

Appendix 6. UIC Ed.D. Program in Urban Education Leadership: Entry Inquiry Framework

Overview and Introduction

During the first three years in the Ed.D. program at UIC, students can expect to enter two, and often three, new leadership positions: the residency in year one, the first post-residency principal or assistant principal or network-level position in year two, and often a new position in year three. We know from experience that entry into these new positions can happen very quickly and can easily end up being more reactive than planful. It is the program's job to help you enter every new leadership role as strategically as possible to ensure your success in that new role.

An important characteristic of UIC's approach to entry is that we think of entry "planning" as just one element of a broader inquiry process that informs later planning and action. Done well, entry inquiry will inform the more robust cycles of inquiry that you and others will lead as your primary mechanism for supporting ongoing school improvement.

Entry inquiry is a critical first iteration of cycle of inquiry leadership for school improvement. It also offers unique opportunities to engage in operational leadership and organizational culture building during your earliest days on the job. Done well, entry inquiry allows you to build your leadership credibility, demonstrate trustworthiness, and develop many internal and external relationships. It also helps you establish a rhythm of personal reflection about things you still need to learn in order to be successful in your new role.

Not surprisingly, the entry process becomes more expansive as you move through the roles of resident principal, assistant principal, and principal. Although the entry process begins with you alone, you quickly begin to engage others in leading this work with you (particularly teacher leaders and/or one or more school-level leadership teams). This process unfolds at a pace that is appropriate for your unique school setting.

What elements of your learning need to have occurred prior to EDPS 586A?

By the end of the yearlong residency experience, UIC expects you to have developed a sound foundation in instructional leadership (diagnosis and development), organizational leadership (diagnosis/development), and the use of cycles of inquiry to lead continuous improvement (think the UIC Logic Model—L-O-I-S). At the conclusion of the residency year, you should also have a well-developed, clearly articulated personal theory of action for building organizational capacity that supports continuous improvement of instruction and school effectiveness.

What are the goals of the entry process from the time that you are hired until roughly the end of October?

Goal 1: Intra-personal leadership learning

- Establish yourself as a self-regulated learner
- Engage in frequent and systematic reflection about your own leadership effectiveness
- Actively seek feedback and coaching from others

Goal 2: Inter-personal and relational leadership

From *Improving America's Schools Together: How District-University Partnerships and Continuous Improvement Can Transform Education*, by L. M. Gomez, M. Biag, D. G. Imig, R. Hitz, and S. Tozer (Eds.), 2023, Rowman & Littlefield. Copyright © 2023 by The Rowman & Littlefield Publishing Group, Inc. All rights reserved. ISBN: 9781538173220

- Build internal (within-school) and external (community, network, district) relationships
- Establish credibility and trustworthiness as a school and community leader
- Diagnose external community strengths, weaknesses, and opportunities and begin strategic engagement with and in the external community
- Pay particular attention to assets and resources that can support/promote/enhance equity, and social justice within the school.

Goal 3: Cultural leadership

- Begin to diagnose the presence or absence of norms, beliefs, leadership and organizational capacities that are critical for continuous school improvement and ambitious learning for all students
- Help others make sense of information developed and problems found
- Begin to shape organizational culture by setting expectations and modeling behaviors that foster equity, social justice, and continuous improvement
- Be especially attentive to patterns of organization and instruction that:
 - limit opportunities for meaningful analysis, higher-order sense-making and collaborative learning by both students and adults
 - deemphasize issues of racial, social, cultural and instructional equity
 - undervalue the power and importance of a teacher learning organization (instructional inquiry, collegial and administrative trust, making practice public, and teacher collaboration)

Goal 4: Strategic leadership

- Use entry inquiry to produce quick wins that also build stakeholder familiarity with the inquiry and strategy-selection process
- Use entry inquiry to identify student learning and engagement problems that seem to originate in instructional practices AND would benefit from deeper diagnostic problem-finding. Be especially attentive to inequitable access to challenging learning.
- Use entry inquiry to Identify edges of growth and promising points of entry for growing leadership and organizational capacity that can actively support improvements in instructional effectiveness and student outcomes

Goal 5: Operational leadership

- Quickly assess the safety, efficiency and user-friendliness of day-to-day operations and the overall appearance of the physical plant
- Demonstrate effective operations management by ensuring a smooth opening to the school year

Why is it important to achieve these goals?

