

(ATTACHMENT 1) ACTION ON REQUEST TO WAIVE ADMINISTRATIVE POLICY 3.09(7)(B)5 AND ENTER INTO A CONTRACT WITH UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP FOR PROFESSIONAL DEVELOPMENT AND COACHING

The Administration is requesting authorization to waive the competitive-bidding requirements of Administrative Policy 3.09(7)(B)5 and to enter into a contract with the University of Washington Center for Educational Leadership.

The contractor will provide professional development and coaching to build the expertise of principal supervisors and other district leaders. Participants will develop a shared understanding and common language of effective school culture and identify strategies for supporting principals in their work to establish and sustain an effective school culture. Contractor will provide retreats for multiple levels of district staff; professional Learning sessions for DSS teams; on-site, job-embedded coaching; materials; and project management as needed.

The contract will run from August 1, 2017, through June 30, 2018. The total cost of the contract will not exceed \$80,325.

Beginning in August of 2017, Milwaukee Public Schools has made organizational changes to ensure that every classroom in the district is supported and that the instructional core is our priority. This reorganization will allow the staff at Central Services to cross-function between instruction and operations. As a school district we believe that, just as the research states, in order to improve student achievement, we need effective teachers in every classroom. Second to effective teachers is a great principal leading every school to help influence students' learning. Overall, the goal is higher student achievement for every MPS school. What we know is that, in order to realize this goal, we must prepare and support instructional leaders to lead effectively. We also realize that we must prepare principal supervisors to lead this charge in supporting principals.

The information that was presented to the Board in May regarding the reorganization of Central Services focused on five objectives designed to shift from a core function that focuses on compliance at the crisis-management level to the direct provision of high-quality, relevant, differentiated services to assist schools in building their capacity for continuous improvement. One of our objectives—to improve learning-focused partnerships between Central Services staff and school leaders that is dedicated to helping principals grow as instructional leaders who lead powerfully for more effective instruction in every classroom—illustrates the premise for one of our top priorities having become to restructure the way in which school leaders receive support. Additionally, we presented guiding principles for the work that we are embarking on, centered around a focus on the highest levels of student achievement, instructional practices and programs, collaborative systems, culture and climate, and capacity building, which were all key elements for improving student outcomes.

To align with best practices, our focus this year will be to better equip principal supervisors to lead the charge in making sure there is a great principal in every school who is focused on student achievement. Building the capacity of principal supervisors and support teams has to be an essential element. Throughout the planning process, we reviewed research best practices in research and were able to collaborate with and glean from several districts affiliated with The Council of Great City Schools.

Principal supervisors have not been a focus within MPS, and we know that, to accelerate student achievement, we must begin to affect the way in which school leaders are supported and held accountable. As we researched other urban districts such as Memphis Public Schools, Denver Public Schools, and many others, we took into account and respected the services that districts are using to foster the improvement efforts.

The Center for Educational Leadership has a long history of working with urban districts and helping other districts build capacity to ensure that we remove barriers that stand in the way of

principals becoming instructional leaders. We found the following services from The Center of Educational Leadership are essential in order to help improve student outcomes:

- district focused on student achievement;
- a unified vision of high-quality teaching;
- a common language for improving classroom instruction;
- effective principal-support systems; and
- powerful teacher-evaluation programs.

The way in which services are provided by this organization is side-by-side coaching and group-learning structures with administrators and other central office leaders to help districts to;

- build the instructional-leadership skills of superintendents and other district leaders, along with their capacity to lead an instructional-improvement agenda;
- build the capacity of principal supervisors to improve principal performance;
- develop collaboration among central office units in supporting principals; and
- lead in cross-district learning through the design of regional superintendent networks.

We selected The Center for Educational Leadership as the result of our research of other organizations that have worked with large urban districts and whose work complements that of the Panasonic Foundation, the Aspen Literacy, and the Public Education Leadership Project (PELP).