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Teacher and School Leader Incentive Program - Project Narrative

Introduction. Chicago Public Schools (CPS), District 299, is the nation's third largest school district serving 340,000+ students in over 600 schools across the city. Four years ago, CPS received a \$12.5M grant from the U.S. Department of Education as part of the Teacher and School Leader Incentive Program (TSL). This investment catalyzed dramatic improvements in our Human Capital Management System (HCMS). TSL2017 provided critical funding to support the creation of our teacher residency program, which has established a consistent flow of new teachers into our schools. In addition to the residency, this investment allowed us to improve recruitment and retention of teachers in our hardest-to-staff schools. TSL2017 funding also allowed us to create new teacher leadership roles, including the Multi-Classroom Leader (MCL) role, which is currently available in 30 schools across the district. The MCL role offers a way for our most talented teachers to broaden their impact and be fairly compensated for taking on more leadership. These are three of many examples of promising work that was made possible by the funding provided in TSL2017. District leaders view this work as critical and, as such, are committed to its continuation. As we look ahead, we have the opportunity to bring this work to scale - embarking upon TSL2017 pilot staging, the district is ready to bring the full teacher leadership continuum to scale.

In **Teachers Lead Chicago (TLC)**, CPS will: 1) Deepen and scale a robust and representative teacher pipeline, recruiting 450 high school students and matriculate 525 teaching residents to licensure in high need areas (Absolute Priorities 1,2; Competitive Preference Priority 1,2); 2) Codify, refine, and scale teacher leadership roles, adding 800 new leaders within a teacher career pathway that ensures support and opportunity at every stage of their career (AP 2, CPP 1); 3) Develop the districtwide systems around teacher leaders that support their success, and pilot new teacher leader roles in 250 schools (AP 1, CPP 1,2); and 4) Reimagine the systems

for principal development and evaluation to enhance CPS' principal HCMS to better support 500+ school leaders (AP 1, CPP 1).

A. Need. (i) *The gaps, weaknesses, and opportunities that will be addressed.*

To prepare, recruit, and retain high-quality educators, CPS has built some components of a strong HCMS. Through TSL2017, CPS developed highly effective recruitment pipelines and pilot systems of teacher leadership that resulted in a more robust and equitable HCMS, ensuring access to the highest quality teachers in 63 historically hard-to-staff schools.

However, despite momentous progress, there are many more high-need schools where students face persistent race- and gender-based gaps in opportunity, including inequities in school culture and instructional rigor. A key lever for improvement lies in the advancement of CPS' comprehensive HCMS. Research shows that equitable access to high quality teachers and principals prepared for leadership are two keystones to righting the ship. Equitable districts create clear career pathways for teachers to lead, and strong schools organized with robust systems for distributed leadership advance shared goals rooted in student needs. The most powerful tools a principal has to establish a high functioning organization, support new teachers, and spread the impact of excellent veteran teachers are systems and cultures that enable distributed leadership to take hold (Cosner et al, 2015; Murphy et al, 2009).

As CPS prepares to reopen all schools this fall for in-person instruction five days per week, this work matters more than ever. A 2020 report published in collaboration between Johns Hopkins Institute for Education Policy and Chiefs for Change, highlights nimble, effective staffing models--and names the specific teacher-leader role CPS piloted--as one of the most important ways schools can prepare for re-entry, and beyond. CPS' successful pilots demonstrate that this work is possible, but must be brought to scale. In order to maximize impact, three

critical offices--Talent, Teaching and Learning (T&L), and the Office of Network Support (ONS)--must unite to share the work and improve coherence. Principals need more strategic and aligned support across all aspects of human capital management development, and teachers need a robust career development pathway to advance into supported, defined, and compensated school-based leader roles.

Opportunity to strengthen principal HCMS (Absolute Priority 1): One goal of TLC is to reimagine the systems for principal development and evaluation to enhance CPS' principal HCMS to better support school leaders. It is essential to improve upon our HCMS through designing targeted and universal development for principals around being leaders of organizations. Currently, there is a lack of consistency in how CPS onboards principals. Through a revision in principal and assistant principal evaluation standards, a universal floor will be set in order to ensure our principals have the training they need when joining the district. A collaborative revision of standards needs to be fully integrated to include common language, shared understanding, socialization and exposure, and training for stakeholders. An enhanced principal talent management system, tailored based on evaluation, will be designed to target development opportunities for eligible candidates, reflecting the district's value and commitment to equity. Additionally, there will be an increase in support for principal supervisors in their own development to enhance and support their principals on individualized development pathways.

While developing the MCL role over the last several years, both principals and teachers report that school culture improves when leadership is shared between administration and faculty. The research supports what we have heard anecdotally: principals play a critical role in organizing school systems and culture. Although research overwhelmingly shows the positive impact on teachers, students, and schools when principals practice distributed leadership, there is

also evidence that few principals actually engage in these activities. To reach their full potential as school leaders, principals need an organized continuum of professional development opportunities that support their success (Rowland, 2017).

TLC, funded through TSL2021, will allow the district to take significant steps to improve the HCMS for our principals. The Framework for Principal Talent Management from the George W. Bush Institute identifies five core domains for Principal Talent Management: (1) Preparation; (2) Recruitment and Selection; (3) Professional Learning; (4) Performance Evaluation; (5) Compensation and Incentives. The Framework explains how professional learning, evaluation, and incentives can be aligned to form a continuous improvement loop to help principals advance in their practice. CPS possesses an excellent array of principal preparation programs, including an Aspiring Principals Institute, operated in partnership with the Chicago Public Education Fund. We possess a robust system for preparation, recruitment, and selection, but there are clear opportunities to improve the cohesiveness of professional learning and evaluation. A critical first step is to revise our principal competencies.

The current rubric used to evaluate CPS principal practice was created and introduced in 2012-13 by the Illinois State Board of Education (ISBE). District priorities have shifted dramatically over the last nine years, and it is time for our competencies to reflect recent emphasis on equity and re-engaging students after over a year of remote learning. Currently, principals are rated on five competencies, with each rating based on between three and seven standards. Evaluators must combine evidence from many disparate activities into one score. This makes it difficult for evaluation data to inform professional learning. Further, given that the rubric is used by 17 Network Chiefs, or regional superintendents, for school leaders working in very different contexts, it is difficult to ensure expectations are commonly applied across

schools. TLC would provide critical support to allow us to engage in the necessary work of revamping our competencies and calibrating our principal supervisors on the new tool.

Principal development is similarly fragmented across the system. CPS does not have a core curriculum for our school leaders. A first-year principal receives quarterly training through the Department of Principal Quality (DPQ) and monthly training from a Network Chief. However, the DPQ sessions and the Network sessions are not aligned. Sessions may be duplicative, or have blindspots, and, as a result, principal development is inconsistent. Each Network Chief is responsible for the evaluation and coaching of up to 34 principals, which allows some principals to slip through the cracks. Veteran principals attend mandatory opportunities like the Summer Leadership Institute or Law Conference, or supplemental opportunities offered through external partners, such as the Chicago Public Education Fund. These programs aspire to guide principals and support their development and retention, but at a high level, they lack a common focus and direction. While our system is reasonably well aligned to the current competencies, the competencies themselves need to be updated to reflect current district priorities. Simultaneously, we must improve the coherence of our professional development program and our evaluation system. The research from the Bush Foundation is a useful roadmap, illustrating how the different parts of the principal HCMS are interdependent.

Opportunity gaps in high-need schools (Absolute Priority 2): A study from Stanford University shows that CPS students achieve the equivalent of six years' academic growth in only five-years' time, outpacing nearly every other district (Rearden, 2017). However, for many schools, student achievement remains a challenge, especially in high-need schools. Of CPS' 340,000+ students, 63.8% are considered economically disadvantaged, coming from families with income within 185% of the federal poverty line. The majority of schools are Title I eligible.

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CPS' diverse student body identifies as 46.7% Hispanic, 35.8% African American, 10.9% White, 4.3% Asian, and 1.3% Multiracial. High-need schools are concentrated on the city's south and west sides, and many serve predominantly Black/African American or Hispanic/Latinx students. While CPS is a district on the rise, it is also at a critical juncture to close a persistent opportunity gap between African American, Latinx, and White students. The 2019 State of Illinois District Report Card for CPS reported a 37 point gap between White and Black students, and a 31 point gap between White and Latinx students on the Illinois Assessment of Readiness. As a result of the pandemic, emerging research shows that Black students, especially Black male students, were most negatively impacted by remote schooling. Many Students of Color face gaps in access and opportunities, including technological barriers that make it difficult to remain engaged during remote learning (ED, 2021).