An effective entry process builds the foundation for a new leader to learn the environment and to become identified as a thoughtful, self-regulated learner who cares deeply about the interests and aspirations of the entire school community. Strong entry helps a leader use various forms of inquiry and collaboration to build acceptance and trust, and to generate both shared understanding and broad support for work that is intended to produce substantial improvements in student outcomes over time.

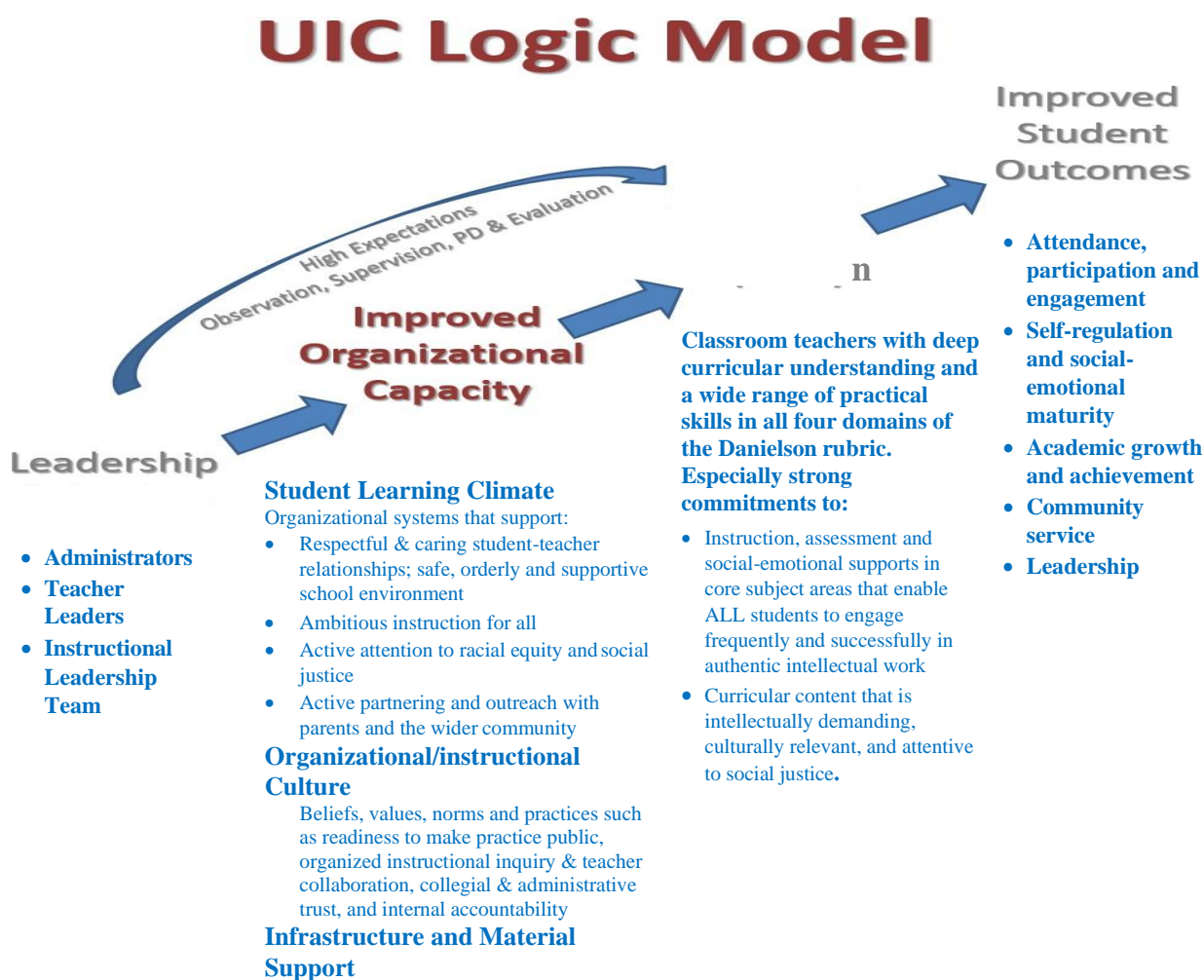
How will entry goals be achieved?

