Professional Standards for Educational Leaders 2015 guided each academy session, and members of the Academic Leadership Team (ALT) the Superintendent Leadership Team (SLT) served as instructors. Participants also engaged in book studies, attended board meetings, and developed a culminating project in preparation for administrative interviews. Interim Assistant Superintendent of Elementary and K-8 Mark Alvarez and Director of Secondary Matt Munger presented on the ten standards during the LPA sessions.

LPA Recruitment

To ensure that the LPA fulfilled the USP goal of diversifying the leadership staff, the District elected to use an open access model for LPA in an effort to encourage administrators and district leadership to identify prospective and aspiring African

IV.K.1.p Leadership Prep Academy Plan SY2017-18

American and Hispanic candidates. In SY2017-18, recruitment efforts included disseminating the LPA application and recommendation forms from the Academic Leadership office, encouraging teachers to ask their supervisors about the program, ILAs, and direct outreach to prospective candidates by central and site administrators.

LPA selection Process

The District selected candidates for the academy from staff members recommended by their principal, director, assistant superintendent, chief, or through the application process. In the 2017-18 SY, the District elected to use an open access model for LPA. Sites were given LPA information to disseminate to all staff members who then had the option of applying to LPA. In fall 2017, District leaders reviewed the names and qualifications of 38 candidates. The candidate pool consisted of ethnically diverse applicants from many different staff positions. In the end, all applicants met the criteria to participate.

2017-18 LPA Prospective Candidate Pool

LPA Prospective	Male	Female	Totals
White/Anglo	5	17	22
African American	0	1	1
Hispanic	1	8	9
Asian/Pacific Islander	0	2	2
Native American	0	2	2
Total	6	30	36

The prospective candidate pool consisted of 13 teachers, one administrative intern, eight Multi-Tiered System of Supports (MTSS) facilitators, three assistant principals, , eight certified support staff, one program coordinator, one counselor, and one dean.

The District required the candidates to participate in the LPA to demonstrate clear

IV.K.1.p Leadership Prep Academy Plan SY2017-18

leadership qualities in their current position or assignment. These qualities consist of being a strong team member, going above and beyond with their duties, responsibilities, and assignments, being dependable and reliable, maintaining a positive attitude, and have a proven track record of making a difference on their campus or department including building and maintaining a supportive and inclusive learning environment for all students and adults.

LPA Implementations

The LPA met for eight sessions throughout SY2017-18. The District administered evening sessions that included presentations and discussions. Between sessions, the District required LPA participants to attend Governing Board meetings and participate in discussions regarding meetings with the LPA staff and other attendees. LPA participants were also signed up to Microsoft Teams, a chat-based collaboration tool that enabled the participants to work together and collaborate through a common workspace, using features such as team chat, one-on-one chat and document collaboration. During each session, LPA Participants engaged in collaborative work groups to internalize and frame the content of the chapters, align them to the Professional Standards for Educational Leaders 2015, and apply practical solutions at their school sites or departments. The book that we used for each session was *Leading Change by John P Kotter*.

District/University of Arizona Masters Cohort in Educational Leadership

The District continued its partnership with the University of Arizona to develop the Masters Cohort in Educational Leadership. Participants who complete the two-year advanced education program earn a Master's in Educational Leadership.

For the SY2017-18 cohort, potential candidates attended meetings to learn about the Masters Cohort III. Applications accepted by the University of Arizona were forwarded to the District to be reviewed against a set of criteria. The District required candidates to be:

- current Tucson Unified employees in good standing;
- certified teachers;
- teachers with three years' tenure in the District by the end of the program (summer 2017); and

IV.K.1.p Leadership Prep Academy Plan SY2017-18

- teachers who signed a Commitment Agreement.

Approved applicants received a commitment letter and scholarships from both the University of Arizona and the District to cover a portion of university tuition (IGA Masters in Educational Leadership).

In SY2016-17, Cohort II completed and graduated from the two-year program. Cohort III (in the table below), which completed the first year of the program, included one Asian candidate among the five prospective administrators—four teachers and one certified support staff member.

Table 4.28: District/UA Masters Cohort III Participants

	Male	Female	Total
White/Anglo	2	2	4
African American	0	0	0
Hispanic	0	0	0
Asian/Pacific Islander	0	1	1
Native American	0	0	0
Not Identified	0	0	0
Total	2	3	5