Teachers are schools' most valuable resource, and hiring, developing, and retaining effective teachers is among the most important strategies districts and administrators can use to accelerate school improvement efforts. However, teacher turnover remains a significant problem in U.S. public schools, and Chicago is no exception. CPS continues to face shortages of highly-effective educators and leaders, especially in hard-to-staff, high-need schools. In SY19, 77% of all new CPS teachers returned to their school for another year, compared to 84% of mid-career teachers, 88% of experienced teachers and 90% of veteran teachers. Research shows a disproportionate representation of new teachers working in high-need schools, which can adversely impact student learning. Nationally, teachers in Title I schools have a 50% higher turnover rate than others, and teachers serving the largest concentrations of Students of Color have a turnover rate 70% higher (Carvery-Thomas,, 2017). CPS schools that serve the greatest proportion of students from low-income backgrounds have the fewest excellent educators (the

highest rating in CPS' teacher evaluation system). CPS must take additional steps to support and develop teachers who serve students from low-income backgrounds.

Building a robust and diverse teacher pipeline (AP 1,2; CPP 1,2) will create a structured pathway for CPS graduates and Chicago community members to access scholarship funds, complete college, earn their teaching credentials, and start a CPS teaching career, with a specific focus on recruiting Candidates of Color. CPS has made a firm commitment to equity that is reflected in TLC. In the district's Five-Year Vision, CPS defines equity as championing the individual cultures, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations. Research shows that students with teachers of the same racial background benefit from teachers' high expectations, experience fewer disciplinary referrals, and achieve better academic outcomes (Padamsee et al., 2017; Partelow et al., 2017). Diverse leadership can improve recruitment and retention of Teachers of Color (Padamsee et al., 2017; Gobir, 2021). The CPS Vision contains specific goals to hire 3,000 additional Educators of Color and develop 150 aspiring Black and Latinx leaders by 2024. We will support those new teachers by developing strong, visible Teacher Leaders of Color and creating pathways to teacher leadership that prioritize their growth and development, with the intention to best serve students in high-needs schools.

Through our successful implementation of the TSL2017 grant award, we were able to establish a consistent investment in customized recruitment support for CPS Opportunity Schools, our cohort of 63 historically hardest-to-staff schools, which has exceeded grant expectations in moving the needle towards giving every child equal access to excellent teachers. The Opportunity Schools recruitment model successfully impacted the district's HCMS landscape for high-need schools, resulting in the recruitment of over 800 high-quality teachers,

reduction of first day of school vacancy rates by 49% since the program's inception, and increased improvement in teacher retention rates of early-stage career teachers by 46%. Over 50% of newly-hired teachers identify as Teachers of Color.

Opportunity to scale what's working: In building upon the many successes of initiatives piloted and established under TSL2017, TSL 2021 will provide a critical opportunity to scale what's working. Through building the in-house residency program from nine residents in 2018 to over 100 in 2021, the residency team is poised to continue growing this crucial pathway for dedicated career changers and bring their expertise to bear on establishing a new pathway for CPS high school students to become our teachers (Teach Chicago Tomorrow).

As we build effective pathways into the teaching role, it is equally critical that we develop, support, and retain our excellent and diverse staff. Teacher leadership is the key strategy to do so. Strong, experienced educators trained as mentors are one of the best resources to better support new teachers, while also empowering these talented educators to lead. Research shows that mentor quality matters in order to achieve the promise of those positive impacts (New Teacher Center, 2016). In CPS, mentor programs have demonstrated positive impacts on both new teachers and on mentors themselves, and through a U.S. Department of Education SEED grant partnership with The New Teacher Center, CPS has expanded these programs. However, TLC will ensure that all new teachers in high-need schools have access to essential resources. Similarly, the MCL peer coaching role in CPS has demonstrated the ability of teacher leaders to move the needle for school culture and climate and teacher retention. Currently, just 30 schools benefit from this innovative pilot model that was built with the support of TSL2017. TSL2021 support will mean bringing the powerful impact of teacher leadership to bear on 334 of our

highest-need schools. Scaling TLC will bring our HCMS and Performance Based Compensation System (PBCS) into maturity and sustainability.

Opportunity to organize schools for distributed leadership: Teacher leaders play a vital part in improving the quality of instruction, and providing talented teachers with leadership opportunities can dramatically improve retention of expert teachers. To educate the whole child, schools have evolved into sophisticated organizations that support all aspects of a child's health, development, and growth. Yet, most schools' leadership teams reflect an outdated understanding of who leads. The antiquated model of school organization with a principal who supervises every teacher, leads the instruction program, and manages business and facilities, is no longer optimal. Effective and sustainable school communities empower and distribute leadership at all levels, particularly among teachers (Deal & Peterson, 2016). School organizations must evolve to keep pace with increased demands and meet opportunities to serve students, families, and communities more holistically (Bierly et al., 2016; Bryk et al, 2010).

Within CPS, ONS, T&L, and Talent have been working collaboratively to co-design a five-year vision for scaling and sustaining school-based teacher leader roles. The five-year teacher leader plan provides a roadmap to create a well-established system of teacher leaders enmeshed in their individual schools and ready to buttress any district investment or strategy. Investing in building systems for teacher leaders will amplify the investments made in many other district initiatives. The launch of Skyline Curriculum in June 2021 provides a unique opportunity to align district investments and resources to scale two mutually-supportive efforts simultaneously. As Chicago's first-ever universal curriculum accessible to all CPS educators, Skyline will provide critical equity in curricular resources and rigorous instructional practices, while teacher leadership systems and structures will provide the infrastructure to support and

sustain school organizations maximized for continuous improvement and change management. Going forward, a considerable amount of this work will be scaling and leveraging teacher leader roles and distributed leadership in schools in immediate service to Skyline implementation. Supported through the TLC proposal, the five-year plan will outline the expansion of pilot teacher leadership systems and install the work in intersecting district operations so that the power of teacher leaders in schools can outlive the initial investment in Skyline partnerships and be accessible to all schools.

Opportunity to organize and diversify teacher leadership systems: In CPS, there are a range of approaches to teacher leadership, all with different selection criteria, training and support, program structure, and compensation. For example, in looking at school-based roles, there are 1) Expanded Impact Teachers who are identified and compensated by the school but do not receive centralized training or ongoing support; 2) Grade-Level Team Leaders; and 3) Department Chairs who receive development but who lack defined roles, preparation, vetted selection, or compensation. In addition, there are STEM Specialists and International Baccalaureate Coordinators whose roles have clearly defined expectations, team support, and compensation, but do not undergo any preparation or identification process. Finally, there are hybrid and full-time teacher leader roles outside the classroom, such as Instructional Coaches or Curriculum Coordinators, who receive compensation but lack formal definition, selection criteria, preparation, or support.

The abundance of teacher leadership opportunities is a double-edged sword. Without unified guidance, leadership programs are implemented inconsistently, which can reduce overall impact, or even cause talented teachers to burn out. Moreover, amidst a vast array of opportunities across the district, CPS cannot generate reliable data on who becomes a teacher

leader. Without this, it is impossible to tell how excellent teachers are utilizing pathways to leadership, where gaps or excesses in support and development lie, and whether principals are adequately prepared to support teacher leaders. We currently do not have a way to systematically understand who is accessing teacher leadership roles, and if they are representative of the racial and ethnic identity of our teaching workforce. Without a centralized mechanism in place, principals are likely to informally tap teachers for leadership opportunities who share their identity groups. And in a system where too many of our leaders are white, that could mean a disproportionate number of white teachers being identified as potential leaders. A centralized eligibility process and set of roles will allow us to track data and close this gap in knowledge. In turn, we will use this data to mitigate a barrier that ensures equity and impact in teacher leadership development.