From *Improving America's Schools Together: How District-University Partnerships and Continuous Improvement Can Transform Education*, by L. M. Gomez, M. Biag, D. G. Imig, R. Hitz, and S. Tozer (Eds.), 2023, Rowman & Littlefield. Copyright © 2023 by The Rowman & Littlefield Publishing Group, Inc. All rights reserved. ISBN: 9781538173220

Successful entry requires a range of capacities that include:

- strong communications and relationship building
- collection and analysis of key information and data about the school and its setting
- engagement of faculty, staff and students in shared diagnosis of the school's needs
- creation of systems and processes for the collaborative problem-solving necessary to meet those needs.

Your initial diagnoses will also need to be informed by a logic model (we recommend UIC's L-O-I-S model, pictured on the next page). The job of the logic model is to help you identify issues, elements and cause/effect relationships in each of the "boxes" that should receive diagnostic attention.



Disciplined inquiry is the best tool available for integrating personal theories of action with the specific requirements of an individual school. The core challenge of the entry process is to build relationships and gather information that allow you to situate your personal theory of action inside the particular needs and opportunities that exist at your new school. This helps you identify promising entry points for further inquiry and initiates the process of mobilizing community energy to support the continuous improvement process.

Clinical experience and the courses you have taken have helped you to learn what to look for (diagnostic criteria) as you assess the strength and quality of elements in each of the logic-model boxes. For example, during your residency year, you experienced three instructional leadership courses that helped you build on your prior knowledge and experience as a teacher. Combined with your residency experience, this helped you broaden and deepen your understanding of what strong instruction looks like. Successful entry helps you draw on this knowledge and expertise so you can apply it appropriately in your new setting.

Two key goals of UIC's Ed.D. program are to help you:

- deepen your personal theory of action (PTOA) for building a powerful learning organization in any school you lead
- become increasingly skilled at situating your PTOA in the particular circumstances of the schools you are invited to lead

We know (and expect) that your PTOA will continue to evolve during your course of study and throughout your leadership career. Entry into a new position offers practical opportunities to reflect on that evolution in ways that will bring greater intentionality to your leadership work.

Formalizing and Mapping the Entry Inquiry Process

Goal 1

Summarize your personal theory of action in writing

Artifact Due: May 13, 2021

Using no more than five pages of narrative (1,250 words):

- Describe the personal and professional experiences that had the biggest influence on your PTOA prior to entering the Urban Education Leadership Program
- Describe how your PTOA evolved during your last three semesters of coursework and residency at UIC.
- Describe how your PTOA “fits” with UIC’s L-O-I-S logic model for continuous school improvement

Goals 2-5

Begin to situate your personal theory of action in the history, culture and current circumstances of your school.

Artifacts Due: As outlined below or as arranged with your Leadership Coach and 586A professor

Leaders do not enter with a situated theory. Situated theory develops during the first big cycle of inquiry and moves progressively over time toward a shared theory of action.

- Complete the diagnostic work outlined below for Goals 2-5
- Create appendices that include key artifacts from the evidence trail you developed to support your initial diagnostic conclusions

Goal 1: INTRA-PERSONAL LEADERSHIP LEARNING

Engage in frequent, systematic critical reflection on your own effectiveness as a leader

From Donaldson (2008) *How Leaders Learn*, Chapter 6

“Self-awareness and self-management [are] the two great outcomes of intra-personal learning . . . Moving from ‘unconscious’ to ‘conscious’ describes aptly what intra-personal learning is all about, stimulating the greater self-awareness that is essential to self-management; moving from self-ascribed effectiveness to authenticated efficacy.”

From Bereiter and Scardamalia (1993) *Surpassing Ourselves*, Chapter 7

“Everyone learns, which is to say that everyone continually encounters new information and assimilates it into what they already know. Most of the time learning goes on effortlessly, without the need for thought, but occasionally it is problematic. [When new learning is problematic] the non-expert learner, tends to minimize new learning by immediately making a best-fit match between new information and whatever is already known. By contrast, the expert-like learner carries on a program of progressive problem solving. Inconsistencies between existing beliefs and new knowledge are not resolved by problem-reducing changes but by efforts to construct new knowledge structures that can deal with newly recognized complexities.

