



SCHOOL LEADER CONTINUUM

Resources and Supports



**SCHOOL
LEADER**
COLLABORATIVE

School leadership matters. Common sense tells us this, but we now have plenty of research to back up this claim. In 2009, the Wallace Foundation determined in their report, *Assessing the Effectiveness of School Leaders: New Directions and New Processes*:

*Effective leadership is vital to the success of a school. Research and practice confirm that there is a slim-chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning.*¹

More recently, Wallace strengthened their position about the importance of school leadership, notably principal leadership, in its 2021 report, *How Principals Affect Students and Schools: A Systemic Synthesis of Two Decades of Research*, which states:

*The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline.*²

Overall, schools require school leaders who are capable of collaboratively crafting an equity focused vision for their learning organization, cultivating a student-centered culture, building others' leadership capacity, improving instruction, and leading school improvement efforts.³ Essentially, effective school leaders lead effective schools.⁴

While our understanding of school leadership's importance has deepened, our Nation's schools face a serious problem of practice – leadership churn. According to a 2019 report from the National

Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI), principals across the country have an average tenure of just four years at their schools.⁵ Drilling down into the data paints a starker picture showing that 35 percent of principals are in their schools less than 2 years with only 11 percent of principals leading their schools for 10+ years. The School Leaders Network plainly states that only 1 in 4 principals stay in a given position longer than 5 years.⁶ Of those that are brand new to the principalship, fifty percent do not make it past year three.

School leaders choose to leave their positions for a variety of reasons both positive and negative. District level opportunities or other building level positions may motivate individuals to move on. While these transitions are likely positive in most circumstances, negative forces have been mounting over the past couple of decades that keep prospective leaders from considering school leadership as a career path, push individuals out of positions, or cause some to leave the profession altogether. These forces include longer hours, tough political environments, mounting mandates, and rising expectations not backed with adequate resources.⁷ In their 2019 report, *Understanding and Addressing Principal Turnover*, NASSP and LPI identified five reasons principals choose to leave their positions:



The costs of school leadership churn are high in terms of its impact on the ability of school leaders to enact meaningful change in their schools, on student performance, and on the bottom line. For example, research tells us it takes 5 to 10 years for a principal to lead and institutionalize improvement efforts depending on the size of their school.⁹ Further, student performance in math and English-Language Arts typically falls the year after a principal leaves with the next principal needing up to three years to make up the loss.¹⁰ Where the bottom line is concerned, preparing and onboarding a new principal carries an average price tag of \$75,000 nationally.¹¹

In order to combat leadership churn in our schools, we in the School Leader Collaborative (see back cover) have worked together to develop an ever-growing suite of professional learning and resources to support school leaders over their entire careers.

Our School Leader Continuum observes a sequence of four career stages (Aspiring, Launching, Building, and Mastering), each with its unique core need for support.



ASPIRING – The Aspiring stage arises as an educator first considers a future administrative role as a real possibility. This stage establishes the mindset, leadership intelligences, and community of peers necessary for aspiring administrators to envision themselves as future learning leaders.



LAUNCHING – The Launching stage occurs during years 1 and 2. This stage provides new learning leaders with the skills, resources, and community of peers necessary to cultivate culture, assess systems, increase learning, and understand the leadership necessary for the unique context of their learning organization.



BUILDING – The Building stage typically occurs somewhere during years 3-5 in the school leader role. This stage equips established learning leaders with the supports needed to effectively sustain culture, build systems, increase learning and develop their learning organization, while affording the self-care necessary to build a sustainable career.



MASTERING – Successfully working through the first three stages positions a school leader for the Mastering stage, where arguably the most impactful and lasting impact can be achieved. This stage promotes the self-actualization of learning leaders through the continuous growth of themselves and their learning organization to ensure a school of equity and excellence which leaves a lasting legacy.

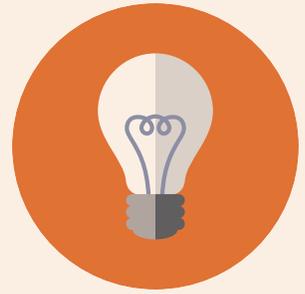
To give you a complete picture of everything that is available to grow and sustain you as a school leader, the following charts offer a snapshot of the myriad of resources available to you within the School Leader Continuum. Each chart represents a career stage of the Continuum (Aspiring, Launching, Building, Mastering) and the various supports are categorized in a way (Lead, Engage, Advocate, Learn) to help you understand all the Continuum entails. A more thorough overview of the services listed follows.



Many of the supports outlined in this document are freely available to those who are IPA members or members of one of the other Collaborative associations. Some may require an additional fee. If you have any questions about the School Leader Continuum, please call us at 217-525-1383 or visit ilprincipals.org.

**We are grateful for you
and your leadership.**

ASPIRING



LEAD

- School Leader Paradigm
- Becoming
- School Leadership That Fits
- Resume Review
- Contract Review
- Salary Survey
- IPA Talk



ENGAGE

- IPA Social Media
- IPA Connect
- IPA Annual Conference
- WELL Summit
- I-Grow Summit



ADVOCATE

- Advocacy in Action Newsletters
- Legislative and Case Law Update



LEARN

- Aspiring School Leader Network
- Ed Leaders Network Leadership Courses
- Ed Leaders Network Mandated Trainings
- Ed Leaders Network Webinars
- Ed Leaders Network Micro-Credentials
- Ed Leaders Network Teacher Evaluation Calibration Videos
- Teacher and Principal Evaluator Initial Training and Retraining

LAUNCHING



LEAD

- School Leader Paradigm
- Becoming
- School Leadership That Fits
- Resume Review
- Contract Review
- Salary Survey
- IPA Talk
- School Leader Entry Plan
- School Leader Calendar
- School Leader Cycle of Inquiry
- School Leader Evaluation Plan
- Legal Support
- Model Student Handbook



ENGAGE

- IPA Social Media
- IPA Connect
- IPA Plugged-In
- IPA Region Meetings
- Committees
- IPA Annual Conference
- WELL Summit
- I-Grow Summit
- Assistant Principal/Dean Summits
- National Conferences



ADVOCATE

- Advocacy in Action Newsletters
- Legislative and Case Law Update
- IPA Policy & Action Center
- IPA Principal for a Day



LEARN

- Launching School Leader Network
- Ed Leaders Network Leadership Courses
- Ed Leaders Network Mandated Trainings
- Ed Leaders Network Webinars
- Ed Leaders Network Micro-Credentials
- Ed Leaders Network Teacher Evaluation Calibration Videos
- LEAD Webinar Series
- Mentoring Services
- Administrator Academies
- Teacher and Principal Evaluator Initial Training and Retraining
- PD Scholarship