(ii) The project will build on related efforts to improve Relevant Outcomes using existing funding from programs supported by community, State, and Federal resources. CPS proposes to better support new teachers, teacher leaders, and CPS principals by scaling distributed leadership practices and HCM skills across the district, beginning in our highest-need schools. This bold step is made possible because of the foundational efforts of the past four years, which has been supported by TSL2017, the SEED grant partnership with the New Teacher Center, and district Title II dollars:

1) Reverse turnover and vacancy trends in 63 historically hard-to-staff schools. CPS made significant strides in Opportunity Schools, a group of 63 historically hard-to-staff schools. This program has been well-received by Opportunity School principals who have seen a sea-change in their buildings, with a 32% reduction in day-one vacancy rates over the last three years. The success of Opportunity Schools has been recognized by district leadership, who

included a goal in the Five-Year Vision to reach 100 Opportunity Schools by 2024, and championed by Chicago's mayor, who publicly announced their expansion. This program is on track to reach full impact under TSL2017 support and is supported by Title II dollars committed by the district to continue the critical work of the recruitment program going forward.

2) Build teacher residency programs, on track to prepare 175 teachers each year.

Over the past three years, CPS has developed multiple pipelines to recruit, prepare, and retain a diverse base of culturally competent educators to teach in high need subject areas, focused in high-need schools. In partnership with National Louis University and Relay Graduate School of Education, CPS was able to launch residency programs in high-need subject areas, including: bilingual, dance, STEM, and special education. With additional funding from ISBE, CPS built upon those relationships and expanded residencies to include a track for current CPS employees with Associate degrees, adding another strategy to diversify CPS' corps of teachers. CPS has scaled this program from 24 residents in SY19 to 90 residents in SY20. By 2024, the residency program will prepare 175 prospective teachers per year.

3) Develop a robust, tri-level induction model to support new teacher persistence.

CPS' induction model supports teachers with district level training, school induction teams, and dedicated New Teacher Mentors (NTMs). NTMs support the influx of new teachers from residency programs and other Opportunity Schools pipelines, in alignment with the New Teacher Center's highly effective research-based framework. With additional investment from local funds and a 2019 SEED grant awarded to partner New Teacher Center, the New Teacher Supports team currently provides mentoring to 30% of new teachers.

4) Pilot distributed leadership practices to improve teacher quality and school culture. With the financial support of TSL2017, CPS created a distributed leadership pilot

program known as Empowered Schools. CPS adapted the Public Impact's Opportunity Culture Model to our unique context. In SY22, this model will staff 30 schools with over 60 MCLs to coach peers toward improving practice and increasing student achievement. In TLC, CPS will build on the successes and lessons learned through three years of piloting in order to dramatically scale the peer coach role, along with district and school structures to support their success.

5) Codify school-based teacher leader roles. Piloting the MCL role with TSL2017 funds prompted us to standardize expectations, including fairly compensating teacher leaders and creating high-quality training to support leadership development. Critically, CPS established a centralized eligibility process for MCLs, a major undertaking given that other teacher leader roles are selected from staff already in the building. The MCL is the first school-based teacher leader role with a selection process open to all excellent teachers in the district. Following this lead, TLC will bring the centralized selection process to more school-based teacher leader roles. Additionally, New Teacher Mentor, Residency Mentor, and MCL roles are fairly compensated with stipends consistent with the definition of a PBCS. For many years, compensation for teacher leadership has varied widely across the district. In some cases, strong teachers have volunteered time and energy to complete extra tasks without corresponding compensation. There are also teachers who are compensated at different levels for doing similar work at different schools, which is inequitable. Building on pilot programs established with NTMs and MCLs, TLC will ensure that teachers are compensated fairly and consistently.

6) Centrally define CPS leadership competencies and map the leadership landscape. TLC's vision for school-based teacher leaders is also informed by CPS' understanding of the leadership landscape. Through TSL2017, CPS defined a leadership competency framework and built *Lead with CPS*, an initiative uniting leadership opportunities under one umbrella to bring

transparency and ensure equitable access. Having mapped the district's leadership opportunities and developed a standard, competency-based leadership framework, CPS is ready to apply that framework to school-based teacher leadership and bring those roles into a centralized process.

(iii) The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. CPS considers the academic progress of its students a core commitment and understands that this is impossible without the ability to recruit, develop, support, and retain high-quality educators and leaders. TLC strategies are based on a body of evidence detailing the impact of teacher mentors, teacher leaders, and strong principals on student achievement, as described in Section B, Project Rationale.

For teacher leaders to be effective, their surrounding school structures and systems must be organized to enable their success. CPS has made intentional efforts to focus on convergence, or bridging once-siloed strands of work into strategic alignment for greater impact. Through this initiative, we have learned it is essential for Central Office departments to present a coherent message to schools. TLC will converge the efforts of three major offices--Talent, ONS, and T&L--to support schools in creating environments where teacher leadership can thrive. With broad collaboration and alignment across dimensions of school organization and support, TLC represents a comprehensive, cross-departmental effort to further accelerate student achievement.

This work coincides with a major investment to equitably improve instructional quality districtwide. The launch of Skyline will allow us to unleash the power of distributed leadership across the city, improving staff satisfaction, principal and teacher retention and performance, and student achievement. Teacher leadership will not only serve as a key implementation strategy for Skyline, it will serve as a force multiplier for other school improvement initiatives. Strong teacher leaders will provide principals with more human capital to draw upon throughout the

school year and additional levers for change that the district can tap into, lessening the resources needed to support future district wide initiatives.

(iv) The project design is appropriate to, and will successfully address, the needs of the target population or other identified needs. As a matter of equity, CPS will prioritize reaching 334 (80%) of our 418 high-need schools, including many schools in qualified opportunity zones (**AP 2, CPP 1,2**). An analysis of workforce trends and student achievement results show that these priority "TLC High-Need Schools" (Appendix E) are lagging behind similar schools in important metrics. A number of data points will be considered in identifying schools, including Title I status, teacher retention rates, and two internally developed indices: 1) the Unfinished Learning School Investment Index, which was developed as part of the *Moving Forward Together* (MFT) initiative, an ESSER III-funded effort to illuminate and address the gaps in student achievement which were exacerbated as a result of the ongoing pandemic, in order to prioritize support for the schools and students who are in the most need; and 2) the Opportunity Index, which uses indicators to analyze differences in access to opportunity structures in order to ensure those most impacted by inequity have strong, vibrant, and healthy school communities. The Opportunity Index is a multidimensional analytical tool for identifying barriers to opportunity--including race, socioeconomic status, education, health and community factors--and conditions that can be used to identify and advance a more equitable future state.

The average new teacher retention rate among TLC priority schools is 73%. Compared with other schools where 75% or more students are economically disadvantaged, they average 7 points below the average school attainment percentile in reading, 10 points below average attainment percentile in math, and 2.6 points below students meeting college readiness benchmarks. As demonstrated in the logic model (Appendix A), the creation of a robust and

representative teacher pipeline will result in the following anticipated outcomes to address teacher retention: residency will reach scale at 175 residents per year; by 2024, 80% of CPS schools with greater than 50% of students eligible for a free or reduced-price lunch (“high-needs school”) staff at least one TLC career ladder role (334 schools); and by 2024, over 700 teachers will be staffed in career ladder roles.

TLC’s initial set of schools will be chosen collaboratively by Talent, ONS, and T&L to ensure strategic alignment. TLC will synthesize three perspectives into a coordinated approach. ONS will focus on the Opportunity Index in prioritizing schools more impacted by inequity, while also taking into account both historical need and the school’s current strategic priorities. T&L focuses on continuous school improvement and increased student achievement. The Talent Office prioritizes schools that have historically struggled with recruitment, vacancies, and retention, and will offer the wisdom of lessons learned in TSL2017.

Using an evidence-based rubric developed through TSL2017, CPS will assess school culture, instructional leadership, opportunities for teacher leadership, and other critical factors. The rubric scores will allow us to provide more customized supports that leverage school strengths as they implement distributed leadership practices. TLC Priority Schools will be a vanguard in scaling mentor support, teacher leadership, and principal development. For further details on CPS’ highest need schools, including census tract numbers for qualified opportunity zone schools, please see (Appendix E).

B. Quality of the Project Design. (i) *Project Rationale* (ii) *Design includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.* Each project component - strategies, activities, inputs - in the logic model is informed

by research and evaluation findings and CPS experiential anecdotal evidence that resonates with our proposed outcomes. Research, anecdotal- and evidence-based findings, and relevant data points that support our methodologies are woven throughout the narrative and organized in the Bibliography, Appendix F.

