**Cohort 7**

**School Leader Application**

***Application due March 15, 2019***

**School Leader:** Each *School Leader*is anactive participant in professional development and ongoing coaching focused on instructional leadership development and improving student outcomes. Each *School Leader* receives a monthly onsite visit from a Performance Coach.

*Continuation of the PPE Year 7 selections process in spring 2019 and the program in SY 2019-20 is pending continued legislative funding.*

**Application Process:**

Note: School leaders of struggling schools are eligible to participate in Cohort 7.

* **By midnight on Friday, March 15, 2019:** Scan and submit complete application by email to ppe.ped@state.nm.us. Only complete applications will be reviewed.
* Selected applicants will be invited to participate in a 75-minute competency-based interview.
* Applicants will be notified of selection decisions in late May.
* All new *School Leaders* must attend a regional PPE Cohort 7 Induction event, dates TBD in summer 2019.

**Application Materials & Submission Guidelines:**

To be considered for Cohort 7 of Principals Pursuing Excellence, submit a complete application that includes all of the items listed below. Only complete applications will be reviewed.

1. Letter of Intent (500 words)
	* In a professionally formatted cover letter, please explain why you are motivated to participate in PPE Cohort 7, how you hope to develop as a leader, and what you hope to achieve through collaboration with your Performance Coach, Lead Coach/District Thought Partner, and district.
2. Application Form (Attachment A)
3. Essay Question (500 words)
	* Turnaround principals must have an urgent desire to set challenging goals and reach a high standard of performance despite barriers[[1]](#footnote-1). What characteristic(s) do you believe to be most important to the success of a school-level turnaround leader? Explain your reasoning and describe how you have demonstrated the characteristic(s) in your professional life.
4. Signed Superintendent’s Assurance of Commitment (Attachment B)
5. Current resume
6. Scanned copy of New Mexico Level 3-B License

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**Principals Pursuing Excellence** is a two-year program aimed at leveraging the expertise of New Mexico’s educational leaders to support and empower New Mexico’s school leaders as they work to dramatically improve student outcomes in their schools.

**PPE is…**

* Focused on building leadership capacity in New Mexico’s schools and districts
* Multilayered professional learning and coaching for school and district leaders

 

**Project Structure:**

With the support of the district, Performance Coach and Lead Coach/District Thought Partner, each School Leader works with their core team to assess school needs based on data and establish an Annual and 90-day Plan containing effective turnaround strategies (e.g. data-driven instruction, school culture of learning, observation and feedback).

To support successful implementation and monitoring of the school’s 90-day Plan, each School Leader principal receives ongoing coaching and mentoring during monthly onsite visits and frequent check-ins.

All roles, including superintendents and district leadership, participate in executive education convenings to further cultivate the competencies and skills of turnaround leaders.

**The Theory of Action that underpins Principals Pursuing Excellence follows:**

**If** we strengthen the competencies of leaders to transform districts and schools, **then** they will have the capacity to take bold and purposeful action.

**If** leaders take bold and purposeful action, **then** they will establish the conditions for effective teaching and learning.

**If** the conditions for effective teaching and learning are established, **then** teachers will have the opportunity to improve instructional practice.

**If** teachers improve instructional practice, **then** student learning will increase.

**School Leader Expectations:**

* Each semester
	+ With core team, establish high quality 90-day Plan
	+ With core team, engage in mid year and end of year reflections on 90-day Plans
* Monthly minimums
	+ 1 onsite coaching visit (2-3 hours)
	+ 1 monthly virtual coaching call, e.g. Zoom or phone (15-30 minutes)
* Ongoing practices
	+ Support and hold teachers accountable for cycles of data-driven instruction tied to interim assessments
	+ Conduct frequent non-evaluative cycles of observation and one-on-one feedback meetings
	+ Track data on teacher growth in instructional practice and student growth in learning
	+ Reflect on impact of leader actions and adjust/differentiate as needed to accelerate teacher and student development
* Periodic expectations
	+ Fully participate in seven PPE convenings
	+ Engage in collaborative visits organized by Priority Schools Bureau (PSB)
	+ Participate in regular program check-ins by phone, Zoom, or in-person (time dependent on meeting format, 30 min to half day)

**Attachment A: School Leader Application Form**

Name:

Email:       Preferred phone #:

Years as a school leader:       Years as school leader at current school:

Have you previously applied for PPE? Yes / No

How did you hear about PPE? If someone referred you, please indicate whom.