From Donaldson (2008) *How Leaders Learn*, Chapter 4

“Just like a pebble in your shoe, working on my leadership development plan wasn’t comfortable. I had to look hard at myself and say, ‘Hey, you really need to work on this if you want to be a great principal.’

“Two qualities seem to make a pebble particularly conducive to learning:

1. It is sufficiently irritating. That is, it is important to success and won’t go away. It causes worry. The leader takes it home with him or her. It becomes a source of self-doubt
2. It sufficiently promises significant personal growth. The challenge falls enough within the leader’s control to give him or her the sense that ‘I can make a change here’

Tasks and Artifacts for Intra-personal Leadership at Entry In consultation with your coach:

- **Briefly reflect on how these and/or other professional literature have impacted your PTOA**
- **Identify and monitoring strategies** for your most important intra-personal learning priorities during your first 90 days.
- **Ground your priorities in an updated self-assessments** of the following:
 - CPS leadership competencies
 - UIC’s 3 Dispositional Domains of leadership competence

Priority Type	Top 3-5 Areas of Concentration, Monitoring and Coaching During Entry
CPS Leadership Competencies	•
UIC Dispositional Domains	•

Goal 2: INTER-PERSONAL and RELATIONAL LEADERSHIP

Establish positive, personal connections with faculty, staff, students, parents and community members to demonstrate interest in who those individuals are and to deepen your understanding of how stakeholders currently experience the school

From Tshannen-Moran (2014) *Trust Matters 2nd Ed.* Chapter 3

“As trust develops in newly forming relationships, an initial period of impression making is followed by a period of more intense exploration. Trust between two parties is established through a commitment period during which each partner has the opportunity to signal to the other a willingness to accept personal risk and not to exploit the vulnerability of the other for personal gain. A kind of courtship takes place in which each party is careful not to violate the other’s developing trust. This commitment period begins at the moment of initial contact and extends until participants know each other well enough to predict the other’s values and behavior. As participants begin to feel more comfortable with one another, there may be a tacit testing of the limits of trust and influence and attempts to arrive at a mutual set of expectations.” Tschannen-Moran and her colleagues identify five areas for discerning leader trustworthiness: a) honesty, b) reliability, c) competency, d) benevolence, and e) openness.

Tasks and Artifacts for Inter-personal and Relational Leadership at Entry: In consultation with your coach:

- **Identify and create monitoring strategies** for your most important relational leadership priorities during your first 90 days. *Be prepared to share these strategies at the first class of 586a.*
- **Reference the “collaborative orientation” portion of UIC’s Professional Practices Domains** as you complete this work
- **Create preliminary calendar of stakeholder interactions** for your first 90 days that builds a strong foundation for relational leadership at your school. A sample calendar is shown below.

Sample Entry Inquiry Calendar for Interpersonal/Relational Leadership		
Priority	Action(s) for accomplishing priority	Timeline
Priority #1 Establish positive relationships with faculty & staff	Meet with principal & chief to hear about prior expectations	Week 1-2
	Introductory meeting with ILT & Grade Level Teams	Week 1-6
	Send email to respective staff to introduce yourself	Week 1
	Arrange meetings with staff members (individual or group)	Weeks 1-7
	Arrange meeting with counselors, clerical and custodial staff	Weeks 1-7
	Schedule and conduct regular walk-throughs of classrooms	Weeks 8-13
Priority #2 Establish positive relationships with student body	Schedule and conduct introductory walk-through and morning announcement appearances.	Week 9 (week 1 of school)
	Conduct lunchroom conversations.	Week 9-10
	Meet with student leaders.	Week 9-10
	Attend after-school and sports events.	Weeks 9-13
	Establish visible presence throughout the school day.	Week 9-13
	Build office-supported systems for birthday cards and other forms of individual recognition throughout the school year	Week 1-4
Priority #3 Establish positive relationships with parents, families & community stakeholders	Send out letter of introduction to parents and post on school website.	Week 1
	Attend meetings of LSC, PAC and other parent led groups.	Week 1-13
	Attend all after school parent events.	Week 9-13
	Compile a list and meet with all current community partners.	Week 1-6

Goal 3: CULTURAL LEADERSHIP

Cultural leadership addresses an element of organizational capacity that is separate from strategic leadership (which also entails diagnosing and developing organizational capacities). We extract cultural leadership from strategic leadership, and accord it special urgency, because it involves diagnosing and shaping the collective beliefs, values, and norms that make all other aspects of school improvement possible.

