

FOUNDING PRINCIPAL POSITION AVAILABLE
INSTITUTO HEALTH SCIENCES CAREER ACADEMY
CHICAGO, ILLINOIS

Instituto Del Progreso Latino (Instituto) is seeking an outstanding, experienced and dedicated urban educator to serve as founding Principal of a new Chicago Public School (CPS)-Renaissance 2010 contract school. The high school **Instituto Health Sciences Career Academy (IHSCA)** is scheduled to open in September 2010 with 160 freshmen, and add one grade each year until it reaches capacity with 600 students. The school's mission is to prepare urban youth for success at competitive colleges, as well as providing them with industry recognized credential in the healthcare sector.

The selected Principal will serve as the instructional leader and administrator of the high school, and will be reporting to the Instituto President and CEO.

INSTITUTO HEALTH SCIENCES CAREER ACADEMY

IHSCA, part of the CPS Renaissance 2010 initiative, will continue Instituto's belief that education is power. At full capacity, the school will prepare 600 urban youth for a twofold goal: (1) Success in college and (2) Career readiness for high-wage entry-level positions in the healthcare sector.

IHSCA will establish linkages and partnerships with local health care providers, to serve as partners in the students' education providing them with mentors, internships opportunities as well as sources of employment upon graduation.

IHSCA is focused on preparing students for careers in health care, an area that is chronically short of personnel. The school will serve as a bridge to this field, by helping students pursue higher education through advanced degrees at 2- and 4-year colleges and universities, or by creating a straight pipeline from the high school classroom directly into the industry.

While being exposed to the health careers, students will gain a new awareness and seek a healthier life style for themselves. At IHSCA, they will learn and gain tools to have a more in-depth understanding of what it means to be a healthy physically, emotionally and socially. Students then apply these skills to make better life choices as citizens, as young activists, and how they relate to their family, peers, educators, employers and community.

Instituto believes that families play such a critical role in the students' performance that we approach the creation of IHSCA as an intergenerational learning community center, where the whole "familia" will be able to explore other educational avenues, as well as share the life-long importance of college education and the strategic dimension of a career pathway. IHSCA will engage families, students and community partners providing them with various ways of development. As IHSCA, **"We Register the Student and Enroll the Family"**

EDUCATIONAL PROGRAM

At IHSCA the rigorous educational program is anchored on the **urgency** that **all students must and will learn**, fostering a culture where **failure is not an option**. We will develop a trusting learning community composed of all stakeholders that strive for results through a data driven decision structure.

The college-preparatory curriculum is aligned with College Readiness Standards (CRS) while the career pathway in health is aligned with the National Health Sciences Curriculum. Classroom work is integrated with meaningful work internships and by having longer days and an extended school year, students have

the option to attain a high school diploma concurrent with a certification in nursing, health administration or health technology. . The IHSCA's curriculum challenges students to earn 32 credits, which is 33% beyond those required for graduation in Chicago.

A main component of IHSCA's curriculum is the adopted Hersey Curriculum and Instructional model which has been extraordinarily successful with students similar to our target student population. Two elements of the Hersey model are particular suitable for IHSCA: first, its focus and alignment with College Readiness Standards (CRS), and second, the fact that it is both a remedial and a college prep curriculum.

The Hersey Curriculum is a developmental program for the mastery of basic skills that emphasizes closing the academic gap, which is a "common problem" of inner-city students. Described as the student academic differentiation in four or more grade-year levels, particularly in reading and math, the academic gap not only increases in high school but it becomes "irreversible, condemning large segments of the inner-city youth to mediocre or failing performance, while automatically denying any possible future in post-secondary education. To drastically solve the problem of the academic gap, first year students will be inducted into an intensive and diverse developmental program, according to specific needs. This program is expected to reduce students' grade level disparity in reading and math within a range of two-year-below-grade-level-dispersion.

In addition, the adoption of research-driven elements such as: data-driven decision, a culture of personalization, community learning, real world application through project-problem based learning, presentations of learning and digital portfolios creates a unique and innovative school. Instituto's envisions a learning community which from the beginning provides the necessary services for students to achieve all their academic goals: mastering basic skills to survive highly rigorous course work, and the development of self-directed, self-disciplined, critical thinking capable of problem solving in the real world.

PARTNERS

To support this program, **Instituto/ Instituto Health Sciences Career Academy** have entered into partnerships with:

- Metropolitan Chicago Healthcare Council
- National-Louis University
- Baxter International Inc.
- The Resurrection Project
- National Council of La Raza
- Southwest Organizing Project

INSTITUTO DEL PROGRESO LATINO (INSTITUTO)

Instituto was founded in 1977 with a mission to "contribute to the fullest development of Latino immigrants and their families through education, training and employment that fosters participation in the changing U.S. society while preserving cultural identity and dignity."