School:

Mailing address:       City/State/Zip:

School phone #:

School enrollment:      ­­­ Grades served:      ­­­

Current School Grade and Status (i.e. MRI, CSI, TSI, if applicable):

LEA:

Superintendent/Executive Director:

Email:       Phone #:

Supervisor (if different):

Email:       Phone #:

**Attachment B: Superintendent’s Assurance of Commitment**

**Principals Pursuing Excellence (PPE)** is a two-year program aimed at leveraging the expertise of New Mexico’s educational leaders to support and empower New Mexico’s school leaders as they work to dramatically improve student outcomes in their schools.

**Program Structure:**

With the support of the district, performance coach, lead coach, and district thought partner, each PPE school leader works with their core team to assess school needs and establish an Annual and 90-day Plan containing effective turnaround strategies (e.g. data-driven instruction, school culture of learning, observation and feedback).

To support successful implementation and monitoring of the school’s 90-day Plan, each school leader receives ongoing coaching and support during monthly onsite visits and frequent check-ins.

All roles, including superintendents and district leadership teams, participate in executive education convenings to further cultivate the competencies and skills of turnaround leaders.

**The Role of the District in Turnaround[[2]](#footnote-2):**

The district plays an essential role in maintaining the intense focus on student outcomes needed for urgent and sustainable success. This includes:

* Supporting school leaders to establish and implement a school Annual and 90-day Plan based on root cause analysis
* Utilizing well-designed, rigorous, common interim assessments aligned to a rigorous, standards-based scope and sequence
* Establishing data structures that support the regular use of data to inform instruction
* Providing school leaders with differentiated support and accountability on such “critical autonomies” as staffing decisions, scheduling, budgeting, targeted professional development, and other operational issues

**District Commitments:**

* Superintendents and district teams commit to attending all executive education convenings
* Superintendents and district teams commit to partnering with PED/PSB to assess district strengths and needs; identify priorities related to creating and aligning instructional systems; and participating in ongoing professional development around planning, implementation, and monitoring of district and school transformation efforts.
* Superintendents must sign and fulfill assurances to support selected school leader(s) as they:
	+ Attend and participate in seven two-day executive education convenings (first year: July/August, September, January, June; second year: September, January, June)
	+ Plan, implement and monitor Annual and 90-day Plans with the support of a performance coach, lead coach, and district thought partner
	+ Participate in additional assigned meetings as needed
	+ Coordinate at least one onsite visit per month to work with performance coach
	+ Keep artifacts to demonstrate growth in instructional leadership and student achievement through the course of 90-day Plans
	+ Collaborate with performance coach to complete required reports

**To be completed by the superintendent:**

By signing below, the Superintendent agrees to fulfill all PPE assurances outlined above..

Printed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In addition to the Superintendent,** the following designated PPE team of 2 to 3 (e.g. Associate Superintendent; Director of Curriculum and Instruction; Director of Secondary Schools; district-level coach) will attend all PPE executive education convenings and support selected school leaders throughout the two-year program.

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| District Team Members | Position | Email Address |
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1. *Turnaround Leadership Competencies: A Presentation by the West Comprehensive Center.* <http://ped.state.nm.us/ped/PrioSchoolsDocs/Turnaround_Leadership_Competencies_PDF_of_power_point.pdf> [↑](#footnote-ref-1)
2. Steiner, L. and Hassel, E.A. (2011) *Using Competencies to Improve School Turnaround Principal Success*, (Public Impact). Charlottesville: University of Virginia’s Darden/Curry Partnership for Leaders in Education. Retrieved from www.DardenCurry.org. [↑](#footnote-ref-2)