Two categories of organizational capacity that require immediate cultural leadership as you enter a new school are **student learning climate** and **organizational/instructional culture**.

Positive student learning climate includes:

- Respectful and caring teacher-student relationships
- Safe and orderly environment
- Frequent student collaboration
- Frequent opportunities for ALL students to engage in authentic intellectual work
- Active attention to instructional equity and teaching that is culturally and racially just
- Active outreach and partnering with parents and caretakers

Positive organizational/instructional culture includes beliefs, values, norms and practices that encourage:

- Readiness to make practice public
- Organized instructional inquiry and teacher collaboration
- Collegial and administrative trust
- Commitment to affording all students frequent opportunities to engage rigorous analysis and higher- order sense-making
- Commitment to equity, social justice and continuous improvement
- Internal accountability for supporting all of the elements described above

Early diagnostic priorities include:

- locating sources of information that will tell you about each of the elements described above
- collecting and organizing the information you collect
- developing an accounting of evidence-based trends as well as questions raised that will require additional inquiry

Tasks and Artifacts for Cultural Leadership at Entry:

- **Work closely with your coach to:**
 - identify data sources that will support entry inquiry about the look-fors outlined above
 - develop a clear plan and calendar to guide the first 8-12 weeks of cultural leadership
 - develop a system for organizing and analyzing data collected and begin data collection
- **Bring artifacts of work-in-progress to the first two classes of EDPS 586a**
- **Create a written summary of your first 8-12 weeks of inquiry-for-cultural-leadership bring it to the third class of EDPS 586a**

Goal 4: STRATEGIC LEADERSHIP

Strategic leadership at entry starts by assessing existing plans and strategies for school improvement and enacting quick-wins that address urgent or less complex issues during the first year. It also involves initiating a cycle of inquiry for:

- finding and addressing the root causes of broader more complex problems that affect teaching and learning
- diagnosing and developing leadership and organizational capacities that will be needed to support cycles of inquiry and other forms of continuous improvement work

You will be using UIC's L-O-I-S logic model as your diagnostic framework.

Tasks and Artifacts for Strategic Leadership at Entry:

Continuous Improvement Work Plan (or its equivalent)

- **Diagnose** the strength/quality of the existing CIWP
- **Determine** which strategy work should/will be actively implemented this year from the existing CIWP
- **Clarify** expected impact, outcomes and monitoring strategies for the work you select
- **Clarify** the teacher learning that will be required for successful enactment
- **Prepare a written summary of this work for the 1st or 2nd class of EDPS 586a (depending on your date of hire)**

Quick-wins

- **Identify, enact and monitor** a small set of high-profile “quick wins” for summer and the opening weeks of school that build confidence in your leadership and illustrate how inquiry-based interventions work
- **Develop/carry-out** a set of culture-building activities for the week that all teachers return for the new school year; identify the specific attributes of the culture you are trying to shape and how you plan to shape them
- **Report progress** on “quick-wins” publicly during weeks 8-13 and engage teacher-leaders in structured reflection leading to next-step strategy enactment
- **Prepare a written summary and report your quick-win process at the 3rd class of EDPS 586a**

Cycles of Inquiry based on L-O-I-S diagnostic problem-finding

- Use **diagnostic strategies** that you learned in EDPS 557 to conduct L-box and O-box diagnostics that will inform ongoing leadership and organizational capacity development
- **Conduct** I-box and S-box diagnostics that unearth problems with student learning, equity, engagement, and instructional quality that will benefit from deeper inquiry
- **Prepare a written summary of** growth edges and promising points of entry for growing leadership (L) and organizational capacity (O) that will actively support improvements in instructional effectiveness (I) and student outcomes (S)
- Engage in collaborative analysis of your written L-O-I-S summary at a late October/early November class of EDPS 586a

Goal 5: OPERATIONAL LEADERSHIP

Preliminary diagnosis of systems, procedural efficiencies, budget priorities, appearance of physical plant and surroundings and day-to-day practices to ensure a successful opening day and first quarter

