



Equity Leader Accelerator Program (ELAP)

Start Here!

Application Guidelines 2024-2025

Overview of Requirements and Expectations

ELAP Fellows work in the same school with an Early Career Principal (ECP) Mentor for a residency experience that is the heart of their preparation experience. Therefore, ELAP Fellows and Early Career Principal Mentors apply as partners.

ELAP Fellows and ECP Mentors:

- Take responsibility for the success of every student.
- Use their strong instructional backgrounds to build professional school learning communities.
- Support one another to grow as courageous, resilient, and effective leaders for equity.
- Thrive in one of the most challenging and rewarding roles in education-school leadership.

To apply, **Aspiring Principal Fellows** must:

Hold a Master's degree or be currently enrolled in a Master's degree program, and have earned a GPA of 3.0 or higher in graduate studies program

Have at least 3 years of professional educator experience

Commit to leading for equity and taking responsibility for the success of every student

Work with ELAP and their school/district to construct an arrangement that will allow participation in the program (see the Residency Arrangement Form in the Partnership Agreement)

Be in attendance at all required ELAP sessions

Complete the application packet with Mentor

Complete the interview process with Mentor

Lead with mentor in summer residency for 4+ weeks

Important Dates: 2024-2025

Application Deadline: Friday, March 22, 2024

Interviews Begin: Monday, April 22, 2024

Final Decisions: By mid-May 2024



Application Instructions

Key Information

- You have been added and assigned an application to complete in Google Classroom. To learn more about google classroom visit [Classroom Help](#).
- Google documents and forms are **LIVE** - any changes you make **SAVE AUTOMATICALLY**.
- You will need to share documents with your mentor, and superintendent.
- The ELAP team will only review documents that are submitted and 'turned in' by **Friday, March 22, 2024**.

1. Review Application Materials

In Google Classroom, click on 'Classwork' located on the top center of the webpage. Review the documents and forms in the application.

2. Share Specific Google Documents

This application will require you to share (see [instructions](#) below) and communicate with the following people to complete your application.

Share with your Early Career Principal Mentor to Complete:

- ELAP Fellow Reference Form
- Pathway, Residency Arrangement & Partnership Agreement Form

Share with your Superintendent to Sign, after ELAP Fellow and ECP Mentor Complete Together:

- Pathway, Residency Arrangement & Partnership Agreement Form

Share with your ECP Mentor to Complete:

- APF Reference form

Instructions to Share Google Documents

1. Open the Google Document
2. Click on the blue 'Share' button
3. Under 'People' type the Google email address of your ECP Mentor or superintendent, add a message that asks and instructs them to complete the form and click 'Done' - an email with the folder or document will be sent automatically.

3. Complete all the ELAP Fellow Forms and Documents & Verify All the Forms and Documents Shared Above with Others Are Complete

ELAP Fellow Application Form (Google Form) - click 'submit' when done

ELAP Fellow Essay Questions and Self Assessment (Google Doc) - click '[turn in](#)' (below) when done



- ELAP Fellow Reference Form (Google Doc) - click 'turn in' when your ECP Mentor completes
- Partnership Agreement, Pathway and Residency Arrangement Form (Google Doc) - click "turn in" after the ELAP Fellow & ECP Mentor complete this form and after your superintendent have signed

Instructions on how to 'Turn In' application components

1. Click the assignment
2. Click 'View Assignment'
3. Open the Google Document
4. Click the gray 'Turn In' button (note you can 'unsubmit' if needed)

Instructions to Upload a Document into a Google Classroom Assignment

1. In the Your work section of the assignment, click 'Add or create'
2. Select 'File' and Attach the document to your work and click 'open'

Your application will only be reviewed when ALL the steps above are completed. All steps must be completed by **Friday, March 22nd, 2024.**

5. Track your Progress

1. Click on 'Classwork'
2. Click 'View your work'

Reach out with Questions

Communications with your ECP Mentor/Superintendent, Your School Residency Arrangement, All Aspects of the Instructional Program	josephpirraglia@clee.org
Application Process	karencortes@clee.org

ELAP Fellow Essay Questions and Self Assessment

Instructions for ELAP Fellow

- This form is **3 pages**-please be sure every question is answered. Please write no more than one page per question and type right in the boxes below.
- **Once you have completed this form submit it by clicking the 'Turn In' button by the deadline, Friday, March 22, 2024.**

1. How have you served as a leader in your school and community?

2. Describe an instance when you put yourself on the line to increase educational equity by standing up for something you believed was right.

