Mentor & Resident Spotlights

Mentor Principal: Victor Iturralde
Resident Principal: Patrick Hansen-Schmitt
Eric Solorio Academy High School (Teach for America)
“A commitment to stay true to the process and provide a truly authentic administrator experience” is what Principal Iturralde based the foundation of his mentoring relationship with Mr. Hansen-Schmitt. Principal Iturralde, his Assistant Principals, and Dean were very intentional about giving Mr. Hansen-Schmitt a very rich and well-rounded residency experience that allowed him to delve deep in all the different areas that are part of a comprehensive high school. As a team, they conducted progress monitoring in different areas and adjusted their approaches in problem solving. Mr. Hansen-Schmitt was able to impact the school in very positive ways, including a customized data outreach tool for students that sent them a customized email with their attendance, GPA, college selectivity level and important tips for how to improve in each these areas. This became a part of the “Know Your Numbers” campaign, spearheaded by Mr. Hansen-Schmitt, which encourages students to own their data. Mr. Hansen-Schmitt became a beloved member of the Solorio HS community and will bring all he learned to his new role as Assistant Principal at Hawthorne Elementary.

Mentor Principal: Patricia “Patty” Brekke
Resident Principal: Allison Tingwall (UIC)
Back of the Yards IB High School
The foundation of Principal Brekke and Ms. Tingwall’s working relationship this year was trust and a shared vision of what strong instructional leadership looks like. “Allison and I recognized the importance of presenting a united front to our teachers and school community to avoid miscommunication and confusion among our school family,” Principal Brekke shares. Their mutual trust and respect served as a foundation for developing learning opportunities for their teachers which would then, in turn, maximize student outcomes. Through their collaboration, they were able to design and implement a coherent, year-long, school-wide PD plan that was anchored in a cycle of inquiry into task and question complexity driven by the ILT. The staff conducted widespread learning walks for data collection, regular data analysis and presentation meetings, relevant PD workshops, and team meeting protocols to explore teaching and learning deeply. The work led to a significant shift in the levels of tasks students were engaged in this year: High-level tasks (3 & 4 in Webb’s Depths of Knowledge) increased steadily from 18% in December to 41% in May! The best part of their year, however, was the opportunity to learn from each other and form a lifelong mentorship that Ms. Tingwall will be taking with her to Marie S. Curie High School as the Interim Principal.
Spring Quarter Events
2015-2016 Mentor and Resident Matching Event
June 23, 2015

One of the most unique experiences of being a Resident Principal in Chicago Public Schools is having a Mentor Principal to learn from one-on-one during a full school year. This relationship is essential to the growth of our Resident Principals because it helps to shape their active leadership theories and practices during the residency and beyond.

Residency placement is a critical partnership, so the Chicago Leadership Collaborative hosted the Resident and Mentor Matching Event in June to ensure the best matches possible. Skinner North Elementary accommodated the group, thanks to the help of Principal Ethan Netterstrom (UIC, 2007) and Assistant Principal Katherine Magnuson (UIC, 2013).

At the event, the 2015-2016 Resident Principals were able to meet and speak with Mentor Principals in order to find their best fit. To help them along, CLC Program Manager, Devin Swartley, and Office of Network Supports worked together to pre-match each Resident to five potential Mentor Principals before the event. Mentors and Residents asked each other key questions that covered areas of growth, areas of strength, accomplishments, challenges, and leadership practices in a round-robin style.

At the end of the event, Residents and Mentors submitted their preference sheets to the Principal Quality staff in order to coordinate final matching before the residency start date of July 6, 2015.

Residency Best Practices and Activities

1. LEADING TEACHERS
   - Lead and facilitate Grade Level Team and/or Instructional Leadership Team
   - Guide data-driven instruction with Grade Level Team and/or Instructional Leadership Team
   - Lead Professional Development Plan for teacher teams that is aligned with CIWP goals

2. REACH - COMPREHENSIVE TEACHER EVALUATION AND DEVELOPMENT
   - Conduct REACH evaluations and observations, both formal and informal, preferably 1-2 on a weekly basis
   - Provide meaningful and timely feedback to teachers based on the observations to improve practice
   - Support the identification and retention of teachers and staff who can maximize student learning

3. COMMUNITY ENGAGEMENT
   - Manage school community activities/projects to empower and increase family and community engagement
   - Attend Local School Council and Parent Advisory Council meetings and present at one of them
   - Observe Local School Council principal selection process, including candidate forums
   - Handle a difficult situation or issue involving parents and students

4. COLLEGE AND CAREER READINESS CULTURE
   - Assist in implementing a high-expectation, standard-based curriculum (CCSS) for student improvement and achievement
   - Engage teachers in the development of the full range of students’ learning capacities, especially in the early education grades (K-2) and transitional grades (7-9)
   - Work with teacher teams to achieve at least one of the CIWP goals in student performance
   - Lead staff and students to demonstrate consistent values and positive behaviors through MTSS