TLC's overarching goal is to improve the quality of teaching in high-need schools through building a supported and integrated teacher career pathway. In the long term, TLC aims to ultimately improve student outcomes and school culture and climate in schools across Chicago. As outlined in the Appendix A Logic Model, TLC will improve and expand CPS' HCMS and PBCS for candidates, teachers, and school leaders through the following.

1) Creating a Robust and Diverse Teacher Pipeline: Building and maintaining a robust, diverse teacher pipeline will improve the district's teaching and learning in high-need schools. We will employ two strategies to build the pipeline - creating a structured pathway for CPS graduates and Chicago community members to access the necessary tools and resources, including scholarship funds and college degrees, and prioritizing candidates of Color. Outcomes include: a) creation of a direct pathway for 150 CPS high schools students per year to matriculate into teaching in CPS via Teach Chicago Tomorrow; and b) expansion of onboarding and licensing 175 Teaching Residents per year, of which 75% identify as Black, Indigenous, or other People of Color (BIPOC).

A 2019 study by New America found that CPS "had an overall vacancy rate of just over 3% (669 positions), including 64 vacant bilingual teaching positions," at the start of SY19. In order to address teacher shortages within the district, provide extra support for the hardest-to-staff schools, and address the racial disparity between teachers and students, TLC will create a strong and accessible pipeline of teacher candidates, prioritizing a diverse educator

workforce and supporting their professional growth. A growing body of research indicates that teachers who share lived experiences and racial and ethnic identities with students are more likely to hold their students to a higher standard.

We will build upon CPS' Teacher Residency Program, an initiative launched with the support of TSL2017. The Residency program began with a cohort of 12 teachers-in-training, located in underserved communities, and has grown to license nearly 175 teachers per year in high-need subject areas: early childhood education, special education, bilingual education, dance, and STEM. Teacher residencies allow for teachers-in-training to spend a full year as a full-time teacher apprentice within a CPS school. In close partnership with, and guidance from, the National Center for Teacher Residencies (NCTR), CPS' model is designed to ensure not only teacher diversity, but also effectiveness and retention. NCTR's model has been documented to have a unique impact on the instructional effectiveness of mentors. In a study conducted by Glass Frog Solution, "hosting a resident in NCTR residency programs has shown to improve teacher effectiveness throughout the residency year" (Levay, 2020). Residents attend courses while working toward their Master's (MAT) degree and gain immersive clinical practice in a mentor classroom paired with critically aligned university coursework. The program is designed with a gradual release model, starting with collaborative planning and co-teaching, evolving into independent resident teaching. They receive ongoing coaching and support, and a \$35,000 salary in the first year, followed by an estimated 42% salary increase in their second year.

While the Residency program has proven to be a transformative strategy for providing critical access points for enthusiastic career changers to become in-demand and highly-skilled teachers in some of CPS' highest-need schools, we also see a huge opportunity to deepen and expand our pipeline to include our CPS high school students. Launched as a small pilot in 2020

and seeded with local philanthropic dollars, Teach Chicago Tomorrow (TCT) is a cross-institutional partnership with CPS, City Colleges of Chicago, and Illinois State University that provides a structured pathway for CPS graduates, with an intentional emphasis on Students of Color, to access scholarship funds, complete college, earn their teaching credential, and start a CPS teaching career. In addition to specialized programs in Bilingual Education, English as a Second Language, and Special Education, TCT offers flexible pathways into the teaching profession to fit myriad student needs and interests. Under the umbrella of TLC, TCT will grow these coordinated supports to dramatically improve postsecondary access, persistence, graduation, licensure, and success in the field of education for CPS graduates. We champion a workforce where CPS teachers reflect the communities they serve - a student-to-teacher pipeline fulfills this endeavor.

2) Building a Merit-based TLC Teacher Career Pathway: A merit-based teacher career pathway will attract qualified and diverse teachers and encourage their tenure with CPS. Strategies include developing a deeper understanding and codification of the district's underutilized team leadership roles, and streamlining and expanding upon our current leadership roles into a merit-based career ladder to broaden impact on student achievement via coaching peers. The district aims to bring to scale methods that already work. CPS' highly effective models for new teacher mentors and peer coaches, such as MCLs, are confined to pilot schools and select programs. Through TLC, CPS will expand its teacher career pathway roles and distributed leadership models to over 2,500 teachers by 2024, who will lead over 8,750 peer teachers as mentors, team leaders, or peer coaches. CPS will refine and adapt the district-level systems and structures around these teacher leadership roles in order to scale with efficiency (see Strand 3). Folding existing mentor, team leader, and peer coach roles together into key leader

rungs, TLC's teacher leadership career ladder, will ultimately achieve equity in compensation and support and provide transparency in access. Across multiple existing programs, we have identified a gap in Black male and Latino applicants for leadership; launching one set of competencies, a common leadership application, and a universal data system will allow us to more holistically identify gaps and address them strategically to ensure we are reaching a proportional number of Teacher Leaders of Color. TLC will better define and support universal teacher team leader roles, such as Instructional Leadership Team member and Grade Level Team Leader, and expand New Teacher Mentors (NTM) and Peer Coaches to provide critical supports in high-need schools.

New Teacher Mentors and Resident Mentors receive training aligned to an expert framework designed by the New Teacher Center. Citing a federally-funded study, the New Teacher Center reports that comprehensive, multi-year induction programs are not only effective in reducing new teacher attrition and accelerating their professional growth, but also show evidence of improving student learning (Watkins, 2016). In CPS' Opportunity Schools pilot, new teachers who received mentoring were 23% more likely to return to their school in year two. Eighty percent of NTMs stayed in the same school the following year, many of them moving forward in teacher leadership to become MCLs. Strong evidence suggests that the MCL, a peer coach role developed by Public Impact, has a positive impact on student outcomes. A recent study from AIR and the Brookings Institution shows students whose teachers were on teams led by MCLs achieved significant academic gains, comparable to if their teachers had been in the top-quartile of effective educators (Backes & Hansen, 2018). In CPS, the Empowered Schools Cohorts that staffed MCLs show higher rates of retention, lower vacancies, more high-performing teachers, and higher rates of teacher satisfaction than comparison groups.

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In a typical year, CPS staffs roughly 1,000 new teachers districtwide. To meet demand and prioritize historically underserved communities, the district must be prepared to staff over 800 NTMs in our 418 highest need schools. Through TLC, CPS will scale induction supports, ensuring that all new teachers are supported by a high quality mentor. To scale the Mentor role while ensuring continued effectiveness, CPS must continue to provide differentiated mentor support from Lead Coaches. Lead Coaches ensure fidelity of implementation to CPS and NTC's high quality approach to teacher induction by managing and developing a team of new teacher mentors and cooperating teachers. The Lead Coach is also responsible for building and maintaining partnerships with instructional leaders and developing and implementing districtwide support for new teachers.

In addition to coaching, NTMs and resident mentors are given planning and implementation tools to support and monitor new teacher progress, and receive support during the year through professional learning communities. CPS will also create leadership roles to support cohorts of new mentors. "Lead Mentors" will support and facilitate mentor and new teacher professional learning, analyze new teacher and mentor data to measure impact and shift mentor practice, and inform district wide induction content. Mentors develop and facilitate professional learning for new teachers, beginning with a foundational new teacher and pre-service teacher professional learning summer Orientation (offered three times per year to accommodate variations in hiring timelines).

Over the three-year grant period, TLC will scale to support over 825 mentors and their principals, ensuring every new teacher has a robust induction experience. As a result, CPS expects to see more new teachers persevering through a challenging first year in the classroom, reducing the challenges of new teacher turnover. The mentor role will also serve as an initial

rung on the teacher career ladder. Mentors will build critical skills in peer coaching, preparing them for future leadership opportunities, such as becoming a peer coach. The peer coaching role has demonstrated success through the TSL2017-supported pilot of the MCL role in the 31 CPS Empowered Schools, a subset of historically hard-to-staff schools in low income communities. Adapted from Public Impact's model to suit a CPS context, MCLs are highly-effective teachers released part of the day to lead teams, offer one-on-one coaching, provide job-embedded professional development, and drive progress toward school-wide goals.

