

2020-21 Program Summary

A fall update on how we are supporting Chicago's public school leaders.

NOVEMBER 2020

This report aims to highlight how The Fund's investment in leadership development programs has continued to support Chicago's principals and assistant principals, even during this challenging year. In March 2020, Chicago Public Schools (CPS) closed all schools as a result of the COVID-19 pandemic. That closure, along with a teacher strike in October 2019, meant that most of our students lost 40% of their in-person instructional days during the 2019-20 school year. They also lost the routines, security and joy of being in school.

In the summer, school leaders planned for multiple potential scenarios for the 2020-21 school year, including a fully remote start and a return to in-person learning with strict health protocols. On August 18,

CPS announced the decision to begin the year entirely with remote instruction.

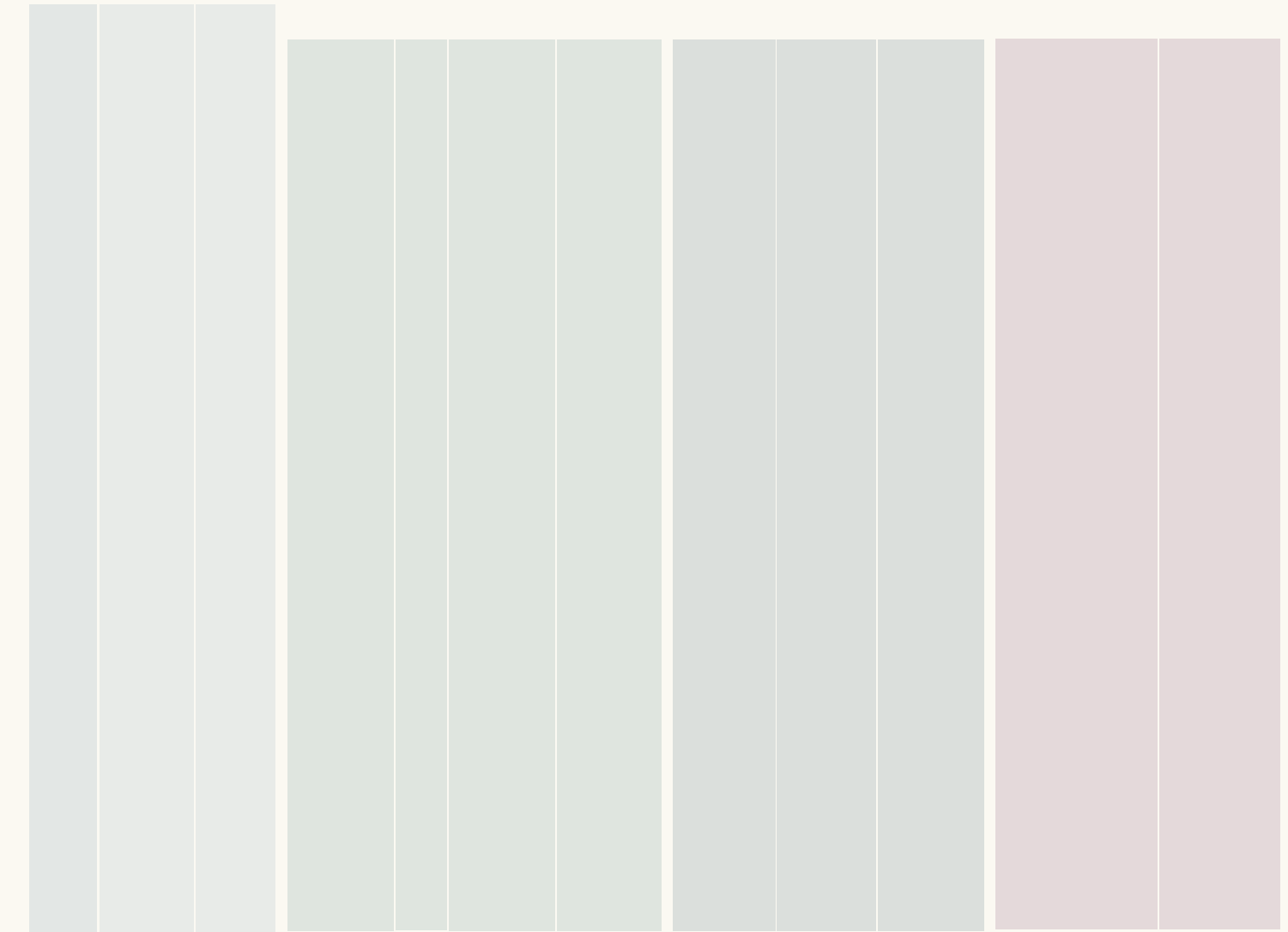
Following the announcement of remote learning, principals across the city jumped into action. They ensured that teachers were

18, B& year

PROGRAM SUMMARY

The Fund remains committed to serving schools and leaders in historically marginalized communities. To ensure that our programs support leaders at schools where our investment can have the greatest impact, we look at a number of equity-focused metrics aligned to the CPS Office of Equity's recently developed index. The index considers the school environment—the number of Diverse Learners and English Learners, student demographics, budget—as well as other community factors.