BUILDING



LEAD

- School Leader Paradigm
- Becoming
- School Leadership That Fits
- Resume Review
- Contract Review
- Salary Survey
- IPA Talk
- School Leader Entry Plan
- School Leader Calendar
- School Leader Cycle of Inquiry
- School Leader Evaluation Plan
- Legal Support
- Model Student Handbook



ENGAGE

- IPA Social Media
- IPA Connect
- IPA Plugged-In
- IPA Region Meetings
- Committees
- Region Leadership Roles
- Moderate or Present at an Event
- IPA Congressional Delegate
- Mentor or Coach
- IPA Annual Conference
- WELL Summit
- I-Grow Summit
- Assistant Principal/Dean Summits
- National Conferences



ADVOCATE

- Advocacy in Action Newsletters
- Legislative and Case Law Update
- IPA Policy & Action Center
- IPA Principal for a Day
- Legislative Committee
- Legislative Chair on Region Board



LEARN

- Building School Leader Network
- Ed Leaders Network Leadership Courses
- Ed Leaders Network Mandated Trainings
- Ed Leaders Network Webinars
- Ed Leaders Network Micro-Credentials
- Ed Leaders Network Teacher Evaluation Calibration Videos
- Coaching Services
- Mentor and Coach Training
- Administrator Academies
- Teacher and Principal Evaluator Initial Training and Retraining
- PD Scholarship

MASTERING



LEAD

- School Leader Paradigm
- Becoming
- School Leadership That Fits
- Resume Review
- Contract Review
- Salary Survey
- IPA Talk
- School Leader Entry Plan
- School Leader Calendar
- School Leader Cycle of Inquiry
- School Leader Evaluation Plan
- Legal Support
- Model Student Handbook



ENGAGE

- IPA Social Media
- IPA Connect
- IPA Plugged-In
- IPA Region Meetings
- Committees
- Region Leadership Roles
- Moderate or Present at an Event
- IPA Congressional Delegate
- IPA Board of Directors
- Mentor or Coach
- IPA Annual Conference
- WELL Summit
- I-Grow Summit
- Assistant Principal/Dean Summits
- National Conferences



ADVOCATE

- Advocacy in Action Newsletters
- Legislative and Case Law Update
- IPA Policy & Action Center
- IPA Principal for a Day
- Legislative Committee
- Legislative Chair on Region Board
- NAESP & NASSP Advocacy Conferences in Washington D.C.



LEARN

- Mastering School Leader Network
- Ed Leaders Network Leadership Courses
- Ed Leaders Network Mandated Trainings
- Ed Leaders Network Webinars
- Ed Leaders Network Micro-Credentials
- Ed Leaders Network Teacher Evaluation Calibration Videos
- Coaching Services
- Mentor and Coach Training
- Administrator Academies
- Teacher and Principal Evaluator Initial Training and Retraining
- PD Scholarship



School Leader Paradigm

The School Leader Paradigm provides a comprehensive leadership framework that accounts for both how you must be growing, or becoming, as a school leader and the work you and those in your learning organization must be doing to be effective or simply ... becoming while doing. *See pages 12-13 for details.*



Becoming (coming soon)

This dynamic, 12-part resource, provides opportunities for school leaders to gain knowledge about and reflect deeply on the dispositional requirements of school leadership that are outlined in the Becoming side of the School Leader Paradigm. As a learning leader, you must always lead yourself well first. This document will support your efforts.



School Leadership That Fits

School Leadership That Fits is a robust job-search resource that contains information about how to craft your resume, prepare for an interview, and negotiate your contract. It is designed to help you secure a school leadership position that is the best fit for you based on your values, personality, skills, expertise, experience, and vision for helping kids.



Resume Review

Want to put your best foot forward when applying for a new position? You can have your resume reviewed for improvements and to ensure it follows best practices for school leaders.

Contract Review

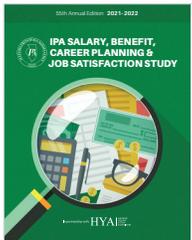
You may have your employment contract reviewed by the IPA's in-house general counsel to assure it contains all appropriate employment and due process protections. IPA also provides a model employee contract for members.

Salary Survey

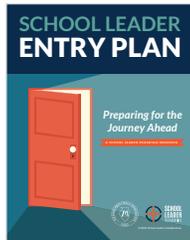
The IPA conducts the only statewide survey of principals, assistant principals, and deans regarding salary and benefits. The results are published annually and are an informative and useful tool for contract negotiations. Additionally, IPA, in partnership with Hazard, Young, Attea & Associates (HYA), a national educational executive search, consulting, and leadership firm, developed an online salary modeling tool which allows members to create more personalized salary benchmarks. This model allows school leaders to generate an average salary based on unique combinations of district and school characteristics, geography, and administrative experience.

IPA Talk

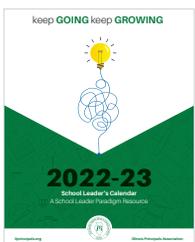
IPA Talk episodes are casual discussions between IPA staff and experts in the field of education about the day's hottest topics. Subjects cover a range of topics including school law, safety, assessment, the educator shortage, and school leadership. Episodes are released on the IPA's YouTube channel and your favorite place for listening to podcasts.



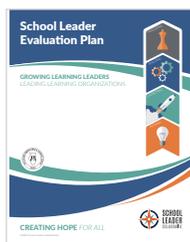
Salary Study



School Leader Entry Plan



School Leader Calendar



School Leader Evaluation Plan



Model Student Handbook

School Leader Entry Plan

The School Leader Entry plan is designed to help you frame your thinking about how to ensure you start a new school leadership position well. You will be guided through the process of developing your own entry plan that will assist you with intentionally getting up to speed on the culture, systems, and learning of your new learning organization.

School Leader Calendar

The School Leader Calendar is intended to help you stay focused, organized, and growing. The School Leader Calendar provides you with monthly lists of important responsibilities and legal requirements. Additionally, it offers dates to remember (some just for fun) as well as critical professional learning opportunities and resources.

School Leader Cycle of Inquiry

School leaders need a clear understanding of what it means to be learning leaders leading learning organizations and a more formalized approach to learning and continuous improvement. The School Leader Cycle of Inquiry is an excellent mechanism for both individuals and organizations to utilize for unlearning, learning, and relearning to foster continuous growth and improvement. At the individual level, it can be employed for self and professional growth. For schools, districts, and other larger organizations, inquiry can be a powerful continuous improvement tool. The School Leader Cycle of Inquiry is a mechanism to make the School Leader Paradigm a living, breathing document, helping school leaders and their schools improve their practice.

The School Leader Paradigm's Cycle of Inquiry is a cyclical approach to problem solving like other published continuous improvement models. Central to the concept of continuous improvement is the definition of a problem of practice (PoP) which results in an ongoing effort to improve performance. The inquiry cycle is broken into four stages: (1) plan; (2) implement; (3) assess; and (4) reflect.

