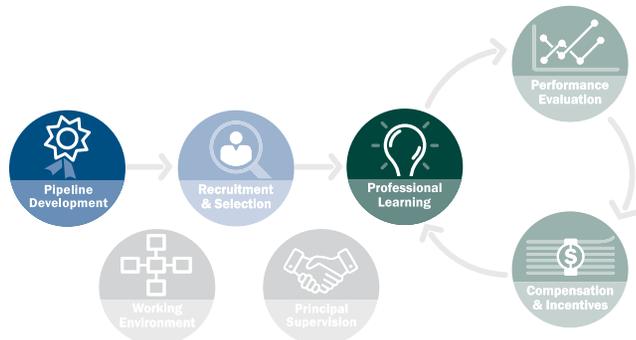
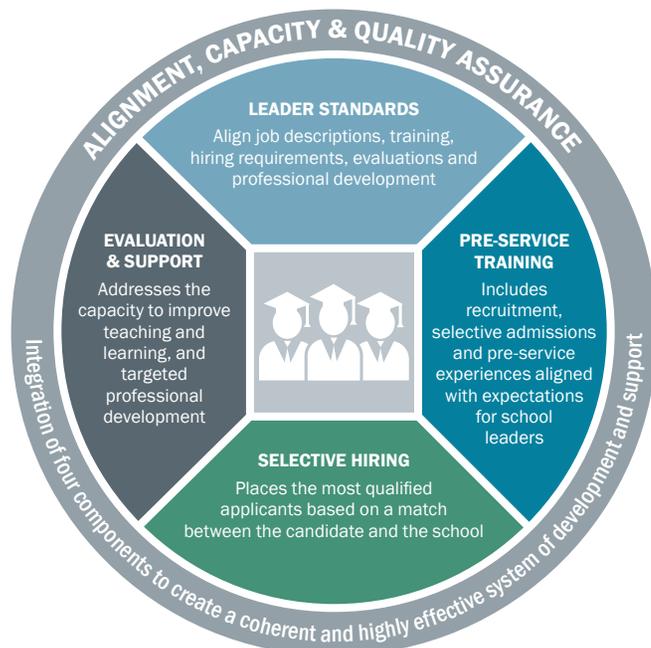


Charlotte-Mecklenburg Schools—5-Year Induction Program



Charlotte-Mecklenburg Schools (CMS) is located in Charlotte, North Carolina, and includes 168 schools serving more than 146,000 students. In the fall of 2011, CMS was one of six districts in the country that received a Wallace Foundation grant to focus on its pipeline for school leaders which includes the following components: high quality training; selective hiring; on-the-job evaluation and support; and alignment, capacity, and quality assurance that integrates the areas of the pipeline into a cohesive system.



Practice Overview

CMS provides a variety of programs designed to support school leaders as they develop and enhance their leadership practices. New principals in CMS complete a five-year induction program, described in the following sections.

Years 1 and 2: Instructional Leadership Focus

All first- and second-year principals are part of a professional learning community that is facilitated by a consultant coach who is a highly effective sitting principal. There is a formal curriculum for both years. Participants meet on a bi-monthly basis and conduct school visits with a specific focus (such as developing effective administrators or increasing student achievement). In addition to being part of the professional learning community, second-year principals also participate in the Together Leader Workshop, which focuses on improving time management skills.

Year 3: Learning About Leadership

Third-year principals participate in a yearlong change leadership program at the Educational Leadership Institute at Queens University. This is a 6-7 day training, spanning several months where the principals work on their individual leadership styles and focus on how to be the best possible leader.

Year 4: Vision and Innovation

Fourth-year principals participate in the Innovation Institute, a program at the McColl Center for Art and Innovation, focused on creative leadership and taught by artists. All fourth-year principals attend four sessions of this program together as a cohort. The courses focus on using creativity and innovation to make significant changes in schools.

Year 5: Demonstrating Leadership

In the final year of the principal induction program, principals participate in a Capstone Project which is offered in partnership with the Center for Intentional Leadership. Principals in their fifth year take part in a series of conversations revolving around their leadership and their visions around education. These series of conversations further develop their skills to lead sustained, positive change.

Principal Professional Learning Community (PLC)

CMS also participates in a national professional learning community that is part of the Wallace Foundation’s Principal Pipeline Initiative. This PLC was launched in April 2014, and participants include the initiative’s principal preparation providers, program alumni, and administrators from each district that is part of this initiative. Participants work together to determine the most effective way to identify, develop, and support effective school leaders. Discussions are built around five practices of effective principals as identified through Wallace Foundation research. Participants are encouraged to convene their own local PLCs in their home districts. The PLCs include five project groups, biannual in-person meetings, site visits, conference calls, webinars, shared artifacts, vignettes, and videos. Objectives include:

- Building capacity of principals around the five key practices through quality professional learning
- Incorporating the “principal voice” into discussions about the CMS principal pipeline to inform continuous improvement of the initiative
- Developing “new knowledge” around effective school leadership through the engagement of principals participating in the PLCs
- Creating a space for participating principals to “influence the national conversation” through their public presentations, publications, or discussions of the PLC work
- Providing opportunities for participating principals to share their learning with CMS principal colleagues

FIVE KEY PRACTICES



Five Key Practices of Wallace Foundation Principal Pipeline Initiative PLCs

Collecting Data to Monitor Success

While there is not yet any external evaluation research documenting the effectiveness of the five-year induction program (the Wallace Foundation has future plans to study the impact of the grant in 2017 and beyond), Charlotte-Mecklenburg Schools has conducted some internal analysis of the impact of the program.¹⁸⁴ The internal analysis found that principals who participated in the induction program received higher scores on their principal evaluations across all standards by Year 3 of their participation than principals who did not participate in the program. By Year 5, there was no statistical difference between the effectiveness of participants and non-participants in the program, as measured by principal evaluation ratings. While their analysis attempted to examine the relationship between participation in the five-year induction program and outcomes such as retention and student achievement, principal mobility within the district, and changing tests made these analyses more difficult to interpret.

Source: Information for this “District to Watch” example was collected through a phone interview with **Jevelyn Bonner-Reed, Director of HR Strategic Initiatives, CMS**; district-provided materials on the Principal Pipeline Initiative, and the CMS website.