To date, Empowered Schools' principals and MCLs have benefitted from intensive, customized support from the TLC Specialists, a cadre of four former school administrators and expert coaches. Over the past few years, the Specialists have established a strong design thinking planning series, as well as an in-service professional learning series for Empowered Schools, specific to the context of our schools. This combines strategic training on budgeting and scheduling with coaching practices from nationally recognized experts, including training from Relay Graduate School for Education on [REDACTED]'s Leverage Leadership coaching framework, and Elena Aguilar's approach to coaching teams.

With the support of TSL 2021, the definition of which schools are implementing distributed leadership models will very intentionally widen beyond Empowered Schools. Rather, Empowered Schools will become the models of the work in robust and intensive implementation. Many more schools will be invited to access turnkey modules, live learning sessions, and office hours with Specialists, to support their own rethinking of the leadership ecosystem in their building. This will include added support to build and execute effective, sustainable distributed leadership structures and cultures to lead their buildings towards school improvement.

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Professional learning will show principals how to build structures that develop teacher leader capacity, such as learning-focused professional development meetings, or regular check-ins to analyze problems of practice, and suggest practices principals can adopt that cultivate a school-wide culture for distributed leadership and signal that teacher leaders are respected and valued (Smylie, 2009). CPS is in the process of developing a Principal HCMS curriculum (see Strand 4); this resource can be incorporated into principal development as the basis of a HCMS and distributed leadership sequence.

To ensure coherence during rapid expansion of this role, CPS Offices of Talent and T&L will welcome a deepening partnership with ONS. The Talent Office provides the HR expertise needed for a teacher leadership eligibility pool. T&L will lead the development of professional learning for TLC teacher leaders, ensuring teacher leaders are well versed in expectations for instruction and assessment. ONS will keep Network Chiefs in sync with expectations for teacher leaders and emphasize teacher leaders as a key lever for schoolwide improvement in biannual school Continuous Improvement Work Plans and annual budgeting processes. CPS' current MCL implementation is top-of-the-line. Public Impact's survey of all districts implementing MCLs showed CPS ahead of other districts in areas including a perception the model has increased student achievement (+18%), improved teacher effectiveness (+14%), and positively impacted school culture (+14%).

New TLC schools will benefit from the guidance of experienced Empowered Schools, and activating experienced school and teacher leaders can expedite the spread and distribute the work of implementing best practices. CPS will identify TLC model schools and create an intervisitation system to support expansion of leadership role implementation. Expert peer coaches will be invited to advance into a Lead Peer Coach role, which will provide an additional

leadership opportunity for those excelling in this unique work, and expand the capacity of a lean TLC Specialists team. CPS will create a professional learning sequence that supports Lead Peer Coaches as they learn to support their peers.

The expansion of the career pathway ensures that teachers in Chicago have ample opportunity to build new skills and broaden their impact. We envision a future where every new teacher to CPS receives dedicated support from a mentor in their first two years on the job. As they gain confidence and achieve success in their own classroom, they will have the opportunity to serve as a mentor and extend their expertise. The skills a teacher acquires in this experience can help prepare them to become a team leader or a peer coach. These three roles will comprise the foundation of the TLC Career Pathway. The strongest TLC teacher leaders will be able to lead others in their respective roles. Implementing this structure will allow our best teachers to broaden their impact and increase their compensation while still teaching students directly, while others may choose to move into administration and leadership beyond the classroom.

3) Sustaining and Equitizing TLC Teacher Career Pathway: A sustainable and equitable teacher career pathway, similar to Strand 2, will attract a highly qualified, diverse pool of candidates that will ultimately improve teaching. CPS will develop a broader system for teacher leadership with clearly defined school-based roles that have a positive impact on school culture, effective teaching, and improved student outcomes. Such a sustainable system will be fully integrated with CPS HCMS, budget, and strategic planning processes and systems to scale TLC Teacher Career Pathway roles, to reach implementation in 336 schools by 2024. CPS will consolidate existing processes to create a single selection process that reflects best practices.

In order to expand teacher leadership, TLC will create systems within the school and district to ensure consistent, transparent, and equitable implementation. In addition to a

centralized HCMS for school-based leadership roles, this will include a requalification process for TLC teacher leaders, and Advisory Councils and feedback loops to inform the scaling of the work. At the same time, cross-department collaboration will effectively align TLC schools with Network priorities and Network school supports, to ensure streamlined, differentiated support within and across networks. Teachers Lead Chicago will transform CPS' culture of teacher leadership from scattered one-off opportunities into a more cohesive, organized HCMS embedded in core structures and key offices, ensuring long term sustainability.

Learning lessons from TSL2017, CPS recognizes the importance of having a rigorous selection process that reliably identifies strong practitioners for teacher leader roles. Having established a centralized hiring process for MCLs, CPS is prepared to do the same for other teacher leadership roles. First, CPS will create a requalification process for existing teacher leaders and expand and codify a centralized TLC Career Pathway Eligibility Process, with a Common Application for all school-based teacher leader roles. This will establish a shared definition of leadership readiness for teachers and ensure a high standard of excellence based on guidelines developed by Public Impact and New Teacher Center. The selection process will be reviewed biannually to ensure more equitable access to teachers from different racial and cultural backgrounds and to teachers from different types of schools. Centralized eligibility processes also provide principals with a ready pool of exemplary teachers from which to hire--which is especially important for schools that have historically been hard-to-staff--and guard against the perception of principals simply choosing their favorites, regardless of ability or past performance.

CPS will track teacher leader qualifications, roles, and performance in a data system to better understand what pathways prepare the most successful leaders. The platform will be used

by internal teacher leader management staff, but also feature principal and teacher views for maximum transparency. With an equity lens, CPS will also work to understand the profile of who is matriculating into leadership roles, and who may be falling through the cracks. Where gaps are identified, CPS will take steps to address barriers and implicit bias that may be at work in the selection process, ensuring equity in opportunity for *all* excellent teachers. CPS will further empower teacher leaders by inviting participating TLs to propose action-research projects investigating a teacher leadership problem of practice specific to their role or school context. TLC staff will provide coaching and feedback to a selected cohort of teacher leaders. Teacher leaders will present their findings annually during an end-of-year teacher leader symposium, which will provide both networking and visibility opportunities for teacher leaders, as well as idea exchanges and development opportunities.

Establishing Advisory Councils and feedback loops will inform the scaling of teacher leadership. Teams of principals, prospective teacher leaders, teacher leaders in school-based and districtwide roles, and Central Office stakeholders will provide guidance, input, and feedback to make sure plans for scaling and considerations for adding roles to the TLC Career Pathway are informed by both a deep body of research and expertise, and also the lived and contextualized experience in CPS. A special prioritization will be given to stakeholders who identify as Black or Latinx, to ensure program design is centering the voices and experiences of those historically underrepresented and reflective of the majority of CPS students. Advisory Councils will convene quarterly, with clear insertion points for input on many aspects of the program, from resource design to role clarity to communications.

Finally, during this expansion, TLC will expand the capacity of key project staff at the district level, participating principals in CPS schools, and new teacher leaders themselves. To

support pre-service teacher leaders, CPS will develop a centralized training program, providing foundational development in high leverage team leadership and peer coaching practices. This will include the preparation of “lead” teacher leaders to support the development of new teacher leaders. Centralizing this aspect of TLC will further the common leadership vocabulary in CPS and ensure consistent baseline preparation. In parallel, TLC will also enhance the capacity of key Talent Office staff to support this massive expansion. This will include professional development on scheduling, facilitation, professional learning, organizational management, and related topics. Maintaining an edge in the field’s best practices will be critical to their role supporting principals and teacher leaders in transforming their schools. Most importantly, CPS has learned that teacher leaders can be best supported within schools where principals cultivate distributed leadership. To this end, TLC will simultaneously build principal capacity to support teacher leaders.

4) Enhancing Principal Talent Management Systems: An enhanced principal talent management system and core curriculum lead to the sustainability of high-quality teaching in high-need schools. Our strategies to achieve this include a) creating a delivery system and core curriculum that organizes principal professional development, b) revising the district’s evaluation rubric, and c) creating an evidence-based continuum for professional development. Teacher leaders must be supported by their local administration. CPS will align the tools and structures involved in principal evaluation and development--a missing piece in the district’s principal HCMS--to better support 500+ school leaders. TLC will fundamentally change the way CPS school leaders learn on the job.