When inquiry is embedded into the daily lives of school leaders, it becomes a powerful tool for continuous personal and professional development. Instead of the typical "sit and get" professional development, inquiry engages leaders in the learning by examining their own practices and the workings of their own schools.

School Leader Evaluation Plan

The School Leader Collaborative developed the School Leader Evaluation Plan (based on the School Leader Paradigm) to assist school districts with the development of their own school leader evaluation systems that are relevant and useful. Unlike other evaluation tools that are comprised of checklists or only focus on activities that school leaders do, the School Leader Evaluation Plan seeks to assist school districts with the development of an evaluation system that helps school leaders grow their leadership dispositions and the skills necessary for them to do their work effectively throughout their career continuum from Aspiring to Launching to Building to Mastering. The guide is designed to help school districts understand the importance of evaluations done properly, the critical role a leader's supervisor plays in the evaluation process, a roadmap for conducting the evaluation process well, and a plethora of tools and resources available to districts to create a reflective, growth-minded school leader evaluation plan. The School Leader Evaluation Plan meets the Illinois principal evaluation statutory requirements and includes extensive resources for both the leader and the growth-oriented evaluator.

Legal Support

The IPA is one of the few principal's associations in the nation fortunate to have its own in-house general counsel. With this unique resource, you are able to gain support with issues ranging from your own employment contract to student issues to staff concerns to legislation recently passed into law.

Model Student Handbook

The online Model Student Handbook is a cost-effective service that provides you with quick, easy access to model student handbook procedures. The Model Student Handbook is attorney-drafted and fully aligned with PRESS, the Illinois Association of School Board's school district policy service, as well as state, federal, and case law that change on a frequent basis.

SCHOOL LEADER PARADIGM

School leadership provides vast opportunities for you to positively impact and influence the lives of many, especially young people. Schools, though, are dynamic organizations which require dynamic leadership. Thus, we in the School Leader Collaborative created the School Leader Paradigm to provide you a comprehensive leadership framework that accounts for both how you must be growing, or becoming, as a school leader and the work you and those in your learning organization must be doing to be effective or simply ... becoming while doing.

As you review the Paradigm, you will be challenged with the leadership intelligences needed for you to self-actualize (becoming) as a learning leader while simultaneously focusing your work of building and sustaining culture, systems, and learning (doing) in your learning organization. Further, the Paradigm describes a cycle of inquiry (plan -> implement -> assess -> reflect) meant to drive your efforts for both your own growth and the growth of your school. Lastly, the Paradigm discusses the important role context plays in your leadership and details four contextual areas (individual, school, community, and political) you must consider to lead your learning organization.

The School Leader Paradigm

This innovative framework accounts for both the dispositions school leaders must possess and the work they must do to be successful. Developed by a group of state principals' associations from throughout the United States, the School Leader Paradigm provides the foundation school leaders need to create hope for those they serve.

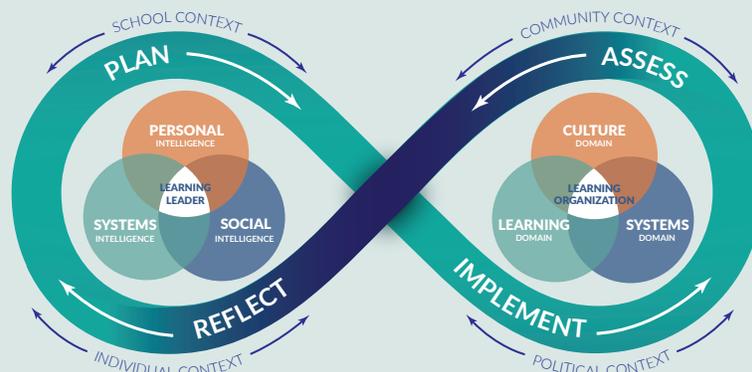
The School Leader Paradigm: The Research (coming soon)

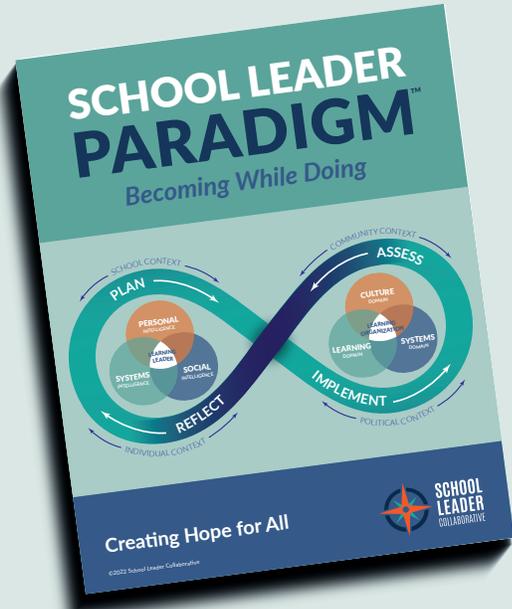
The School Leader Paradigm is a framework anchored to a thorough accounting of research of both school and private sector leadership. Whether you are acquiring knowledge and skills or doing your own research, you will find this resource to be an invaluable asset.

The School Leader Paradigm: Critical Resources (coming soon)

If you desire to deepen your learning about the dispositions school leaders must possess and the work they must do, this comprehensive listing of learning resources is a necessity. Included, you will find references to a vast array of readings, assessments, and activities with which to engage.

A copy of the Paradigm with a complete overview is available at www.ilprincipals.org.







LEAD



ENGAGE



ADVOCATE



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IPA Social Media

The IPA uses Twitter, Facebook, and YouTube to promote the position of school leader and to share with you the information you need to succeed. Your interaction and engagement with the information from the IPA social media accounts increases the presence of our conversations throughout our community.

Share/retweet/like/etc. the information we publish to help elevate the school leader profession. Also, share accomplishments the IPA posts about members and help us celebrate and encourage school leaders throughout the state. You also may repurpose IPA content and graphics as you need.

IPA Connect

IPA Connect is a password protected, online space for you and your member colleagues to support and encourage one another in real time or asynchronously and share resources. IPA Connect provides you the privacy needed to ask and answer the hard questions that come with the profession.

IPA Plugged-In

During the school year, IPA Members gather virtually the first Wednesday of every month to connect with and encourage one another. Updates from the field are provided by members of the IPA Team.

IPA Region Meetings

The IPA consists of 21 Regions (see page 17) and offers a terrific opportunity for Members to connect and build relationships with colleagues close by. Served by the IPA's Field Service Specialist, each Region offers virtual meetings, social events, and various occasions to recognize both students and staff.

Committees

The IPA has four standing statewide committees – Legislative, Membership, Assistant Principal, and Diversity and Equity. Frequently members are asked to consider applying to chair these committees as a member of the IPA Board of Directors or represent their Regions as a sitting member of the committees.

