

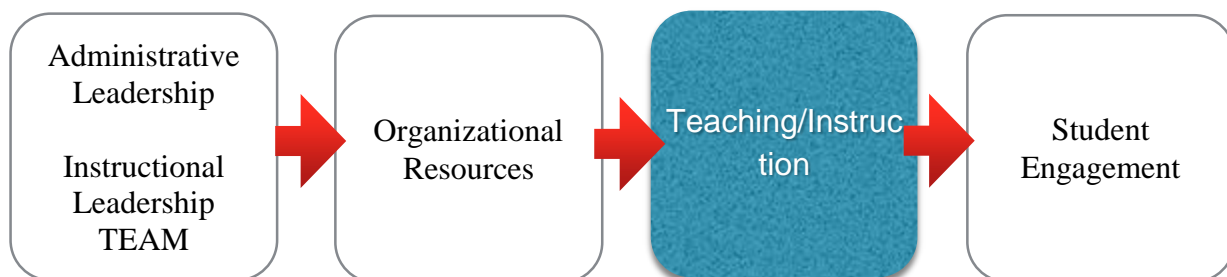
**8:12 - Opening Introduction (Dr. Mary Kearney)**

- Please refrain from any interviews with media regarding vaccination policy at your school or the Archdiocese of Chicago.
- The Marshmallow Challenge
  - Build the tallest freestanding structure possible in 18 minutes
  - A somewhat controversial winner was declared, Table 13 and 19. **Table 8 felt robbed of the victory, as there tower was obviously the largest.**
  - Ted Talk video, “Marshmallow Challenge.”
  - Marshmallow Challenge Debrief
    - How is the Marshmallow Challenge a metaphor for your ongoing school improvement work?
    - Does your school currently engage in “prototyping?” How does this activity make you think about the role of prototyping in your school?
    - What’s your “marshmallow?”

**8:45 - Keynote Presentation -Transformational School Leadership (Dr. Steven Tozer)**

- Why is it that some schools produce remarkable changes and other do not?
- Our current school systems are very recent. Jefferson dies 1826, Horace Mann 1859; Dewey lives 1859-1952 (virtually the entire school system)
- Our current school reform continues to fail - why?
- Today: a knowledge economy and a service economy - how do we educate the *worker*, the *citizen*, and the *person* in an equitable way (sufficient for “our” kids) - in a culture of racism and economic inequality?
- 1970s: “Effective Schools” research: “How many examples do you need to see?” (Successful school have strong leaders...)
- 2000s: From No Child Left Behind to a growing recognition of the impact of school leadership and ECE on student learning
- Organizing Schools for Improvement
  - Five Essential Supports (Leadership enabling factor-Charles Payne: “Leadership and pick two)
    - School Leadership
    - Parent/Community School Ties
    - Professional Capacity
    - Student Centered Learning Climate

- Instructional Guidance
- Recent “Discovery” of School Leadership
  - School leadership research is changing it offend - from emphasis on teacher quality to emphasis on instructional quality at scale
  - School leadership matters because instructional quality at scale depends on school as organization
  - Most teacher learning takes place after initial certification
  - Schools as learning organizations: schools that succeed with low-income students are sires of successful adult learning: school-wide
  - “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school”



- Where can we get such leaders?
  - Higher education initiatives
  - Non-for-profit initiatives: New Leaders, TFA/Harvard
  - District-level initiatives
  - System-level focus: e.g. KIPP, Archdiocese of Chicago
- Your System, any system...
  - ...is perfectly designed to obtain the results you are obtaining (Carr, 2008)
  - Our current system of public school inequity has to be disrupted if we are to produce different results
  - **Principal development is a key system component that can disrupt current outcomes**
- Challenge: PreK-12 Leaders at Scale
  - Challenges to the OCS include funding, lower rates of Latino access to Pre-K, mobility
  - Leadership -> Org. Capacity -> Instructional Capacity -> PreK-12 Student Learning