Tasks and Artifacts for Operational Leadership at Entry

Working closely with your coach, create a 6-week calendar of diagnostic activities during your first two weeks on the job that will help you:

- deepen your understanding of operational assets and problems
- identify and implement operational quick-wins with high visibility for faculty, staff, students and parents

Policy and Procedures		
Operational Domain	Action(s) for accomplishing objectives	Timeline
Staff Handbook (listing school-specific procedures not otherwise mentioned in contractual agreement)	<p>Staffing Handbook might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Lesson plan expectations & procedures <input type="checkbox"/> Emergency Lesson Plan requirements (including location and school policy) <input type="checkbox"/> Grading Policy (if school-specific), expectations, and procedures <input type="checkbox"/> School-Wide Homework Policy <input type="checkbox"/> *School-specific Uniform Policy and/or Dress code <input type="checkbox"/> *Employee Discipline <input type="checkbox"/> *Health Examinations/Fit for Duty Examinations <input type="checkbox"/> *Employee Smoking Policy <input type="checkbox"/> School-specific Cell Phone Policy Statement <input type="checkbox"/> Hallway and other common areas bulletin board expectations and schedule. <input type="checkbox"/> Email Usage <input type="checkbox"/> Cell Phone Telephone Usage during the instructional day <input type="checkbox"/> Fax Requests <input type="checkbox"/> Copy Requests <input type="checkbox"/> Access to Scanner/Laminator/Color Printing <input type="checkbox"/> Staff communication procedures for P.A. announcements and/or daily updates. <input type="checkbox"/> *Procedures for reporting teacher and ESP absences (Note: It is highly recommended to be very specific in your language and expectations. i.e., admin requires call and/or email 24 hours in advance) <input type="checkbox"/> Office Referral procedures and forms for behavior referrals <input type="checkbox"/> Instructional Leadership Team (ILT) Information <ul style="list-style-type: none"> o ILT Members o ILT Vision and/or Theory of Action o ILT meeting dates and times <input type="checkbox"/> Grade Level Teams (GLTs) or Common Planning Time expectations and information <ul style="list-style-type: none"> o Grade Level Team Leads o GLT agenda recommendations and/or requirements o Admin GLT schedule <input type="checkbox"/> “Look and Feel” Classroom expectations <ul style="list-style-type: none"> o Posting student work requirements o Bulletin Board expectations o Anchor charts o Student Learning Objectives o Agenda o Student Rules of Behavior (CHAMPS, PBIS) <p>(*Please make sure to refer to the contractual agreement before determining school specific policies.)</p>	

Parent/Student Handbook (This should include any and	Parent/Student Handbook might include: <input type="checkbox"/> Principal's welcome message	
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all school-wide policies for students and parents)	<input type="checkbox"/> Attendance Procedures (i.e. Phone number to call when absent, school-specific absentee form,) <input type="checkbox"/> School-specific behavioral policy and procedures <input type="checkbox"/> Arrival & Dismissal Times and Pick-up Policy <input type="checkbox"/> Cafeteria <input type="checkbox"/> Breakfast hours and school-specific policy <input type="checkbox"/> Halls/stairwells procedures <input type="checkbox"/> Restroom School-specific policy <input type="checkbox"/> Recess/Playground (include inclement weather school-specific policy) <input type="checkbox"/> Indoor/outdoor lineup <input type="checkbox"/> Fieldtrip Policy and Expectations <input type="checkbox"/> School-specific teacher and/or admin meeting/conference request <input type="checkbox"/> Volunteers policy and procedure	
Contractual Agreement Review	<p>The contractual agreement can be found online at https://www.ctunet.com/for-members/text/CTU_Contract_2015-2019_FINAL.pdf</p> <p>Key sections and page numbers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grievance and Arbitration Procedure..... 21 <input type="checkbox"/> Elementary School31 <input type="checkbox"/> Middle School.....35 <input type="checkbox"/> High School 38 <input type="checkbox"/> Texts and Supplies. 42 <input type="checkbox"/> Professional Development Teachers and Teacher Leaders 45 <input type="checkbox"/> Paraprofessional and School-Related Personnel (PSRPs).47 <input type="checkbox"/> Extracurricular Personnel..... 58 <input type="checkbox"/> Safe and Healthy Work Environment60 <input type="checkbox"/> Librarians: Elementary and High School62 <input type="checkbox"/> Physical Education Teachers..... 65 <input type="checkbox"/> Playground Teachers.....67 <input type="checkbox"/> Career and Technical Education Teachers 67 <input type="checkbox"/> Academic Calendar 74 <input type="checkbox"/> Clinicians 76 <input type="checkbox"/> Special Education Teachers 88 <input type="checkbox"/> Itinerant Teachers..... 93 <input type="checkbox"/> Classifications of Teachers..... 93 <input type="checkbox"/> Summer School.....100 <input type="checkbox"/> Holidays102 <input type="checkbox"/> Personal Days.....103 <input type="checkbox"/> Class Coverage.....104 <input type="checkbox"/> Class Size 109 	
Human Resources/Staffing		