Principals are a central pillar in shaping school-level supports within the district’s tri-level induction model. They can have a significant impact on new teacher persistence (Goldrick, 2016), and conversely, a lack of support from school administrators can lead to high

attrition rates among new teachers (Ingersoll, 2012). In TLC, principals are supported in their uniquely powerful ability to organize school culture for distributed leadership (Allensworth & Huang, 2016). Principal capacity to manage school culture is necessary to create the conditions where teacher leaders can thrive and achieve their greatest impact (Murphy et al 2009). As described in research and echoed by CPS' experience in Empowered Schools, principals are most successful when they receive explicit training on how to implement distributed leadership. To maximize the efficacy of scaling teacher leadership roles, TLC will train school leaders to effectively practice distributed leadership, modeling vulnerability and high-trust practices.

The Principal Talent Management Framework from the Bush Institute (detailed in Section A) and lessons learned in TSL2017 inform how we plan to improve the way we build the capacity of our school leaders. The first step is to modernize CPS' principal competencies. CPS will identify a partner organization with experience and knowledge of large districts. We will engage a diverse group of stakeholders, including university partners and the Chicago Principal Administrators Association, to shape the new competencies. These will align with the current Five-Year Vision, emphasizing our commitment to equity and to distributed leadership. We will also include Assistant Principals (AP), similar to other districts, our HCMS will benefit from a more strategic approach to growing and developing our APs (Goldring et al., 2021). The revised competencies will need to resonate with expectations across the HCMS - recruitment and selection, professional learning, evaluation, and compensation and incentives. A shift this substantial for 1,200 school leaders will require a new infrastructure, the CPS Principal University (CPSPU).

CPSPU will create a new standard of principal development (PD) and evaluation that will extend throughout his/her CPS career. The revised competencies are the architecture that will

both organize the learning and form the basis of a more focused evaluation tool. Continued TLC funds will enable us to work with an experienced partner organization to create high quality learning modules for our school leaders and their supervisors. Through TSL2017, worked with external PD creators to develop a “Talent Toolkit” - a series of learning modules to share best practices for principals in hiring, retention, and coaching. CPSPU will be the first time the district will define essential learning for school leaders.

Resident principals and new principals will begin by completing the “core curriculum” - foundational courses to set school leaders up for success. For example, core courses may include content such as “Best Practices for Recruitment and Selection of School Staff,” “Skyline Curriculum 101,” and “Introduction to CPS Principal Competencies.” Some courses will be no longer than 30 minutes and can be completed remotely when focused on discreet, technical skills. For more adaptive learning, CPSPU will offer opportunities to engage with peers and district experts. Creating this core curriculum will significantly improve the cohesiveness of principal learning for those new to the role. More experienced administrators who are performing well will be able to choose an area of focus under the guidance of their supervisor. CPS believes that principals should drive their professional development, which will increase buy-in and engagement. Past experience tells us that principals value learning from other successful principals. As such, CPSPU courses will include voices of CPS principals who model a commitment to continued learning. To encourage continuous engagement and learning for mid-career principals, Principal University will offer courses and majors that experienced principals can opt into once they reach their 3rd or 4th year and are meeting or exceeding performance standards. Consistent with TLC’s approach of developing a career pathway for

teachers, CPS will do so for principals. Majors may include effective fundraising and building a district leadership talent bench.

(iii) The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. CPS culture includes structure for continuous improvement. All CPS schools and departments create yearlong or biannual strategic plans. Continuous Improvement teams review relevant data using a root cause analysis and develop an action plan with measurable indicators that are monitored and discussed periodically throughout the year, including formal Beginning, Middle, and End of Year meetings. In TLC, an evaluation partner and key project staff will monitor progress and outcome measures, as well as long-term indicators around staff performance. The evaluation partner will create and finalize the evaluation process during the planning phase of the grant period. CPS' working indicators reflected in our Logic Model (Appendix A) are below:

1) 975 program participants will be on the pathway towards teacher roles over 3 years:

CPS will create a robust and diverse Teacher Pipeline for CPS graduates and Chicago community members to access: scholarship funds, complete college, and teaching credentials, in order to start a CPS teaching career, with a prioritization of Candidates of Color. CPS will monitor progress and impact of the structured pathway by tracking number of students in TCT cohorts per year, including 2-year and 4-year pathways; number of residents per year, percent of residents and TCT cohort members who identify as Black or Latino; number of residents who receive special education credentials; and the quality of implementation i.e. program feedback satisfaction surveys; percent of participants on track towards completion and completing. *Key Benchmarks:* By 2024, 150 students in TCT cohorts, 175 residents per year and 80 residents

receive their special education credential. Annually, 75% of residents and TCT cohort members identify as Black or Latino.

2) 2,500 teachers staffed in TLC career pathway roles and 8,750 teachers projected to be directly led by a peer teacher: CPS will monitor progress of expanding the Teacher Career Pathway and its impact, including an increase in overall number of teachers in career ladder roles, and an increase of TLC leaders identifying as Black or Latino. CPS will monitor progress by tracking the expansion (number of teachers staffed in TLC TL roles; number of teachers directly supported by a TLC TL); the quality of its implementation (improvements in 5Essentials annual culture and climate survey; improvements in teacher evaluation for teachers supported by TLC TLs; retention for TLC TLs and teachers directly supported). *Key Benchmarks:* 525 TLC teacher leaders in Y1, 1200 in Y2, 2500 in Y3; 75% of TLC teacher leaders identifying as Black or Latino annually.

3) 336 high-need schools implement TLC career ladder roles and 250 schools use school-based teacher leader roles: CPS will monitor progress of streamlining existing leadership roles for teachers into a merit-based career ladder. There will be an adoption of role descriptions with standardized compensation for career pathway roles, and an implementation of a common application for in-school teacher leader roles, with standardized qualifications, eligibility, and re-qualification processes. Finally, there will be centralized support structures and tools implemented for teacher leader development, and competency-aligned “teacher leader curriculum” to standardize goals and objectives. CPS will track the effectiveness and outcomes of the career ladder and leadership role by tracking the percent of high-needs schools staffing at least one TLC career ladder role; the number of teachers staffed in career ladder roles. *Key*

Benchmarks: 100 highest-need schools in Y1, 215 in Y2 and 336 in Y3 will staff TLC teacher leaders; 525 TLC teacher leaders in Y1, 1200 in Y2, 2500 in Y3.

4) 500+ principals supported within enhanced talent management systems. The CPS Principal University (CPSPU) will offer learning modules to establish baseline capacity in principals as managers of Human Capital. CPS will ensure key milestones are met, including the completion of the revised principal evaluation rubric and accompanying training materials for both principals and principal supervisors, scope and sequence of the curriculum for CPSPU including both “core” classes and “elective” classes, and creation of reliable, user-friendly tech interfaces for remote access. Progress measures include principal participation in CPSPU and satisfaction with course offerings, both of which are expected to increase each year. CPS will track the effectiveness and outcomes of the courses offered, as well as the impact on additional metrics (i.e. increased principal and teacher retention; improved school culture). The TLC evaluation partner will develop additional survey metrics to measure principal and teacher satisfaction of efforts to implement distributed leadership effectively and consistently. *Key Benchmarks:* By 2024, 80% of principals have engaged with core curriculum 80% identify as using distributed leadership in their schools, 80% of principals at Title I schools have at least one TLC career ladder role, maintain principal retention rates of 91% or higher. _____

_____ Among all TLC schools, CPS will compare 5Essentials survey data to assess impact on school culture. The 5Essentials Survey was developed by the University of Chicago Consortium on School Research, based on a study of school improvement in CPS schools. CPS expects to see improvements in Collaborative Teachers (e.g. teacher influence, teacher-principal trust, and instructional leadership) and Effective Leaders (e.g. collaborative practices, collective responsibility, and teacher-teacher trust) among TLC schools. CPS will also monitor TLC

schools' teacher performance using REACH scores. REACH is a teacher evaluation and support system based on the quality of classroom instruction and student progress. Teachers' summative scores are calculated 70% on teacher practice and 30% on student growth. The practice portion of REACH uses the CPS Framework for Teaching derived from the Danielson Group Framework. Teachers are observed three times per evaluation cycle. The student growth portion of REACH is calculated using either one or two measures for each teacher: REACH Performance Tasks and/or a value-added measure. CPS will look at both teacher practice data as well as summative rating data (combining practice and student growth) to gain a deep understanding of program effectiveness and identify opportunities for improvement. CPS will also monitor progress toward all required performance measures. Data will be tracked in an evaluation and performance monitoring dashboard, to be developed by the TLC evaluation partner. CPS currently tracks these metrics for TSL2017 and will easily be able to shift to capture the same information among the schools participating in TLC.