We support school leaders from all Chicago public schools—both district and charter—with opt-in programming that enhances their leadership skills to better meet the needs of students. During the 2020-21 school year, The Fund is supporting 304 district leaders and 38 charter leaders. For every 10 participants, seven lead in elementary schools and three lead in high schools. These leaders also come from diverse backgrounds.



PROGRAMS FOR PRINCIPALS

The Fund's PLCs

- Anti-Bias and Anti-Racist Teaching
- Aspiring Principals Cohorts 1, 2 and 3
- Building Collective Efficacy
- E for Equity means E for Everyone
- Effective Student Supports through Strategic MTSS
- Equity through the Lens of SEL and Trauma Instructing during the COVID-19 Pandemic
- Finding Solutions to Our Unique Circumstances
- Improving Grading Practices and Grading for Equity
- Learn to Lead Cohorts 1, 2 and 3
- Personal Leadership and Self-Care
- Strategic Budgeting for School Success and Personalized Learning in a Remote Environment
- Supporting Second- and Third-Year Principals
- Systems and Structures for Professional Development
- Universal Design for Learning
- Unpacking Balanced Literacy
- Virtual Goal-Setting with Teachers and Students

Professional Learning Communities (PLCs) | 106 participating principals; 18 principal leaders

Professional Learning Communities are year-long peer study groups for Chicago's school leaders, led by the city's top principals. The Fund's PLC program helps principals learn and implement best practices from one another. Each PLC has a principal "expert" who facilitates the learning experience for the participants in their cohort. The PLC serves both to elevate the practice of the expert principal and to improve performance in participating schools. In 2020-21, The Fund is supporting 20 PLCs across 16 topics, all of which are centered around the idea of "COVID-19 Comeback." Leaders are focused on a range of topics, including acting on planning around learning loss, leading school-wide anti-racist initiatives, leveraging community partnerships, and ensuring student safety. A complete list of PLC topics for the 2020-21 school year can be found to the left. PLCs will meet virtually for the 2020-21 school year.

Executive Principal | 13 principals

In partnership with CPS' Department of Principal Quality, the Executive Principal program is a multi-year mentorship opportunity for Chicago's top leaders (Executive Principals) and rising stars (Partner Principals). Partner and Executive Principals are thoughtfully matched based on their strength areas and aspirations for their schools. Throughout the school year, Executive Principals provide up to 300 hours of coaching and mentoring, which include weekly virtual school visits and observations, collaborative planning time and networking opportunities.

2020-21 is the third year of the Executive Principal pilot and will focus on codifying learnings and best practices to scale future impact.

PROGRAMS FOR PRINCIPALS

“It has been tremendously helpful and inspiring to thought-partner with and learn from colleagues that I might not have otherwise gotten to talk with and the experts we have encountered thus far. The professional development is energizing. I wish we could encounter this type of learning all the time.”

ALTHEA HAMMOND
Principal, Plamondon ES
Chicago Principals Fellowship,
2019-20

Principal Fellowships | 24 principals

The Chicago Principals Fellowship and Cahn Fellows program are designed to provide executive leadership support to Chicago's most talented principals.

The Chicago Principals Fellowship | 16 principals

The Chicago Principals Fellowship is a hands-on policy and leadership experience for Chicago's top principals, led by Northwestern University's Kellogg School of Management and CPS' Department of Principal Quality. Fellows participate in academic sessions with celebrated Northwestern faculty and monthly policy advisory sessions with CPS CEO Dr. Janice K. Jackson. At the end of the Fellowship, groups of participants present policy recommendations on a topic of their choice to district leaders. In 2020-21, the program evolved from a one-year to a two-year model, and academic and policy sessions will focus on school sustainability and system-level leadership. The next cohort of Fellows will meet from January 2021 to May 2022.

The Cahn Fellows Program | 8 principals

The Cahn Fellows program is a 15-month-long national leadership development opportunity led by faculty at Teachers College, Columbia University. Fellows design and implement leadership projects in their schools with guidance from professors and practitioners. Each Fellow chooses an "ally" – another educator in their school whom they are partnering

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Data Definitions

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