3. What are the traits of your proposed Early Career Principal Mentor that you admire most and from which you hope to learn?

4. Describe in detail the strategies you use to hold yourself accountable to high expectations, use systems to stay organized, and manage a variety of complex tasks?

5. Why do you want to be a transformative and equity oriented school leader?

ELAP Fellow Essay Questions and Self Assessment

ELAP Fellow Self-Assessment Form

Please rate how well you demonstrate the following skills and dispositions by marking with an "X".

	A Real Challenge	Average	Above Average	A Real Strength
Knowledge of teaching and learning.				
Willingness to reflect on and challenge assumptions/biases to change beliefs and practices.				
Belief in growth mindset and high expectations for all students and educators.				
Commitment to affirming diversity and accepting responsibility for increasing equity in schools.				
Acceptance of responsibility for adult and student learning.				
Ability to work with and relate to people of diverse perspectives.				
Ability to facilitate groups of adults to collaborate on school improvement initiatives to increase equity.				
Ability to use data to set goals and action steps to ensure high and equitable student outcomes.				
Ability to collaborate with families and other stakeholders, especially those from non-dominant groups.				
Advocacy for policies that support students, public education, and educational equity.				
Ability to articulate a vision of learning and teaching that supports educational equity.				
Ability to manage time, solve complex problems, and prioritize.				
Ability to be a self-directed learner, resilient in the face of challenges				
Ability to slow down to actively listen to and engage with others.				

ELAP Fellow Essay Questions and Self Assessment

Required: In one page or less, answer the following (*type right in box below*):

In looking at your Self-Assessment above:

- What is your key strength and key opportunity for growth?
- How will you use your strength to lead for equity?
- How will addressing your area of needed growth enable you to better lead for equity?



Instructions

ELAP Fellow Applicant

- Please complete all the information by typing directly into the boxes below for all sections.
- Share this document (via Google share) with your ECP mentor and superintendent to read/sign.
- Sign the document (see digital instructions).
- When it is complete with all three signatures, click **'turn in'**.

Early Career Principal (ECP) Mentor

- Work with the ELAP Fellow to create a residency plan.
- Read through all the sections, and especially the Mentor Contract/Responsibilities.
- Sign the document (see digital instructions).

Superintendent

- Read through all the sections.
- Review this document and signs to support the fellow, approve the residency and any funding requested if applicable (see digital instructions).
- Complete the [ELAP District Fund Request Form](#) - a personalized copy will be sent to you.

ELAP Fellow Applicant Name	
Early Career Principal Mentor Name	

Table of Contents

Instructions	1
Pathway	2
Residency Arrangement	3
Participant Commitments	4
Communication Consent Partnership Policy	8
Signatures	9



ELAP Pathway, Residency Arrangement and Participation Agreement Form

Pathway

The ELAP has two pathways for developing new leaders:

Aspiring Principal Fellow	The Aspiring Principal Fellow (APF) pathway is an intensive leadership development experience that prepares educators to become equity focused school leaders. APFs engage in an inward and outward journey that requires a deep commitment to individual learning and facilitated experiences within a network. Completing the APF pathway can lead to Massachusetts Principal/Assistant Principal certification. ¹
Emerging Leader Fellow	The Emerging Leader Fellow (ELF) pathway allows classroom teachers or other qualified educators who are exploring their interest in becoming a principal or other leadership role, and are building their capacity to lead in their current role.

Aspiring Principal Fellow

Aspiring Principal Fellows (APF) work with Early Career Principal Mentors in the same building for a 200 day residency at an average of three hours per day including four weeks outside of the school year. Through the USDOE SEED grant funding, districts can request funding to support APFs meeting the following criteria:

- Current job responsibilities of the APF must involve a large degree of instructional leadership (e.g., as instructional coach, reading specialist, teacher, etc.)
- Residency Arrangement (see below) must allow for APF to spend time outside typical responsibilities and to involve them in experiencing every aspect of the principalship (e.g. by rearranging responsibilities, working before and/or after school).
- Aspiring Principal Fellows need to spend at least three hours per day working with their Early Career Principal Mentor in their residency over the year of the program.
- If Aspiring Principal Fellow has a district-wide role, they must be in their mentor’s school for at least half of the time.
- The Aspiring Leader Fellow is provided the following support to transition into the principal role within the building through a gradual release model:
 - Daily meetings with Early Career Principal Mentor and gradual release of responsibilities in an **intensive residency**

¹ CLEE will provide the professional development, mentor training, and support the district to complete the required documentation and submit the required hours based on the DESE Internship/Apprenticeship route. APFs pursuing certification will be required to complete the additional licensure requirements including licensure assessments.