Region Leadership Roles

Each of the IPA's 21 Regions (see page 17) is governed by a board of school leaders serving in various capacities including Region Director, Secretary, Treasurer, Membership Chair, and other positions. Regions are constantly in need of volunteer leaders ready to step up to support the various school leaders in their parts of the state.

Moderate or Present at an Event

The IPA provides many opportunities for school leaders to share their experiences and expertise at both the regional and state level. Specifically, please be sure to consider submitting a small group proposal for the opportunity to present at the IPA's Annual Conference.

IPA Congressional Delegate

The IPA's Congress serves as the Association's business meeting held every year during Annual Conference. Each Region is allowed at least two voting delegates to hear an annual report on the Association's activities as well as consider IPA constitutional revisions or dues adjustments.

IPA Board of Directors

Individuals who serve well on their Region Boards often find themselves in positions to be elevated to the IPA Board of Directors representing their Regions as State Director. The IPA Board of Directors governs the IPA's operations by setting the Association's overall mission, vision, and strategic goals and objectives.

IPA Annual Conference

Held every October in Peoria or Springfield, the IPA's Annual Conference provides the opportunity to hear from dynamic, nationally recognized keynote speakers, attend practitioner-led small group sessions and connect with your peers from throughout the state. Each year the conference begins with a reception honoring the current and former Association presidents. A special meet and greet opportunity with IPA staff and Association board members is provided prior to the reception for first-time conference attendees. Attendees may elect to earn professional development hours for conference participation. Members also are encouraged to join the conference planning committee to support the profession and contribute to the conference's success.

WELL Summit

The Women in Education Leading and Learning Summit in March is an event to empower, connect, inspire, support, celebrate, and develop women in educational leadership. The two-day event features nationally recognized keynote speakers, small group sessions, and plenty of time for participants to network and socialize. The Summit is a partnership between IPA, the IPA Foundation, IASB, IASBO, IAASE, LUDA, SCOPE, IASPA, IASA, ED-RED, IRC, IDEA, ILMEA, IARSS, HSDO, The Center, and LEND.

I-Grow Summit

The I-Grow Summit for Educational Leaders and Teachers of Color is the first event in Illinois with the specific goal to grow, retain, and recruit educational leaders and teachers of color. Held in June, the Summit is a partnership between IPA, ISBE, IEA, IFT, IESA, IALAS, and IASA.

Assistant Principal/Dean Summits

Our Assistant Principal/Dean Summits provide an opportunity for networking, recognition, and support among school leaders in similar positions. There is a summit held in the southern part of the state in January, and the northern part of the state in June to maximize the opportunity for all to attend.

National Conferences

Both the National Association of Elementary School Principals (naesp.org) and National Association of Secondary School Principals (nassp.org) hold leadership, advocacy, and other conferences throughout the year.



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Advocacy in Action newsletters

Regular updates on legislative activity happening at the state and federal level.

Legislative and Case Law Update

IPA annually publishes a comprehensive guide to all new laws, court cases, and other enactments that impact building level administrators. This guide includes summaries of the changes as well as helpful implementation tips.

IPA Policy & Action Center

The IPA Policy & Action Center helps you identify and connect with your elected officials at the state and federal level. Legislative information and ideas for legislative engagement are provided, including action alerts and talking points.

IPA Principal for a Day

The IPA's Principal for a Day program provides elected officials the opportunity to observe first-hand what it takes to be a building level principal. Principal for a Day gives elected officials valuable knowledge from visiting a school in their legislative district and applying it to their decision-making in the legislative process.

Legislative Committee

If you are interested in elevating your impact on the shaping of education policy, become a member of the IPA's Legislative Committee. This important group is open to all IPA members. The committee is called upon to provide feedback on the development of new education statutes and other policy initiatives. Occasionally, legislative committee members are asked to testify with the Illinois General Assembly and participate as a member of various statewide task forces.

Legislative Chair on Region Board

Each of the IPA's 21 Regions has a Legislative Chairperson. This individual is expected to share relevant legislative updates with the region membership and participate on the Legislative Committee.

NAESP and NASSP Advocacy Conferences in Washington D.C.

Individuals serving on IPA Board of Directors can attend the NAESP and NASSP Advocacy Conferences in Washington D.C. and advocate for school leaders on Capitol Hill. Generally, the statewide Legislative Chairperson, President, President-Elect, NAESP Representative, NASSP Coordinator, and Diversity & Equity Chairperson have attended these conferences.

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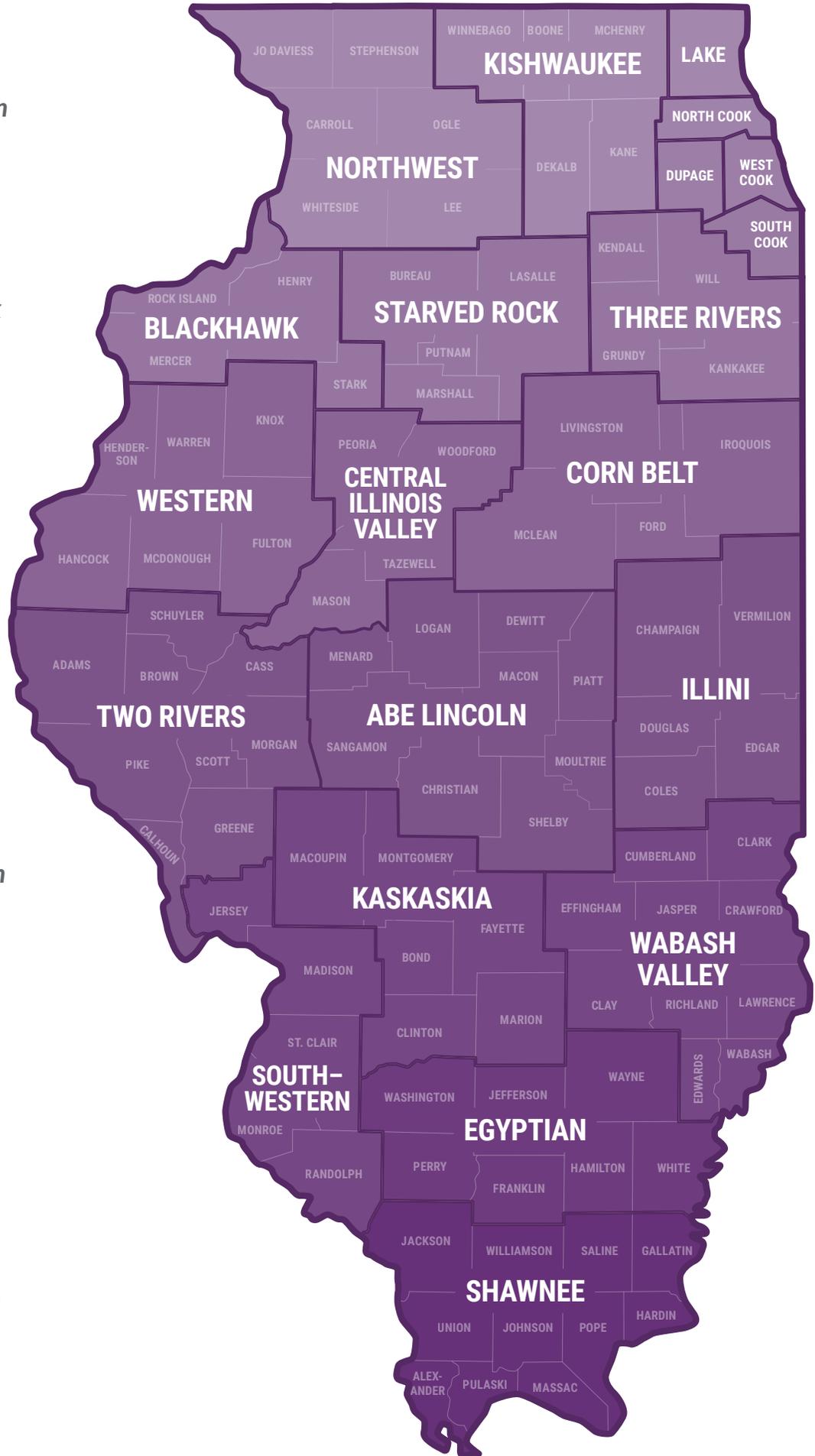
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ADVOCATE