C. Quality of the Management Plan: The **Talent Office** supports and empowers employees through all stages of their CPS careers. Talent prioritizes building new teacher talent pipelines to ensure students have access to diverse, quality educators; empowering principals and managers with talent management tools; and promoting excellence with clear expectations, accountability, and recognition for employees. The Talent Office will lead the strategy and operations of TLC.

Courtney Hrejsa, Project Director, will be fully responsible for the success of the grant, including oversight of activities, measurement and reporting, management of partner relationships, management and oversight of the budget, and accountability to ensure timelines are met. The Project Director will also provide timely updates on progress to CPS Executive Leadership and the U.S. Department of Education. Courtney currently manages CPS' TSL2017

grant and Distributed Leadership in Opportunity Schools, which has established the foundation for TLC. Courtney is a trained cultural anthropologist, teacher, and foster parent, and has worked to advance equity in public education for over ten years.

Mike Herring, Executive Director of Educator Effectiveness, is the project sponsor. He supervises work on the TSL2017 grant and manages *Lead with CPS*. Mike will play an essential role in expanding principal development, in alignment with CPS' competency-based leadership framework. Mike has led work on teacher and principal evaluation for CPS since 2013, focusing efforts to shift evaluation from a compliance headache to a coaching opportunity. He holds a B.A. from Washington University and an Ed.M. in School Leadership from Harvard University.

Stephanie Hernandez, Teacher Leadership Strategy & Operations Manager, will be instrumental in advancing internal role descriptions and common eligibility processes for TLC career pathway roles. Stephanie is a former school principal and teacher; she holds a B.A. from Loyola University Chicago, an M.A.T. from Dominican University and a Masters in Educational Administration from Governors State University.

Felicia D. Butts is the Director of Teacher Pathways, leading both the CPS Teacher Residency program and Teach Chicago Tomorrow. Prior, Felicia worked as an early childhood master teacher and as an outreach director and national organizer for a national teacher leadership non-profit. Felicia holds a B.A. from Northwestern University and an M.A. from University of Chicago.

The **Office of Network Supports (ONS)** supports the implementation of all major district initiatives and monitors schools' progress towards the achievement of the district's 5-Year Vision. ONS will collaborate for coherency in the district's approach to school support. Bogdana Chkoumbova, Chief Schools Officer, is a CPS veteran, responsible for managing CPS'

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17 Networks and Independent Principals Network, to ensure principal quality and strong school performance across the district. Previously, Bogdana served as the Chief of Network 10, where she led 28 principals to reduce gaps in growth and attainment for Latino and Black students, English learners, and students with disabilities. She holds an M.A. in educational administration from Governor's State University and is completing her Ed.D. from Western Illinois University.

Allison Tingwall, Executive Director of Principal Quality, will drive strategy for advancing the improvements to the principal human capital management system. Allison is a celebrated former CPS principal, having led Curie Metropolitan High School for six years and driving robust culture and climate improvements during her tenure. Allison holds her Ed.D. from University of Illinois at Chicago and her B.A. from University of Michigan.

The **Office of Teaching and Learning (T&L)** encompasses academic and support departments, such as instructional supports, literacy, and STEM education. T&L provides school administrators and teachers with the training and resources to engage students in rich and rewarding learning experiences and collaborates with CPS offices to support student growth and progress in meeting or exceeding standards for academic excellence. T&L will provide implementation support and thought partnership during TLC. Sherly Chavarria, Chief of Teaching and Learning, supports CPS educators by implementing a holistic, research-based strategy for school support. Prior to this role, Sherly was a CPS principal and a CPS mentor teacher. She holds a B.A. from Stanford University, an Ed.D from the University of Illinois at Chicago and a M.A.T. from National Louis University.

Maggie Gordon, Director of Distributed Leadership, will lead all TLC teacher leader supports across the district as well as managing the T&L and ONS convergence in the teacher leadership expansion. Maggie previously served as a principal in Denver Public Schools, and

also as a leader in developing Denver’s teacher career pathway programming. Maggie holds a B.A. from Fort Lewis College and a M.A. from University of Colorado at Denver.

TLC will be managed through the following governance structures: The **Career Pathway Core Working Group** is the primary driver of the TLC Career Pathway and Teacher Pipeline work. It will include the Manager of New Teacher Supports and Manager of Distributed Leadership from T&L, the Manager of Teacher Leadership Policy in the Talent Office, and Manager of School Supports in ONS. The **Principal Capacity Core Working Group** is the primary drive of the Principal Capacity work and will include the Director of Principal Capacity in ONS, as well as representatives from T&L and Talent. The **TLC Steering Committee** will ensure synchronicity and cohesion across both Core Working Groups. The Steering Committee will include the Director of Distributed Leadership from T&L, the TLC Project Director, and a representative from ONS. The **Senior Leader Steering Committee** holds the vision for TLC and centers the work within the larger district landscape. The Steering Committee will include the Chief of T&L, Chief of Schools, and Talent Chief. The **TLC Advisory Committees** provide critical input, recommendations, and feedback to inform all levels of the program design and implementation. A school-level advisory committee will include principals, teacher leaders, and prospective leaders. A district-level committee will be composed of stakeholders in Central Office and Network Offices, including the managers of teacher leaders.

Table 1. Management Plan

Grant Management and Governance			
Activity	Outcome	Responsible	Date
Hiring and Onboarding Key Project Staff	FTEs hired per job descriptions & fulfill their roles.	Project Director	Q1 FY22

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Establish governing committees and working groups; Set meeting cadence	Structures for collaboration with key stakeholders	Project Director	Q1 FY22
TLC Advisory Committees & Steering Committee Mtgs.	Provide updates to Senior Leader Steering Committee	Project Director	Monthly
CWG Groups Meetings	Drive TLC Career Pathway & Principal Capacity work	Project Director	Weekly
Senior Leader Steering Committee Mtgs.	Provide executive oversight and inform project vision	Project Director	Quarterly
Establish program evaluation and contract evaluation partner	Finalize evaluation plan for process measures and project outcomes	Project Director	Q1 FY22
Implement evaluation plan & Establish progress monitoring dashboard	BOY, MOY, EOY data collection, analysis for continuous improvement & reporting	TLC Project Evaluator	Q2 FY22; Ongoing
Internal progress monitoring & reporting	Using dashboard, review progress towards program goals; draft reports for CWG, Advisory Committees, and Steering Committee. Conduct SWOT analyses and engage in gap analysis protocols to identify areas requiring strategy adjustments to stay on track (as needed).	Project Director	Q2 FY22 and Ongoing on a quarterly basis
Reporting for US	Complete all project plan trackers	Project	As

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Department of Ed	and annual reports as required by US Dept of Ed	Director	required
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1) Building a Robust and Diverse Teacher Pipeline			
Activity	Outcome	Responsible	Date
Teach Chicago Tomorrow high school cohort recruitment	Launch strategic communications campaign to recruit: Y1- 50 high school seniors Y2 - 100 high school seniors Y3 - 150 high school seniors	Director of Teacher Pathways	August - November each year
Resident cohort recruitment	Launch strategic communications campaign to recruit: Y1 - 150 residents Y2 - 175 resident Y3 - 175 residents	Director of Teacher Pathways	December - March each year
Pipeline programs data and progress monitoring	Create internal TCT and Residency dashboard to monitor 1) progress towards program goals and 2) individual student's/resident's progress through program requirements and milestones	Director of Teacher Pathways	Q1 FY22
Pipeline programs data and progress monitoring	Convene team monthly to review individual student's/resident's progress towards program requirements; recalibrate and differentiate supports as needed to	Director of Teacher Pathways	Monthly beginning Q1 FY22

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	ensure success for every candidate		
Candidate recruitment	Comms and marketing strategy Info sessions	Director of Teacher Pathways	
Partner Meetings with Institutes of Higher Ed	Meet with IHE partners to ensure coursework is meeting resident/student and district needs and collaborate on differentiated supports	Director of Teacher Pathways	Quarterly beginning Q1 FY22