ELAP Pathway, Residency Arrangement and Participation Agreement Form

- 3 60-minute one-on-one coaching sessions with a trained CLEE coach
- 2 observations (one in winter, one in spring) by a CLEE coach and Mentor (Early Career Principal) of Aspiring Principal Fellow leading improvements
- Peer learning sessions totaling 72 hours with other Aspiring Principal Fellows
- 6- 2 hour sessions with leaders from all career stages
- Asynchronous learning modules and open-source resources

Emerging Leader Fellow

Emerging Leader Fellows work with their Early Career Principal Mentors to lead and implement a key instructional improvement to increase equity in their learning community.

- The Emerging Leader Fellow is provided the following support to lead and implement a key instructional improvement to increase equity in their learning community.:
 - Weekly meetings with Early Career Principal Mentor
 - 2 60-minute one-on-one coaching sessions with a trained CLEE coach
 - 1 observation (in the winter) by a CLEE coach and Mentor (Early Career Principal) of Emerging Leader leading a project
 - Peer learning sessions totaling 20 hours with other Emerging Leaders
 - 6 2-hour sessions with leaders from all career stages
 - Asynchronous learning modules and open-source resources

Please indicate the pathway you are applying for and complete the following page to describe your proposed residency arrangement.

Please Indicate the Pathway you are applying for (Aspiring Principal Fellow or Emerging Leader Fellow):

Residency Arrangement

Please answer the following questions, only for the pathway you are applying for, with your Mentor’s input in the boxes provided.

For Aspiring Principal Fellow Candidates

Aspiring Principal Fellows engage in a principal residency for at least 200 days (inclusive of at least twenty days during the summer) for a minimum of three hours per day (minimum 600 hour residency). District leaders can request ELAP grant funding up to \$20,000 per APF admitted, if needed, to support partial release from APFs’ current job duties.



ELAP Pathway, Residency Arrangement and Participation Agreement Form

Describe below how you will arrange your time and work to allow you to engage in this pathway (e.g. to be released from some of your work, redistribute it to others, and/or complete it outside of the school day).

1. When will you work side-by-side with your mentor for at least 3 hours a day?

2. How does your role currently require you to engage in instructional leadership?

3. You will need to work with your mentor for approximately 60 hours over the 2024 summer. Describe your plan to do this.

4. You will need to have a workspace set up in your mentor's office. How will you make this work to allow you to access your residency to its fullest extent?

For Emerging Leader Fellow Candidates

1. How will you be involved in instructional leadership? For example, will you lead a grade level or content area team? Will you support the development of one or more goals in the school improvement plan? Please describe.

2. When will you work with your Mentor to fulfill the requirements of this pathway?

3. Where will your workspace be? We highly encourage a workspace in your Mentor's office.

Participant Commitments

Early Career Principal Mentors:

- a. Attend all one on one coaching sessions, observations with debrief sessions, community of practice sessions and complete preparation and utilize asynchronous learning resources to implement practices.
- b. Support an Aspiring Principal or Emerging Leader through regular meetings, modeling Core Leadership Practices, and mentoring practices, including regular



ELAP Pathway, Residency Arrangement and Participation Agreement Form

feedback (see [ELAP Mentor Expectations and Responsibilities](#) for more information).

- i. If supporting an Aspiring Principal Fellow: work with Aspiring Principal Fellow daily in the residency to share leadership responsibility using a gradual release of responsibility, and provide authentic leadership and learning experiences to ensure Aspiring Principal Fellow meets the requirements of the pathway.
 - ii. If supporting an Emerging Leader Fellow: work with Emerging Leader Fellow weekly to support the implementation of a key instructional improvement to increase equity and ensure Emerging Leader Fellow meets the requirements of the pathway.
- c. Fulfill all commitments and responsibilities within this agreement to receive the total stipend of \$2500 (for mentoring an Aspiring Principals Fellows) or \$2000 (for mentoring an Emerging Leader Fellow).