5. ACHIEVING SCHOOL MISSION AND VISION
   - Analyze school and student performance data to develop and implement strategies to improve student learning (i.e. CIWP & SBB)
   - Communicate high expectations of instruction and management to teachers, students, staff, and community

6. SELF-DISCIPLINED THINKING AND ACTION
   - Seek constructive feedback and advice from mentor, coach, and school community, and apply to future leadership opportunities in the residency
   - Demonstrate personal and professional integrity, standards, and conduct
Alumni Spotlights

Pilar Vázquez-Vialva
Principal at Theodore Roosevelt High School
Partner Program: New Leaders (2014)

Principal Vázquez-Vialva just completed her first year in the toughest, yet most rewarding, job ever: Principal at Theodore Roosevelt High School. She credits this feat to the tremendous amount of support from her New Leaders coach, Ellen Reiter, her family, and her friends. In one short year, she has impacted the RHS faculty and community by increasing awareness around the school vision by practicing collaboration and creating opportunities with them. Some of these opportunities include seven new community partnerships that mobilize community resources to aid the increase of positive social and emotional supports for all students. “I believe we must be the change and do whatever it takes!,” she says. As a result, RHS is moving in the right direction: Freshmen on Track rate increased from 63% to 73%, attendance increased from 84% to 86.9%, out of school suspensions decreased by 50%, college enrollment increased by 5% to 48%, ACT increased from 15.7 to 16.1, and the 5Essentials Survey increased from a ‘Not Yet Organized’ to ‘Organized for School Improvement.’ Principal Vázquez-Vialva achieved this by implementing everything she learned from her New Leaders training and her previous experience as an Assistant Principal in Arizona to motivate her staff and students toward positive changes. Her favorite memory as a principal so far is every moment she has with students in the classroom and outside the classroom. Her teachers have welcomed her to their classes and she often ends up participating in meaningful and relevant discussions with students and teachers. Her most recent special moment in the RHS principal role was congratulating the 227 seniors who walked across the stage in early June. She loves her students and is proud of their successes. “My students constantly fill my cup with happiness and purpose!,” she gushes.

Antonio Acevedo
Principal at John Greenleaf Whittier Elementary School
Partner Program: Loyola University Chicago (2013)

After finishing his Residency in the summer of 2013, Principal Acevedo became the Interim Principal of Whittier Elementary and was awarded the principal contract by the LSC in the spring of 2014. During this two year period, he has been able to greatly impact the school and its community. With valuable input from teachers on the Climate Committee, his leadership team made positive changes to improve the students’ learning environment; he holds monthly “Café con el Director” coffee chats with parents and community members in order to keep them informed of school events and engage them in school improvement efforts; and the Instructional Leadership Team at Whittier has led powerful professional development learning cycles focused on literacy, mathematics, and Dual Language in the past two years. Additionally, Whittier Elementary moved to a Level 2 standing on the School Quality Rating Policy (SQRP) after being placed on probation for several years. “We hope to continue moving up every year,” Principal Acevedo says. He credits the courses he took and the coaching he has been receiving from Loyola University in the past three years for making him a more reflective practitioner with a social justice lens on leadership. Principal Acevedo cares deeply for his students and encourages his teachers to recognize their successes. For example, in the picture above, he poses with his Assistant Principal Mr. Anderson and several students who were recognized for being in uniform daily, having a high attendance rate and no tardies, a high level of homework completion, and exhibiting collegiality/cooperation with peers. Whittier Elementary has a great leader in Mr. Acevedo.
Leadership Placements in CPS

Please join us in congratulating the following 2014-2015 Resident Principals on their new leadership roles within Chicago Public Schools!

- **Seth Lavin** (UIC): Principal at Lorenz Brentano Math & Science Academy
- **Marilou Rebolledo** (Loyola): Principal at Andrew Jackson Language Academy
- **Allison Tingwall** (UIC): Interim Principal at Marie S. Curie Metropolitan High School
- **Alexandra Escobar** (Loyola): Assistant Principal at Richard Henry Lee Elementary School
- **Meredith Bawden** (New Leaders): Assistant Principal at Galileo Math and Science Scholastic Academy
- **Lora Abraham** (New Leaders): Assistant Principal Patrick Henry Elementary School
- **Kiersten Freer** (New Leaders): Assistant Principal at Christian Ebinger Elementary School
- **Patrick Hansen-Schmitt** (TFA): Assistant Principal at Hawthorne Elementary Scholastic Academy
- **Francesca Johnson** (TFA): Assistant Principal at John Barry Elementary School
- **Jessica Kertz** (TFA): Assistant Principal at Mancel Talcott Elementary School
- **Lydia Menzer** (TFA): Assistant Principal at Nicholas Senn High School
- **Tyrese Graham** (UIC): Assistant Principal at Sarah E. Goode STEM Academy
- **Gwyneth Kram** (UIC): Assistant Principal at Walt Disney Magnet Elementary School

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