Ensure access to programs	<p>Make sure to have access to the following programs linked to your school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Taleo (formerly DS2) <input type="checkbox"/> Oracle 	
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	<input type="checkbox"/> ODA (including giving rights & lunch form) <input type="checkbox"/> Aspen <input type="checkbox"/> Aspen SSM <input type="checkbox"/> Aspen CIM <input type="checkbox"/> Aspen Dashboard <input type="checkbox"/> Aspen Focus (formerly Verify) <input type="checkbox"/> Timekeeper <input type="checkbox"/> HR4U	
Organization Chart	<p>Create and/or review organizational chart. You might include:</p> <input type="checkbox"/> Teacher/Admin/Staff name <input type="checkbox"/> Classroom/Office Location <input type="checkbox"/> Position Funding Source <input type="checkbox"/> Position (i.e. DL teacher, PE teacher, PARA) <input type="checkbox"/> Phone number <input type="checkbox"/> Tenure status (for teachers only. i.e. PAT, TAT,) and hired date (Note: It is highly recommended, because of the sensitivity of the content, that you do not share your org chart with anyone outside your organization.)	
Interview Protocol/Process	<p>Develop interview process and protocol. Consider the following:</p> <input type="checkbox"/> Resume review team/committee <input type="checkbox"/> Three-tiered interview process <input type="checkbox"/> Interview team <input type="checkbox"/> Example Lesson-Plan submission <input type="checkbox"/> Video of candidate teaching lesson <input type="checkbox"/> Reference submission and review	
New Staff Induction	<input type="checkbox"/> Plan and Develop a new teacher induction process <input type="checkbox"/> Peer-to-Peer coach <input type="checkbox"/> ICI goal development	
Environment and Building Operations		
Engineer	<input type="checkbox"/> Introduction <input type="checkbox"/> Meet with Engineer supervisor <input type="checkbox"/> Ask for maintenance request protocols <input type="checkbox"/> Review Non-negotiables and expectations <input type="checkbox"/> Ask for a list of existing contracts with vendors <input type="checkbox"/> Schedule a building walk with Engineer and Supervisor <input type="checkbox"/> Ask for Health Inspection report <input type="checkbox"/> Review all Exceptions on report <input type="checkbox"/> Review safety and evacuation protocols	
Lunchroom Manager and Staff	<input type="checkbox"/> Meet one-on-one with lunchroom manager <input type="checkbox"/> Meet lunchroom staff <input type="checkbox"/> Review Roles and Responsibilities with Lunchroom Manager and Lunchroom staff <input type="checkbox"/> Walk through kitchen and review last Health Inspection	

	<ul style="list-style-type: none"> ○ Check for all service areas for cleanliness ○ Check under appliances and throughout lunchroom floor areas for rodent or insect droppings ○ Check all neighboring classrooms, restrooms or storage closets for rodent or insect droppings as well ○ Check for proper sink drainage ○ Make sure every sink in and around the lunchroom area has hot water (greater than 135°) <input type="checkbox"/> Go over lunch/recess schedules and student lunchroom entry for breakfast and lunch	
Building and Grounds Walk	<input type="checkbox"/> Look at every classroom <input type="checkbox"/> Create to-do list for engineering staff <input type="checkbox"/> Ensure there are evacuation plans posted in every classroom <input type="checkbox"/> Meet all custodians <input type="checkbox"/> Review grounds expectations <input type="checkbox"/> Make sure there is no visible sunlight underneath all outside doors (ensures no rodent entry)	
Other Operational Programs	<input type="checkbox"/> MESA (Used to enter jobs for engineers) <input type="checkbox"/> FIMS Emergency Management Plan and Fire Drills <input type="checkbox"/> ISBE IWAS website – Apply for Recognition of School	
School Communications		