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School Leader Networks

The IPA offers four year-long cohort programs for learning leaders at various stages of their leadership journey. These programs provide a combination of in-person and virtual learning to nurture the development of collegial networks as well as to keep participants connected on traditional and pressing issues of practice. *See pages 20-21 for details.*

Ed Leaders Network

IPA, in collaboration with its affiliate School Leader Collaborative members, has developed a robust, online learning platform to meet the professional development needs of educators. Through support from the Illinois State Board of Education, subscriptions are free to all Illinois public and public charter school employees.

The mission of the ELN (www.edleadersnetwork.org) is to provide educators with the professional development and capacity building professional network needed to do what is best for students and for the learning community. ELN courses are developed by and with content experts and partners who support rigorous online learning. A dynamic professional networking community has also been created so participants can learn and interact with peers and leadership experts from across the country. *See pages 22-27 for details.*

Micro-Credentials

Since 2017, the IPA, in conjunction with the School Leader Collaborative members, set out to create a proficiency-based system of validating a school leader's skills tied to state and national standards, including the School Leader Paradigm framework. The result is the publication of 58 school leader micro-credentials endorsed and recognized as the leadership micro-credential gold standard by the National Association of Secondary School Leaders and EdBridge. Through suggested resources and a research-based approach to skill definition, earners learn, then develop and submit evidence for scoring by content specialists. *See pages 24-25 for details.*

LEAD Webinar Series

Throughout the year, IPA offers a series of free one-hour webinars designed specifically for new school leaders. Each LEAD (Lead, Encourage, Accelerate, and Develop) webinar features a panel of practicing principals from across the state with representation at the elementary, middle school and high school levels. Topics are timely and varied to help lead, encourage, accelerate, develop and celebrate new leaders. Professional development hours are offered for attendees.

Mentoring and Coaching Services

IPA provides mentoring and coaching services to all principals. Research shows that mentoring and coaching provide psychological, social, and professional growth benefits to these school leaders. *See pages 28-29 for details.*

Administrator Academies

IPA has more than 100 ISBE-approved academies developed and led by content experts with school and/or district leadership experience. The Association develops new topics that meet changing school and legal needs as well as meets state professional learning requirements. *See pages 32-33 for details.*

Teacher and Principal Evaluator Training

Principals who are required to evaluate teachers and/or assistant principals must successfully complete ISBE-developed initial training to become qualified to perform evaluations. After completing the initial teacher and/or principal evaluation training, principals are required to complete retraining courses beginning in the license cycle following the cycle in which the initial training was completed. IPA offers the following courses, led by experienced evaluators, to meet these requirements:

Initial Evaluator Trainings

- AA #2001* Illinois Performance Evaluation – Teacher Evaluation Training (two days) – Aspiring leaders who complete IPA’s AA #2001 also receive a free one-year Aspiring IPA membership.)
- AA #2000 Illinois Performance Evaluation – Principal Evaluation Training (two days)

Re-Training Courses

- AA #1801 – Gathering Evidence During Observations and Conferencing Using the Danielson Model (required to retain teacher evaluator designation status)
- AA #1865 – Principal Evaluator Competency for Retraining of Principal Evaluators (required to retain principal evaluator designation status)
- AA #3000 – Illinois Performance Evaluation Retraining: Student Growth (required to retain teacher and principal evaluator designation status)

School Leader Institute

IPA was selected in 2020 to serve as the primary leadership partner for principals in Illinois schools designated under ESSA as comprehensive. Principals of schools that receive a comprehensive designation after ISBE releases annual report cards in late October are provided the opportunity to participate in the no-cost, grant-based intensive, four-year program. Participants receive in-depth, one-on-one coaching and school support throughout the four years and are part of a cohort led by national and state leaders with a focus on continuous school improvement including assessment and analysis of curriculum, development of equitable grading systems and quality assessments, use of data to make and implement data-based decisions, implementation of effective stakeholder communication and support of teacher efficacy. The program is further designed to include participation by school leadership teams in both an annual two-day summer conference as well as guided support in the school improvement efforts throughout the year.

PD Scholarship

Two professional learning scholarships are awarded each year, one for an elementary principal (K-8) and one for a secondary principal (9-12). The scholarships are available to assist you with the pursuit of graduate study, attendance at national conferences, and attendance at other relevant professional development to deepen your capacity as a learning leader leading a learning organization.

SCHOOL LEADER NETWORKS

Each School Leader Network is led by a team of experienced educators and school leaders. Participants are able to attend IPA's annual Education Leaders Conference as well as participate in an advocacy learning experience at the State Capitol at no additional cost. Participants in any of the four networks may elect to earn PD hours. Alternatively, participants in the Launching, Building, and Mastering Networks may elect Administrator Academy credit.



ASPIRING SCHOOL LEADER NETWORK

Designed to serve pre-service leaders, the goal of the IPA Aspiring School Leader Network (ASLN) is to establish the mindset, leadership intelligences, and community of peers necessary for aspiring administrators to envision themselves as future learning leaders.

Learning Objectives:

1. Understanding the impact that learning leaders have on their learning organizations.
2. Exploring the School Leader Paradigm, specifically investigating the intelligences that make you who you are as a leader.
3. Understanding the administrative job search process.
4. Expanding your toolbox for leading deep systems change to improve learning through shared leadership.
5. Understanding the value of a Professional Learning Network (PLN).

