



**Early Win Submission
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Submitted by:

Roy Garcia, Chief Officer for School Leadership

Roy.Garcia@cfisd.net

&

Christina Cole, Assistant Superintendent for School Leadership

Christina.Cole@cfisd.net

Domain 1: Leader Standards

What “early win” did you design?

In the Cypress-Fairbanks Independent School District, we desired to create an early win that would be commensurate with the relevant work needing to be completed in our district. We were already aware that our Competencies Framework for the Principalship, the founding document for all our leadership institutes, required revision which would include more recent standards. Our Competencies Framework document encompassed the Texas Administrative Code and the Interstate School Leaders Licensure Consortium (ISLLC) Standards aligned to our district’s Portrait of Cypress-Fairbanks ISD Administrator. We sought to revise the Competencies Framework from the previous ISLLC standards to the new Professional Standards for Educational Leaders (PSEL) and include the Texas Principal Standards. We also preferred to remove the Texas Administrative Code from our founding document. In order to do so, we formed two committees, a core team consisting of our School Leadership team and an advisory team consisting of a broader group of individuals which included the School Leadership Team, the Director for Professional Learning and three principals from each school level. Each principal brought a unique perspective to the work with various years of leadership experience and previous participation in the early work of creating the Competencies Framework for the Principalship.

What did you attempt to do?

The core team began its work by reviewing and scoring our leadership pipeline using the rubric from the Principal for Pipeline Self-Study Guide for Districts. We believed it was important to understand the strengths and challenges of our own principal pipeline by completing the self-study guide. We then met with our advisory team to share our past work, goals, and outcomes. The advisory team was given the opportunity to read the rubric and score each

dimension. At a separate meeting, we calibrated the scores by discussing the areas where there had not been a consensus in order to come to mutual agreement. The advisory team discussed the strengths, areas for improvement, as well as the area where the biggest impact could be made in the shortest amount of time for the early win. The advisory team echoed the core team's desire to revise the founding document, the Competencies Framework for the Principalship, with more current and relevant standards. The team agreed it would be important to continue the alignment of PSEL and Texas Principal Standards to our district's Portrait of a Cypress-Fairbanks ISD Administrator.

How did it work?

The advisory team came together with our Wallace Foundation consultants, Dr. Nancy Gutierrez, president of the New York Leadership Academy and Dr. Carole Learned-Miller, chief of staff for the New York Leadership Academy. We created large charts of each of the five components of the Portrait of a Cypress-Fairbanks ISD Administrator and placed them around the room. The five components of the portrait are Creative Visionary, Effective Communicator, Dedicated Professional, Lifelong Learner, and Inspiring Catalyst. Each component of the Portrait of a Cypress-Fairbanks ISD Administrator is defined for its readers. Each member of the advisory team was provided with copies of the Professional Standards for Educational Leaders (PSEL) and with the Texas Principal Standards and the team was divided into small groups. Each small group was assigned to one of the five components of the Portrait of a Cypress-Fairbanks ISD Administrator and asked to take each indicator from each standard and write it under the corresponding component of the Portrait of Cypress-Fairbanks ISD Administrator. The goal is to create an alignment between each standard (PSEL and Texas Principal Standard to the Portrait of a Cypress-Fairbanks ISD Administrator). Upon completion, a gallery walk was completed of each of the five components of the Portrait of Cypress-Fairbanks ISD Administrator with the indicators from both the PSEL standards and the Texas Principal Standards to review the work.

What lessons did you learn?

In reviewing the work, we noticed there was an overlap of the indicators in various components of the Portrait of Cypress-Fairbanks ISD Administrator. As a team, we need to determine if the overlaps are going to be a problem or if we feel comfortable including the same indicator throughout different sections of the Portrait of Cypress-Fairbanks ISD Administrator. Furthermore, we noticed that although the Portrait of Cypress-Fairbanks ISD Administrator was written with an instructional focus in mind, the instructional focus is not explicitly stated and leaves much to be inferred. Moreover, the teams must come back together as a group and compile the curriculum for the Aspiring Principal Institute curriculum once the gaps have been addressed.