School Communications	<ul style="list-style-type: none"> <input type="checkbox"/> Blackboard Connect <ul style="list-style-type: none"> ○ Set up Robo-call access ○ Create back-to-school message ○ If training is needed, contact the Communications Department <input type="checkbox"/> Distribute teacher and staff PD week schedule and agenda (Please make sure to reference the contractual agreement to schedule self-directed time for teachers) <input type="checkbox"/> Prepare for mandatory Principal-directed Evaluation Meeting (The Law Department usually gives principals a script to follow. Make sure that all teachers present sign in for this meeting) <input type="checkbox"/> School Website <ul style="list-style-type: none"> ○ Get access to school website passwords ○ Check School Website for Information errors ○ Change/Create Principal's Message on website ○ Add parent/student hyperlink ○ Hyperlink any instructional tools – i.e. Khan Academy, Achieve 3000, ST Math, Reading Plus and RazKids <input type="checkbox"/> New Students <ul style="list-style-type: none"> ○ Create and distribute flyers to explain student enrollment or matriculation dates, procedures, and protocols ○ Set up testing areas for any ELL students entering school system for the first time (out of district, 	
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	<p>kindergarteners, and/or Pre-K) who have answered yes to any of the two questions on the home language survey</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare BOY parent/student packets for distribution on students' first day of class <input type="checkbox"/> Prepare for Principal's State of the School Address (This meeting should be scheduled between the 20th and 40th day of school.) 	
Other Best-Practices Communications	<ul style="list-style-type: none"> <input type="checkbox"/> Principal LSC/ALSC one-on-one meeting <input type="checkbox"/> Principal Meet and Greet Meeting <input type="checkbox"/> Schedule individual one-on-one Teacher Meetings <input type="checkbox"/> Teacher/Parent Meet and Greet (can be held during one of the PD days during the teachers' and staffs' first week) 	
Technology		
Technology Usage/Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Create a Technology School Vision to share with all Stakeholders (i.e. One-on-One school, technology used to create not just word processing, etc.) <input type="checkbox"/> Meet one-on-one with technology coordinator <input type="checkbox"/> Assign and give Oracle access to technology coordinator or staff member for active inventory for all classroom equipment and furniture over \$250. <input type="checkbox"/> Check MSD room for Internet connectivity, temperature (between 55°and 68°) <input type="checkbox"/> A/V Equipment functionality <input type="checkbox"/> Create list of admin and techco passwords for all computers and instructional programs in 	
Student Rosters and Schedules		

	<ul style="list-style-type: none"> <input type="checkbox"/> Review and Confirm all classes are assigned a teacher in Aspen SIM <input type="checkbox"/> Review and Confirm all students are properly scheduled in Aspen SIM <input type="checkbox"/> Consult with your school scheduler and monitor CPS Dashboard DQI to determine status of scheduling in Aspen SIM <input type="checkbox"/> Confirm promotion & retention of students <input type="checkbox"/> Review and update all school schedules: <ul style="list-style-type: none"> ○ Common planning time is formally included in schedules, including special education teachers with their grade-level general education colleagues ○ Review schedules for teachers and ESP personnel assigned under special education funding to ensure all mandated services are delivered, including bilingual special education. ○ Ensure the early childhood classroom assistant is NOT scheduled for duties outside the early childhood classroom <input type="checkbox"/> Review class rosters: <input type="checkbox"/> Ensure no general education class has > 30% students with disabilities <input type="checkbox"/> Review EL rosters and ACCESS preliminary report to guarantee ELs are placed in the correct program and 	
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	<p>receive appropriate instruction according to their language and academic needs.</p> <p>(Please note: If you are unsure of any of the abovementioned procedures make sure to contact 3-EXCL for assistance with IMPACT SIM.)</p>	
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