Leading Objectives:

1. Identifying your why and core values as an aspiring learning leader.
2. Identifying your personal strengths and opportunities for growth in the School Leader Paradigm.
3. Engaging in Domain-based situational leadership activities that build thoughtfulness and confidence.
4. Developing the necessary components for an administrative job application.
5. Identifying people and resources for your PLN.



LAUNCHING SCHOOL LEADER NETWORK

Designed for leaders who are new (or new to their school), the goal of the IPA Launching School Leader Network (LSLN) is to provide the skills, resources, and community of peers necessary to cultivate culture, assess systems, and understand the leadership necessary for the unique context of their learning organization.

Learning Objectives:

1. Examining the School Leader Paradigm to understand the personal, social and systems intelligences needed to effectively lead a learning organization.
2. Learning strategies for building relationships with all stakeholders.
3. Understanding how to assess local context and culture.
4. Exploring personal and organizational management systems.
5. Establishing a professional learning network for growth and support.

Leading Objectives:

1. Imparting their why, both verbally and nonverbally, through multiple communication channels.
2. Applying questioning techniques and coaching strategies that lead to educator reflection on practice and impact.
3. Identifying their school's most critical problems of practice within the School Leader Paradigm.
4. Developing clear processes for time and task management.
5. Identifying and connecting with their PLN thought leaders and accountability partners.



BUILDING SCHOOL LEADER NETWORK

Designed for leaders who have three to five years of experience, the goal of the IPA Building School Leader Network (BSLN) is to equip established administrators with the supports needed to effectively sustain culture, build systems, and develop their learning organization, while affording the self-care necessary to build a sustainable career as a learning leader.

Learning Objectives:

1. Gaining means for effectively addressing complex issues of school culture using the School Leader Paradigm.
2. Clarifying and integrating who you are and what you do to maximize your purpose as a learning leader.
3. Identifying the stakeholders within the school to develop shared leadership.
4. Expanding your toolbox for leading deep systems change to improve learning through shared leadership.
5. Leveraging your professional learning network (PLN) to provide inspiration and support for ongoing transformational leadership.

Leading Objectives:

1. Applying cycles of inquiry to take intentional action in the Culture, Systems, and/or Learning Domains to improve teacher practice and student learning.
2. Operationalizing time and process management techniques into a high-impact weekly calendar that promotes proactive (rather than reactive) leadership.
3. Refining key shared leadership structures in the school.
4. Increasing your knowledge and skill in growth-focused supervision and critical conversations.
5. Embedding habits and disciplines of self-care that help you lead an effective and sustainable career without losing your wholeness as a human being.



MASTERING SCHOOL LEADER NETWORK

Designed for leaders with more than five years of experience, the goal of the IPA Mastering School Leader Network (BSLN) is to promote the self-actualization of learning leaders through the continuous growth of themselves and their learning organization to ensure a school of equity and excellence which leaves a lasting legacy.

Learning Objectives:

1. Exploring the systemization of cycles of inquiry around culture, systems and learning to exhibit self-actualized leadership.
2. Unpacking the School Leader Paradigm at the Dimension level to deepen your understanding of masterful leadership and identify next edges of growth.
3. Learning and leveraging the wisdom of the group to inform and assist you in addressing your biggest problems of practice.
4. Exploring protocols that address relevant problems of practice and strategies for creating conditions and building capacity among all stakeholders.

Leading Objectives:

1. Networking with other learning leaders in a collaborative cycle of inquiry that addresses a deep-seated problem of practice in our field.
2. Deepening your leadership legacy by positioning yourself to mentor/coach other school leaders in their transformation journey.
3. Contributing to one or more PLNs as a thought leader in an area of professional passion/expertise.
4. Advocating broadly and effectively to gain support for continuous school improvement efforts to build equitable opportunities for all students.

ED LEADERS NETWORK

The ELN Learning Library contains more than 150 engaging courses, from state mandated training to professional development for beginning to seasoned school leaders. The library continues to grow with 1-2 courses added each month. The following courses are either available or are currently in development that align with the 21 Leadership Dimensions under the 3 Domains of the Doing side of the School Leader Paradigm. They also act as a learning resource for school leaders earning micro-credentials aligned with the 21 Leadership Dimensions of the Paradigm.

CULTURE

EQUITY

Exemplifying Equitable Behavior
Sustaining an Equitable Learning Culture

ETHICS

Exemplifying Ethical Behaviors and Values
Embedding an Ethical Work Culture

GLOBAL MINDEDNESS

Leadership for Global Mindedness

RELATIONSHIPS

Building Relationships

STUDENT CENTEREDNESS

Student Centeredness

TRADITIONS AND CELEBRATIONS

Traditions and Celebrations

WELLNESS

Advocating Personal Wellness
Implementing Social and Emotional Wellness
Nurturing a Culture of Wellness

SYSTEMS

COLLABORATIVE LEADERSHIP

Exemplifying Collaborative Leadership
Empowering a Collaborative Leadership Culture

COMMUNICATIONS

The Art and Science of Communication

DATA LITERACY

Fostering a Culture of Data Literacy
Leading Data Literacy
Managing Data Literacy Systems

OPERATIONS

Managing Systems Logistics
Allocating and Assigning Personnel
Evaluating Operational Systems Effectiveness

SAFETY

Ensuring a Safe Learning Environment
Crisis and Emergency Planning

STRATEGIC MANAGEMENT

Leading Strategic Management
Structuring Systems for Strategic Management

VISION, MISSION & STRATEGIC PLANNING

Leading Vision & Mission
Driving Vision & Mission

LEARNING

ASSESSMENT

Assessing Student Learning and Growth
Assessing the Learning Environment
Evaluating Assessment Alignment

CURRICULUM

Creating a Learning Focused Curriculum
Ensuring Curriculum Alignment
Meeting All Academic Needs

HUMAN CAPITAL MANAGEMENT

Recruiting High-Quality Staff
Retaining and Developing Staff
Ensuring Accountability

INNOVATION

Creating and Sustaining Innovation
Managing Change and Uncertainty

INSTRUCTION

Promoting Collaborative Instruction
Providing Effective Instruction
Ensuring Instructional Alignment

REFLECTION & GROWTH

Reflection & Growth

RESULT-ORIENTATION

Creating and Results Oriented Learning Culture
Implementing Data Driven Decision Making



PROVIDES

more than 150
on-demand courses

CONNECTS

educators all over
the country

GIVES

administrators
local PD control

SUPPORTS

micro-credentials
to show skill mastery

Ed Leaders Network Webinars

Throughout the year, the ELN provides several free webinars each month on a variety of timely and relevant topics to educators across the country. These one-hour sessions spotlight new strategies, leadership tips, and tools that attendees can consider for immediate use. Attendees of the live webinars also may earn professional development hours. All webinars are recorded and then linked to the ELN website for future consumption. With more than 80 recorded webinars, leaders have an opportunity to learn from experts on topics such as the ones below.