- Quality teaching and learning as an organizational property of the school - instruction, integration, assessment, adult learning
- CPS invested heavily in Leadership development, from 2001 to 2015 CPS went from underscoring the State of Illinois in almost all subject, to out scoring the State of Illinois in ALL subjects.
- The PK-3/Leadership Nexus
  - **Growth of PreK in elementary school and importance of quality ECE for later learning**
    - Carson School Principal in Chicago
    - Quality instruction, quality integration from 3 to 3rd requires quality school leadership
  - **PreK-3 education and school leadership as key levers**
    - Yet too often in separate conversations
    - The need for intentional, cross-sector integration
- NAESP: Leading PreK-3 Learning Communities
  - Embrace the PreK-3 Early Learning Continuum
  - Ensure developmentally Appropriate Teaching
  - Provide Personalized Learning Environments
  - Use Multiple Measures of Assessments
  - How do we (OCS) reach out and find leaders who encourage and promote PreK development?
  - **The Power of PreK-3 as a PreK-8 lever for Learning:**
    - Heckman (2013) Giving Kids a Fair Chance
    - Ritchie & Gutman (2014): First School
  - **Leading PreK-3; developing as a Leader**
    - Kaurez & Coffman (2014): Framework for Planning, Implementing, & Evaluating PreK-3 Approaches
    - NAESP (2014): Leading PreK-3 Learning Communities
    - \* Donaldson (2008): How Leaders Learn - Cultivating Capacities for School Improvement
    - Steve Tozer - [stozer@uic.edu](mailto:stozer@uic.edu)
  - **Questions and Answers**
    - Who pays for the yearlong principal internship?

- CPS pays for their participants
- Private sector (KIPP) finds private donors to fund the program
- Steve would like to work with the Archdiocese on this mentoring program
- **What other state is doing some real transformational things that we can use?**
  - Every state is struggling with the nexus of leadership and early childhood programs
  - Illinois has done a good job at getting ahead of the game in this relationship, however the lack of funding in Illinois is the largest challenge.
  - Tennessee has been making remarkable changes to the principal leadership preparation.
- **How do we stop the push from parents to turn PreK into 1st grade?**
  - Preschool, “play is the work of the child.”
  - Leaders and PreK teachers can do a lot of mischief to our students by trying to assess them with KD and 1st grade expectations
  - **DO NOT** underscore the tremendous power of play in PreK
- **What qualities do you look for in a new teacher that shows potential for growth?**
  - Sometimes you just get the hiring process wrong.
  - Look for people who want to be a learner
  - Look for someone who is driven - the **best** teachers put in ridiculous hours
  - Look for someone who has some spark in teaching subject matter
- **What is the research on half-day v. full-day PreK?**
  - The research community states that full-day PreK is the best option for students
  - CPS was applauded for implementing a full day PreK program.
- **How do you manage PreK, Asbestos, etc.?**
  - You can only succeed as a leader in your school by developing other leaders.
  - Privatized teaching (teaching without supervision) is one of the biggest obstacles to creating major school improvements
- **Is there research on the correlation of leader to student ration on school improvement?**
  - Research states that 7-8 reports per administrator is ideal
  - The more people you have, the more administrative roles you need
  - It is imperative to develop more teacher-leaders

**10:00 - Break****10:30 - Loyola Employment Recruitment Fair (Mary Quinn-R.D.Vicariates I & II)**

- Through an initiative with Loyola University
- A teacher Recruitment Fair
  - Teachers, staff members, and principals in the Archdiocese will be admitted free - **78 employees will be at the event**
    - Thursday, March 5th
    - Loyola University, Lakeshore Campus, Damon Student Center
    - 2:00pm-6:00pm
    - Bring hard copies of resumes and dress appropriately

**10:40 - AdvancED External Review Process (Dr. Mary Kearney and Dr. Jorge Peña)**

- 80-85% of reviewers will be superintendents
- They will arrive Sunday, April 12th
- Monday, April 12th
  - several principals & Parents from schools not being visited will be asked to come to the Quigley Center for interviews
  - What is the curriculum development process like?
  - How do we approach students with LD's?
  - How does OCS support schools?
- Tuesday, April 13th & Wednesday, April 14th
  - Arrive at chosen schools
  - 20 minute interview with principals
  - Classroom observations
- Thursday, April 15th
  - All principals are invited to attend the conclusion of the AdvancED Process at the Quigley Center
- Next Step
  - This summer, all schools will receive accreditation paperwork
  - All schools must complete the Accreditation Report
    - Email with requirements will be sent to all principals by Dr. Peña