2) TLC Career Pathway: Scaling Roles			
Activity	Outcome	Responsible	Date
Mentor Selection and Pairing; Foundational Professional Learning	School leaders learn standard practices for mentor selection & pairing based on new hires; Mentors receive foundational PL.	Induction Lead Manager, T&L Induction Lead Coaches	July - Sep. & Feb. each year
School Induction Design Sessions	School Administrators & School Induction Teams develop year long school-based induction plans.	Induction Lead Manager, T&L Lead Coaches	Jun.-Aug. each year
Develop & facilitate district level induction professional learning	Build and implement a robust district-level induction PL scope and sequence for new teachers.	Induction Lead Mngr, T&L Coaches	Apr.-Aug; Yearlong delivery
Lead Coach Differentiated Support & Mentor PLCs	In-school mentors & school administrators are supported centrally to ensure impact on new teacher retention and instruction.	Induction Lead Manager, T&L Induction Lead Coaches	Yearlong Support

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Recruit Empowered Schools / TLC Schools (TLCS)	50 new TLCS in Y1 75 new TLCS in Y2, 125 new TLCS in Y3	Teacher Leadership Operations Manager (TLOM) & Director of Distributed Leadership (DDL)	Q2 SY22; Q2 SY23; Q1 SY24
Select and run design series workshop for new TLC Schools	Each new TLCS creates a customized model of distributed leadership.	TLOM & DDL	Q3 SY21; Q3 SY22; Q2 SY23
Implement distributed leadership model in new TLC	Expand the high impact MCL/peer coach role, operating within a school organized for distributed leadership	TLOM & DDL	Q4 SY21; Q4 SY22; Q3 SY23
Implement tiered development & implementation support	Provide supports for TLCS, customized in content and intensity to provide differentiated supports	DDL & Distributed Leadership Specialists	Q4 SY21; Q4 SY22; Q4 SY23
Listening tour to understand existing team leadership roles	Meet with sampling of teachers currently serving as Instructional Leadership Team Member, Grade Level Lead, and Department Chair roles	TLOM	Q1 SY22
Codify and support team leadership roles to maximize impact	Create job description and support plans for existing Instructional Leadership Team Member, Grade Level Lead, and Department Chair roles	TLOM	Q2 SY22
TLC roles data and	Create internal TLC dashboard to	TLOM	Q1 FY22

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progress monitoring	monitor 1) progress towards program goals and 2) individual TLC leaders progress through program requirements and milestones		
Pipeline programs data and progress monitoring	Convene team monthly to review individual student's/resident's progress towards program requirements; recalibrate and differentiate supports as needed to ensure success for every TLC leader	Director of Teacher Pathways	Monthly beginning Q1 FY22
Pipeline programs data and progress monitoring	Convene team quarterly to review progress towards program goals; conduct SWOT analyses and engage in gap analysis protocols to identify areas requiring strategy adjustments to stay on track (as needed)	Director of Teacher Pathways	Quarterly beginning Q1 FY22
Create and launch TLC Common App	Through a robust stakeholder engagement process, collapse all TLC roles (mentors, team leaders, and peer coaches) into one eligibility process with a common application	TLOM	Q2 FY22
TLC teacher recruitment	Promote TLC opportunities through implementation of strategic communications plan	TLOM, Comms partner	Q2 FY22 and ongoing

3) TLC Career Pathway: Scaling Systems			
Activity	Outcome	Responsible	Date
Establish feedback structures for key stakeholders	Establish process for continuous improvement; Inform rollout and nuances of districtwide scaling, messaging, and transition	Teacher Leadership Policy Manager	Q1 SY21
Update and refine all TLC CP resources with universal branding	Establish TLC as a districtwide model and approach; build familiarity with concept and brand	Teacher Leadership Policy Manager	Q1 SY22
Launch communications campaign	Establish TLC as a districtwide model and approach; build familiarity with concept and brand	Teacher Leadership Policy Manager	Q3 SY22

4) Enhancing Principal Talent Management Systems			
Activity	Outcome	Responsible	Date
Conduct focus groups soliciting feedback from key stakeholders	Produce report synthesizing feedback and priorities for principal evaluation & CPS Principal University curriculum	Director of Principal Development	Q2 & Q3 SY22
Finalize new Principal Evaluation Rubric & training materials	Create and distribute improved tool for use in evaluating principals	Director of Principal Development	Q4 SY22

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Finalize Scope and Sequence for CPS Principal University	Create plan identifying key PL sequence to be created & delivered to CPS Principals	Director of Principal Development	Q4 SY22
Develop learning modules that will form the core curriculum for CPS Principal University	Create seamless & research-based continuum for principal development fully aligned to revised rubric	Director of Principal Development	Q3 SY22; Ongoing
Deliver new learning modules to CPS principals	School quality metrics will improve, aligned to the objectives for the learning modules	Principal Development Specialists	Q1 SY23; Ongoing

D. Adequacy of Resources: *(i) The likelihood that the proposed project will result in system change or improvement.* CPS has an expert project team in place that has demonstrated capacity to deliver exceptional results in grant-funded projects. As a TSL2017 grantee, CPS was able to develop a range of pipelines preparing and recruiting high-quality educators in high-need subject areas to serve in hard-to-staff schools, and provide coaching and mentoring for hundreds during their first years as new teachers. This work has shown such great initial success that the number of high-need, hard-to-staff schools served is now set to nearly double in size. CPS’ Empowered Schools pilot enabled innovation supporting highly-effective teacher leaders and led to productive partnerships with other districts. This project has already transformed the district’s thinking on the leadership landscape in a lasting way, inspiring the launch of *Lead with CPS* and the development of a HCMS toolkit that can assist principals across the district.

Historic success reflects well on CPS’ ability to deliver improvements. TLC project design speaks to the systemic scale of those improvements. A signature strength of this proposed project is that it is designed to integrate with existing priorities and systems within the district

and to bring programs into strategic alignment for greater impact. This project not only expands new teacher mentors, teacher leadership, and principal development opportunities, but it seeks to revise the structural elements--the selection processes, curricula, resources, rubrics and competencies--that constitute the core machinery of CPS' HCMS. Moreover, with a clear process for continuous improvement and dedicated focus on monitoring and evaluation, TLC will contribute to the district's understanding of what works best for CPS teachers, leaders, and students, and guide this work into the future.

(ii) The proposed project will build local capacity to provide, improve, or expand services that address the needs of the target population. TLC is a driven expansion of some of the most

successful models for teacher leadership that simultaneously takes aim at configuring the very structures and systems that support these leaders--at the district and school level--for efficiency and lasting impact. At the district level several departments will work collaboratively to align services that enable the growth of teacher leadership in at least 334 schools by the end of year 3. CPS is intentionally designing tiered level career support for teacher leaders at different stages of their career in order to elevate the expertise of our highest performing teachers and retain them. Training and support teacher leaders receive is one example of a system put in place to make growth of TLC sustainable. Teachers will be able to use skills acquired through their participation in TLC to help build stronger schools. Carrying HCMS skills forward, principals will sustain support for teacher leadership and school-level induction.

(iii) The applicant has resources to operate the project beyond the length of the grant. TLC has support at every level of the district and City of Chicago, from CPS teachers and principals, to our partners at Chicago Teachers Union, to our Board of Education and Mayor Lori Lightfoot. This project is directly aligned with public-facing goals outlined in the CPS Five-Year Vision to

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provide all new teachers with school-based induction and mentoring, expanding a teacher leadership model to all schools, creating clear pathways for leadership and growth, and strengthening investments in principals.

TLC has buy-in from CPS Network Chiefs and schools, where new teacher supports and opportunities for meaningful professional learning and growth for staff, teachers, and leadership have been met with an overwhelmingly positive response. In the Empowered Schools pilot, participating principals continue to reiterate that this model has been truly transformative for their schools. The Empowered Schools team regularly receives cold calls from principals outside of the cohort, seeking opportunity to join. The broad support for models of new teacher mentors and MCLs is a strong indicator that these elements will be prioritized and sustained beyond the grant period. Moreover, evidence of impact produced during this grant can be used to advocate for continued support through the district and school budgeting processes. Broad support is documented in Letters of Support (Appendix C).