- Put the Load Right on Me: Distributed Leadership in Schools
- Trauma Informed Educational Practices
- Restorative Justice in Schools
- But Who Cares for the Leader?
- Instructional Coaching
- Leading for Special Education: Legal and Ethical Issues
- Making Meetings Work for All
- Culture Eats Curriculum for Breakfast
- MTSS: An Equitable Approach to Student Success
- SLOs: Improving the Quality of Growth Targets
- Lessons Learned from a School Lockdown



edleadersnetwork.org

ED LEADERS NETWORK MICRO-CREDENTIALS

The micro-credentials awarded by ELN provide not only a rigorous, double-blind review process but also deliver a digital badge based on the industry's Open Badging technical specifications. Micro-credentials earners have tangible evidence of their growth and/or skill in a specific area, and may also elect PD hours or Administrator Academy credit upon successful completion. Additionally, micro-credentials hold the promise of alternative pathways to licensure.

The ELN's collection of micro-credentials currently includes skill assessment aligned to the 21 Leadership Dimensions under the three Domains of the School Leader Paradigm:

<p>Equity (3 MCs) Constructing and Growing Equity Exemplifying Equitable Behavior Leading an Equitable Learning Culture</p>	<p>Ethics (2 MCs) Embedding an Ethical Work Culture Exemplifying Ethical Behaviors and Values</p>	<p>Global Mindedness (2 MCs) Embedding a Global-Minded Learning Culture Exemplifying a Global-Minded Culture</p>	<p>Relationships (3 MCs) Building External Relationships Building Internal Relationships Building Personal Relationships</p>
<p>Collaborative Leadership (2 MCs) Exemplifying Collaborative Leadership Empowering a Collaborative Leadership Culture</p>	<p>Communications (4 MCs) Communication Advocacy Communication Structures Personal Communication Skills Communication Standards</p>	<p>Data Literacy (3 MCs) Fostering a Data Literacy Culture Leading Data Literacy Managing Data Literacy Systems</p>	<p>Leadership Coaching (3 MCs) Collaborative Leadership Coaching Directive Leadership Coaching Reflective Leadership Coaching</p>
<p>Assessment (3 MCs) Assessing Student Learning and Growth Assessing the Learning Environment Evaluating Assessment Alignment</p>	<p>Curriculum (3 MCs) Creating Learning-Focused Curriculum Ensuring Curriculum Alignment Meeting All Academic Needs</p>	<p>Human Capital Management (3 MCs) Ensuring Accountability Recruiting High-Quality Staff Retaining and Developing Staff</p>	<p>Innovation (2 MCs) Creating and Sustaining Innovation Managing Change and Uncertainty</p>



Student Centeredness (2 MCs)
 Embedding a Culture of Student Centeredness
 Exemplifying Student Centeredness



Traditions/Celebrations (3 MCs)
 Driving a Culture of Service
 Leading and Promoting Mutual Respect
 Valuing and Celebrating Traditions



Wellness (3 MCs)
 Advocating Personal Wellness
 Implementing Social Wellness
 Nurturing a Culture of Wellness



Operations (3 MCs)
 Allocating and Assigning Personnel
 Evaluating Operational Systems Effectiveness
 Managing System Logistics



Safety (3 MCs)
 Assessing Threats
 Leading a Culture of Safety
 Managing Crisis and Emergency Planning



Strategic Management (2 MCs)
 Leading Strategic Management
 Structuring Systems for Strategic Management



Vision, Mission & Strategic Planning (2 MCs)
 Driving Vision and Mission
 Leading Vision and Mission



Instruction (3 MCs)
 Ensuring Instructional Alignment
 Promoting Collaborative Instruction
 Providing Effective Instruction



Reflection and Growth (2 MCs)
 Creating a Culture of Self-Reflection
 Growing through Personal Reflection



Result-Oriented (2 MCs)
 Creating a Results-Oriented Learning Culture
 Implementing Data-Driven Decision Making

ED LEADERS NETWORK TEACHER EVALUATION CALIBRATION VIDEOS

The ELN houses 31 calibration video exercises designed to provide teacher evaluators and observers with opportunities to calibrate their perceptions of (1) effective instructional practice related to the Charlotte Danielson Framework for Teaching Domains and Components and (2) high-quality, written feedback. A further goal of the exercises is to increase inter-rater reliability as well as build a common understanding of high-quality practice and feedback grounded in evidence collected during observations. Participants will watch classroom teaching videos while utilizing an observation tool to assist them in recording indicators of performance which will assist them in rating a teacher's performance. Participants will then be able to compare their ratings with those of expert state evaluators. The video exercises further allow evaluators to consider how constructive, actionable feedback can help teachers improve their instructional practice.

The calibration video collection is appropriate practice for individuals planning to take the two-day ISBE #2001 Illinois Performance Evaluation – Teacher Evaluation training. It is also appropriate for novice principals as well as veteran principals, district administrators and teachers who wish to better understand and utilize the Danielson Framework for Teaching. Included in the collection are video exercises for the grade levels/subjects on the following page.



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 6	Grade 7	High School
Mathematics	ELA	Retelling and Comparing Two Stories	ELA/Main Idea	Spatial Reasoning with Polygons	Writing Using Adjectives	ELA	Grade 9 ELA
ELA/Science		Reading		Math	Informational Text		Grade 11 Reading
				Visualizing with Fractions	Math		HS Literature Analysis
				Science			HS Polynomial Functions
				Motion Science			10th Grade Modeling with Systems of Equations
							HS Math
							HS Math Algebra
							HS Math Story Problems
							Grade 9 Biology
							Grade 10 Science
							HS Social Studies
							10th Grade ELA/Social Studies

MENTORING

A solid mentoring program for new school leaders provides them help to advance learning, innovation, and global citizenry in their schools. Research and exemplary practice have proven beyond any doubt that mentoring new leaders is essential in supporting increased performance as well as extending years in the role. The key to supporting leaders is helping them to reflect on practice, analyze strengths and areas for improvement, and collaborate to develop specific strategies to reach higher levels of performance. A trained and experienced mentor provides strategic probing and reflection, feedback and guided planning, and the support and motivation to sustain the leader in ongoing professional development. Mentoring offers the following benefits to the new school leader:



IPA selects and trains effective, experienced school leaders to support the growth of the new school leader and pair mentors based on several criteria including geography/location, gender, race, school and community context, professional goals, interpersonal styles, and learning needs.

IPA mentors deliver a contracted number of service hours (typically 40) over the course of one year. They maintain regular contact through a variety of methods including onsite visits, phone calls, email, virtual meetings, and text. They maintain a log of service delivered; guide the development and implementation of a leadership plan; establish environmental intelligence regarding the building, operations, staff, students, parents, community, school culture, and environment; they effectively advise and support new leaders in decision making, strategic planning and goal setting; they employ collaborative, instructional and reflective coaching techniques to develop leadership for increased staff and student performance; and they assist in the development of the leader's professional network of support.