- Due Date: March 13, 2015
- **Selection of Schools for Site Visits**
  - *Schools who will have a state visit this school year are exempt from the drawing*
  - **High Schools**
    1. Notre Dame High School for Girls
    2. Our Lady of Tepeyac High Schools for Girls
    3. St. Benedict Prep
  - **Vicariate I**
    4. St. Therese of Palatine
    5. St. Thomas of Villanova
    6. St. Joseph (Round Lake)
    7. St. Raymond
    8. St. Hubert
    9. Holy Family
  - **Vicariate II**
    10. St. Paul of the Cross
    11. St. Josaphat
    12. St. Athanasius
    13. Sacred Heart (Winnetka)
    14. St. John Brebeuf
    15. St. Eugene
    16. Alphonsus Acedemy & Center for the Arts
  - **Vicariate III**
    17. Children of Peace
    18. St. Mary of the Angels
    19. St. Sylvester
    20. Santa Lucia
    21. St. Therese School
  - **Vicariate IV**
    22. Ascension School
    23. Our Lady of Charity
    24. St. Leonard
    25. Divine Infant
    26. St. John of the Cross

- **Vicariate V**

27. St. Barnabas
28. St. George
29. Our Lady of the Snows
30. St. Gall
31. St. Albert the Great
32. St. Nicholas of Tolentine
33. St. Cajetan
34. St. Joseph (Summit)

- **Vicariate VI**

35. St. Joseph (Homewood)
36. Sacred Heart School (96th Street)
37. Our Lady of Guadalupe
38. Immaculate Conception Exchange
39. Holy Angels
40. St. Philip Neri

### **11:10 - Fiscal Update / Budget Process (Tom McGrath)**

- **Alignment of OCS to the Strategic Plan**

- 6 Pillars of the Strategic Plan for Catholic Schools
  - Operation & OCS Reorganization the focus of the Finance Department
  - Expectations
    - Fully implement the FAST program
    - OCS will continue the AIM program under which the OCS has assumed direct operating over certain schools
    - Upgrade Field Leadership: Appoint highly qualified regional directors
    - FAST schools will need the direct attention of a senior manager
    - Managers must also be accountable, along with the schools themselves for the results.
  - Key features of the Regional Director role description
    - responsible for creating strategies and performance goals...
    - will partner and collaborate with the principals...
    - to enable principals to successfully execute the school's strategy and to build capacity

- builds and manages
- **Parish Turnaround Program**
  - targeting parishes (churches & schools) where significant management support is needed
  - Vicar support employed in encouraging (or convincing) Pastors to allow Pastoral Center team more ability to assist school (and church)
  - Dedicated Regional Direct and Vicariate Administrative Consultant (VAC) teaming to deeply engage/support the operations.
  - Ramp up of more Parishes (w/ school) based on availability of OCS and Finance Dept. resources
    - Target to have two Turnaround Teams
  - The standards, goals, and expertise of the Turnaround Team and RD is no different that of all the colleagues
- **Regional Planning**
  - Case for Change: Enrollment
    - Parish and School enrollment is dramatically decreasing
    - OCS wants to act proactively to prevent this slide
    - Areas from where schools draw students/families are highly overlapping
  - **Regional Planning Approach**
    - Number of facilities reduced from 6 to 2
    - Fixed time period (programs designed by Fall 2015 and implemented by 2016)
    - Parishes/schools subject to outcomes and procedures
    - **Four Levels of Consolidation**
      - Local (parish-Community)
      - Regional (Inter-Parish/School Community)
      - Advisory (Pastors, Principals, and Experts)
      - Archdiocesan - Which will approve and arbitrate if proposals are not aligned
- **FY16 Budget Process**
  - Deeper level of analysis: identify improvement opportunities at hand to ensure school is tackling opportunities to strengthen performance
  - Higher focus on supporting the process for schools that need sizable Arch Aid, but also needing to support school where current trends warrant



- Base and Target enrollment goals and corresponding Arch Aid goals need will be set with schools
- Over the next many weeks OCS-led conversations with Pastors, Principals, School community leaders to ensure full school community is engaged in supporting Principal and School
- Updates for estimating assumptions will be ongoing
  - This week E-rate clarifying letter on assumptions and approach
  - Current outlook for Action for Children

**11:40 - Religion Textbook Updates (Judy Welborn, Director of Catholic Identity and Mission)**

- Selection of Texts Aligned to AoC Religion Curriculum
  - Approved Publishers
    - Loyola Press
    - Pflaum
    - Sadlier
    - OSV
    - RCL-Benzinger
  - If you have questions or concerns please contact the Office of Catholic Identity
- Faculty & Staff
  - Thank you for encouraging teachers to complete the Pillars Program
  - You have 5 years to re-certify your Cathecist Status

**11:50 - Archdiocese Marketing Video from Catholic Schools Week**

**11:55 - Break for Lunch**

Humbly submitted,

Paul Smith  
St. George School  
Tinley Park