Aspiring Leader Fellows:

- a. Attend **all**:
 - i. Daily meetings with Early Career Principal Mentor and gradual release of responsibilities in an **intensive residency**
 - ii. 3-60 minute one-on-one coaching sessions with a trained CLEE coach
 - iii. 2 observations (one in winter, one in spring) by a CLEE coach and Mentor (Early Career Principal) of Aspiring Principal Fellow leading improvements
 - iv. Peer learning sessions totaling 72 hours per month with other Aspiring Principal Fellows
 - v. 6-2 hour sessions with leaders from all career stages
- b. Utilize asynchronous learning resources to implement practices.
- c. Fulfill the requirements of the Aspiring Leader Fellow pathway including intensive asynchronous learning requirements: learning management system modules, self-assessments, required reading, session prepwork, written reflections and narratives, mentor/mentee coaching forms, and academic papers.
- d. Engage in a principal residency for at least 200 days (inclusive of at least twenty days during the summer) for a minimum of three hours per day (minimum 600 hour residency)
- e. Complete the following experiences within the residency:
 - i. Lead and participate in school improvement planning, goal and vision-setting for school.
 - ii. Plan and lead professional development sessions, faculty meetings and/or team meetings.
 - iii. Lead and participate in monitoring and communicating progress of improvement initiatives.



ELAP Pathway, Residency Arrangement and Participation Agreement Form

- iv. Be responsible for an initiative focused on closing achievement gaps and increasing equity.
 - v. Lead and participate in IEP, MTSS, and other intervention meetings.
 - vi. Lead and participate in implementing state and other assessments.
 - vii. Use and revise school policies and procedures.
 - viii. Lead and participate in procedures for safety (fire drill/evacuation plan).
 - ix. Lead and participate in scheduling process, including special ed. students.
 - x. Participate in staff selection, placement, and evaluation process.
 - xi. Assist in development and implementation of budget.
 - xii. Demonstrate technological proficiency, including using data, to improve school/student achievement.
 - xiii. Lead and participate in parent and community engagement initiatives, meetings, and communication.
 - xiv. Attend and participate in school and district leadership meetings.
 - xv. Attend school committee meetings.
 - xvi. Join and participate in professional organizations focused on leadership growth and support.
- f. Allow CLEE to use photos, words, materials from discussions to share the learning and work on social media and elsewhere. We will always ask permission from participants via email before sharing materials or quotes with any names attached.
- g. Complete ELAP participant data collection activities in a complete, consistent, and timely manner. Your participation in these activities will give you an opportunity to share your perspectives on ELAP and will inform your continued development while participating in ELAP. Your participation in these activities will not be used in any high-stakes decisions that affect your or another person's livelihood. Your participation will include the following activities:
- i. coaching and community of practice reflection forms (each session)
 - ii. Core Leadership Practices Self-Assessment and/or Mentee-Assessment (fall and spring),
 - iii. pre-and post-ELAP surveys
 - iv. the Learning Community Survey (fall and spring)²
- h. You may also be randomly selected and invited to participate in interviews, facilitated by CLEE's independent and external evaluator, the American Institutes for Research (AIR). Although voluntary, participation in these interviews will help gather further insight and feedback on how CLEE can further improve and refine the ELAP program.
- i. By signing this form, you understand and agree that CLEE and its external evaluator, AIR may store and use these data. CLEE and AIR will never share any data you submit with anyone outside of our teams and we will never use your name or the name of your school in any report.

² CLEE will guide you to send this survey to teachers in your school as well.



ELAP Pathway, Residency Arrangement and Participation Agreement Form

Emerging Leader Fellows:

- a. Attend **all**:
 - i. Weekly meetings with Early Career Principal Mentor
 - ii. 2 - 60 minute one-on-one coaching sessions with a trained CLEE coach
 - iii. 1 observation (in the winter) by a CLEE coach and Mentor (Early Career Principal) of Emerging Leader leading a project
 - iv. Peer learning sessions totaling 20 hours with other Emerging Leaders
 - v. 6- 2 hour sessions with leaders from all career stages
 - vi. Asynchronous learning modules and open-source resources
- b. Utilize asynchronous learning resources to implement practices.
- c. Fulfill the requirements of the Emerging Leader Fellow pathway including completing learning management system modules, mentor/mentee coaching forms and self-assessments.
- d. Lead and implement a key instructional improvement to increase equity in a subject and grade level assessed by MCAS.
- e. Complete the following experiences while leading and implementing a key instructional improvement to increase equity:
 - i. Lead and participate in school improvement planning, goal and vision-setting for school.
 - ii. Plan and lead professional development sessions, faculty meetings and/or team meetings.
 - iii. Lead and participate in monitoring and communicating progress of improvement initiatives.
 - iv. Be responsible for an initiative focused on closing achievement gaps and increasing equity.
- f. Allow CLEE to use photos, words, materials from discussions to share the learning and work on social media and elsewhere. We will always ask permission from participants via email before sharing materials or quotes with any names attached.
- g. Complete ELAP participant data collection activities in a complete, consistent, and timely manner. Your participation in these activities will give you an opportunity to share your perspectives on ELAP and will inform your continued development while participating in ELAP. Your participation in these activities will not be used in any high-stakes decisions that affect your or another person's livelihood. Your participation will include the following activities:
 - i. coaching and community of practice reflection forms (each session)
 - ii. Core Leadership Practices Self-Assessment and/or Mentee-Assessment (fall and spring),
 - iii. pre-and post-ELAP surveys
 - iv. the Learning Community Survey (fall and spring)³
- h. You may also be randomly selected and invited to participate in interviews, facilitated by CLEE's independent and external evaluator, the American Institutes