At the conclusion of the mentoring contract, both the mentor and school leader are eligible for professional development hours equal to the contract hours.

COACHING

Experienced principals and administrators face new challenges, both from external leadership as well as from their own desire to improve their leadership impact and the performance of the school. Reflective coaching, collaborative discussions and planning are essential in supporting their continued development. Coaching offers the following benefits to the school leader:



As part of the comprehensive leadership development offered by the Illinois Principals Association, highly trained and experienced coaches are available to support school leaders.

IPA coaches deliver a contracted number of service hours (typically 40) over the course of the desired contract length. They maintain a log of service delivered and provide skilled guidance to assist a leader learn new skills, solve problems creatively as well as meet challenges and opportunities efficiently and effectively. By employing well-developed skills, strategies and tools, the IPA coach serves as the catalyst for change, helping the leader shift their perspective, analyze patterns of thinking, and gain new perspectives. The coaching experience is designed to help leaders become newer, organized versions of themselves, ready to achieve agreed-upon goals.

IPA's coaches learn about the school leader through their own focused work, avoid recommending solutions, utilize effective listening and questioning techniques to guide discovery and problem-solving, and stay keenly aware of any personal assumptions about the leader, the process, or the context which they may be inclined to make. They also provide reflection and high-level thinking to facilitate the development of resources to support personal and professional development; they coach and assist in expanding the leader's experiences in districtwide or statewide leadership. At the conclusion of the coaching contract, both the mentor and school leader are eligible for professional development hours equal to the contract hours.



MENTOR AND COACH TRAINING

IPA offers opportunities for experienced, successful school leaders to give back to their profession by serving as mentors and coaches for others. IPA accepts applications throughout the year for individuals who demonstrate the following professional qualities and characteristics:



Once selected, IPA mentors and coaches receive intensive and ongoing training and support to allow them to employ a unique, sophisticated set of skills to:

- Impart and support professional leadership standards.
- Build trusting relationships.
- Facilitate growth-based goal setting.
- Provide feedback.
- Utilize effective questioning techniques.
- Guide reflection.





ADMINISTRATOR ACADEMIES

Individuals with an administrative endorsement on their Illinois Professional Educator License working in an administrative role must complete an annual Administrator Academy (AA) through an ISBE-approved provider before June 30 each year. IPA offers a wide selection of in-person, online, and on-demand administrator academies to meet the needs of leaders at all levels of experience and responsibility. In-person AAs engage participants in a full day of face-to-face learning followed by the development and submission of the required application dissemination plan. Online AAs require the completion of pre-work, attendance at a 3-hour synchronous, virtual presentation, and completion of the required application dissemination plan. On-demand AAs allow you to begin a course online and work at your own pace through completion.

In addition to publicly advertised AAs, IPA also works directly with individual schools and districts to deliver the same content on a contract basis, if desired.





HOW TAKING CARE OF YOURSELF CAN *transform* YOUR SCHOOL CULTURE



WHAT CONNECTED LEADERS DO *Differently*



Family Engagement at the K-8 Level
MEANINGFUL, ONGOING INVOLVEMENT IN SCHOOL



DIFFICULT CONVERSATIONS:
How to Discuss Crucial Issues to Improve Relationships and Performance



Mastering Self-Leadership:

Achieving Personal Excellence for School Excellence



Caring Connections:
A Whole School Approach to Mental Health and Wellness



FROM WORDS TO ACTION:
Your Response
TO RACISM IN SCHOOLS



Addressing Chronic Absenteeism
THROUGH INCLUSIVE AND EQUITABLE PRACTICES FOR ALL



Manage Your Time
OR TIME WILL MANAGE YOU



Use this guide to make sure you are taking advantage of all opportunities to lead, engage, advocate, and learn as part of your journey as a learning leader.

	ASPIRING Pre-service	LAUNCHING Years 1 and 2	BUILDING Years 3-5	MASTERING Years 6+
LEAD				
School Leader Paradigm	✓	✓	✓	✓
Becoming	✓	✓	✓	✓
School Leadership That Fits	✓	✓	✓	✓
Resume Review	✓	✓	✓	✓
Contract Review	✓	✓	✓	✓
Salary Survey	✓	✓	✓	✓
IPA Talk	✓	✓	✓	✓
School Leader Entry Plan		✓	✓	✓
School Leader Calendar		✓	✓	✓
School Leader Cycle of Inquiry		✓	✓	✓
School Leader Evaluation Plan		✓	✓	✓
Legal Support		✓	✓	✓
Model Student Handbook		✓	✓	✓
ENGAGE				
IPA Social Media	✓	✓	✓	✓
IPA Connect	✓	✓	✓	✓
IPA Plugged-In		✓	✓	✓
IPA Region Meetings		✓	✓	✓
Committee (member)		✓	✓	✓
Committee (chair)			✓	✓
Region Leadership Roles			✓	✓
Moderate or Present at an Event			✓	✓
IPA Congressional Delegate			✓	✓
IPA Board of Directors				✓
Mentor or Coach			✓	✓
IPA Annual Conference	✓	✓	✓	✓

WELL Summit	✓	✓	✓	✓	✓
I-Grow Summit	✓	✓	✓	✓	✓
Assistant Principal/Dean Summits		✓	✓	✓	✓
National Conferences		✓	✓	✓	✓
ADVOCATE					
Advocacy in Action Newsletters	✓	✓	✓	✓	✓
Legislative and Case Law Update	✓	✓	✓	✓	✓
IPA Policy & Action Center		✓	✓	✓	✓
IPA Principal for a Day		✓	✓	✓	✓
Legislative Committee				✓	✓
Legislative Chair on Region Board				✓	✓
NAESP & NASSP Advocacy Conferences in Washington D.C.					✓
LEARN					
Aspiring School Leader Network	✓				
Launching School Leader Network		✓			
Building School Leader Network				✓	
Mastering School Leader Network					✓
Ed Leaders Network Leadership Courses	✓	✓	✓	✓	✓
Ed Leaders Network Mandated Trainings	✓	✓	✓	✓	✓
Ed Leaders Network Webinars	✓	✓	✓	✓	✓
Ed Leaders Network Micro-Credentials	✓	✓	✓	✓	✓
Ed Leaders Network Teacher Evaluation Calibration Videos	✓	✓	✓	✓	✓
LEAD Webinar Series		✓	✓		
Mentoring Services		✓			
Coaching Services				✓	✓
Mentor and Coach Training				✓	✓
Administrator Academies			✓	✓	✓
Teacher and Principal Evaluator Initial Training and Retraining	✓	✓	✓	✓	✓
PD Scholarship		✓	✓	✓	✓

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NOTES



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NOTES



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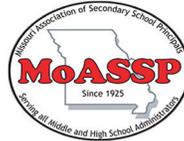
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