³ CLEE will guide you to send this survey to teachers in your school as well.



ELAP Pathway, Residency Arrangement and Participation Agreement Form

for Research (AIR). Although voluntary, participation in these interviews will help gather further insight and feedback on how CLEE can further improve and refine the ELAP program.

- i. By signing this form, you understand and agree that CLEE and its external evaluator, AIR may store and use these data. CLEE and AIR will never share any data you submit with anyone outside of our teams and we will never use your name or the name of your school in any report

Place an “X” before the pathway you are applying to:

Aspiring Principal Fellow Pathway:

Emerging Leader Fellow Pathway:

Communication Consent Partnership Policy

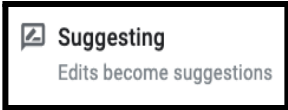
ELAP Fellows consent to the Director of Principal Preparation Programs communicating enrollment, progress, and disenrollment decisions to mentor principal and district leadership, as needed. Further, if the ELAP Fellow is removed from their current position for any reason, including disciplinary reasons, or if the ELAP Fellow resigns or requests to be removed from their current position for any reason, the ELAP Fellow is obliged to disclose this information or any other employment change information to the Director of Principal Preparation Programs.

Signatures

Use 'suggesting' to digitally sign below.



1. Click icon on the upper right hand corner of this document.



2. Select from drop down menu and electronically "sign" (type) your full name below.

OR

Upload a printed copy.

1. Print a hard copy of this form and obtain handwritten signatures from the Mentor Principal Fellow and Superintendent.
2. Scan
3. Upload the signed form into Google Classroom. Instructions for uploading are in the [Application Start Here](#)

ELAP Fellow Applicants

I understand that if I am selected to participate as a participant in the ELAP program, I will work under the guidance of an Early Career Principal Mentor. I understand that I will be expected to complete all the ELAP assignments and expectations (as described in the pathway, residency arrangement, and partnership agreement). I understand that performance assessments will be used to determine my growth and progress and that I must participate in all learning sessions as laid out in the program's calendar.

<p>Type/Sign your name here: <i>(use digital signature instructions above)</i></p>	<p>Date:</p>
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Early Career Principal Mentor Applicants

- I understand that if I am selected to participate as an Early Career Principal Mentor in the ELAP I will support the work of the ELAP Fellow throughout the residency (as described in the pathway, residency arrangement, above mentor contract and partnership agreement). I agree to mentor the ELAP Fellow through sharing my work and role, daily conversations, weekly meetings, regular written feedback, and participation in all ELAP activities including readings, journal writings, and attending required meetings.

<p>Type/Sign your name here: <i>(use digital signature instructions above)</i></p>	<p>Date:</p>
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ELAP Pathway, Residency Arrangement and Participation Agreement Form

Superintendent

I support this application to the ELAP and agree that if the applicants are chosen, the district will support their work to meet the requirements of a successful residency experience (as described in this agreement). Note, the ELAP grant funding can provide up to \$20,000 per Aspiring Principal Fellow (APF) admitted, if needed, to support the Aspiring Principal Fellow’s authentic residency experiences.

Note: A form will be sent to you to request funds. You can see the contents here: [ELAP Fund Request Proposal Form](#)

For further information: [ELAP Year 2 | What District Leaders Need to Know](#).

Type/Sign your name here: <i>(use digital signature instructions above)</i>	Date:
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Superintendent's Email Address	Add here			
Superintendent's Mailing Address				
	Number & Street	City	State	Zip Code
	Add starting here			