In the last 30 years, Instituto has defined its character of achievement by offering high quality programs in workforce development, adult education, youth development, youth education and citizenship preparation. More than 43,000 families have walked through Instituto's doors to learn English, earn their GED or high school diploma, increase their job skills, find employment or become U.S. citizens. Instituto's high performance standards have cemented its reputation in the region. The organization has five strategic locations in predominantly Latina/o communities throughout Chicago: Pilsen, Little Village, and Back of the Yards. The objective of the programs and services at Instituto are to work with families towards increasing their capacity for self-sufficiency; work with industry partners to meet labor shortage demands; and create equitable access to education and skills training. Instituto is a community

organization that informs regional progress by remaining deeply committed to its participants through respect and inclusiveness.

Instituto is recognized city- and state-wide, nationally, and internationally for having the most developed and proven immigrant integration models and career pathway programs. The programs are supported by employers and the associations that represent them. In 2008, Carreras en Salud alone received among others the following awards: 2008 Recognition of Excellence Award by the U.S. Department of Labor, 2008 Strengthening Hispanic Families Award, The Annie E. Casey Foundation and the National Council of La Raza, and 2008 Program of the Year by the Illinois Council for Continued and Higher Education.

Most recently, Instituto was featured in the March 23, 2009 issues of Crain's Chicago Business for operating to the "top two career development programs in Chicago." Prior to this, Instituto has been featured internationally in a leading Mexican newspaper, El Universal: Periódico Mexicano, nationally in the Wall Street Journal, The San Diego Times, the Washington Times, Corporate Philanthropist, and the Nursing Spectrum, and locally in the Chicago Tribune, Hoy Newspaper, and Nuevo Siglo.

PRINCIPAL POSITION

The principal will be the instructional and administrative leader of the new school, responsible for shaping the school's academic program, building a high-quality faculty, establishing the school's culture of excellence, organizing and managing the school's operations, and developing relationships within and outside the school community.

Compensation will be highly competitive and commensurate with experience.

The principal is accountable for:

- Providing strategic leadership to the development of the new school
- Establishing an environment of high expectations for both students and staff
- Serving as instructional leader to develop a system for continuous improvement of teaching and learning
- Ensuring an orderly, stimulating and motivational culture and a strong school community
- Developing effective means and channels of communication among faculty and staff, with parents, with partners, with the Board of Directors and with the larger community

RESPONSIBILITIES

Learning and Teaching

- Overseeing the development of a **contextualized curriculum** that meets CPS, Illinois State Learning Standards and the National Health Sciences Standards
- Implementing and supporting **project-problem based instruction**
- Ensuring ongoing improvement of **teaching** through various strategies, including clinical supervision.
- Providing for **collaborative planning** and enquiry by teachers, including formation of learning communities
- Organizing **professional development** opportunities for faculty, based on faculty needs and interests
- Conducting **formative assessments** and using data generated to improve teaching and learning
- Optimizing the use of **technology** to supplement and complement learning

School Development

- Articulating the school's **philosophy and values** for all members of the school community and ensuring that they serve as the foundation for all activities

- Directing **strategic planning** including an annually updated school improvement plan based on analysis of achievement data and managing the implementation of the plan
- Ensuring the development of school **policies and procedures**, including preparation and annual updating of a student, parent, teacher and operational handbooks
- Overseeing the annual preparation of student and teacher **scheduling** to ensure optimum use of faculty and appropriate progress of students through the curriculum

School Culture

- Establishing and modeling high expectations for all
- Aligning students, teachers, staff and parents around the schools values
- Creating and maintaining a range of extra-curricular activities that provide a rich and diverse school experience for students
- Creating experiences for student that encourage them to set and pursue worthwhile life and career goals through an emphasis on self-improvement and on college and through exposure to career opportunities
- Establishing behavioral expectations and cultivating a culture of self-discipline
- Addressing students' academic and behavioral struggles holistically, involving parents, teachers and others as appropriate, with non-punitive solutions

School Management

- **Personnel Management:** Staff selection and evaluation, job design, recruitment, performance supervision
- **Financial Management:** Budget development with staff input, expenditure control, monthly financial reports for the Board of Directors, instituting financial controls
- **Operations Management:** Facilities operation and maintenance, purchasing, food services, recordkeeping
- **Health and Safety Management:** Compliance with all safety and health requirements by city, state and federal agencies

Relationships

- Creating and using regular and systematic communication mechanisms with students, faculty and other staff
- Maintaining relationships with CPS, donors, medical community, higher education
- Communicating through various means with parents, community, Board of Directors, industry advisory committee, parent advisory committee
- Understanding procedures for dealing with the news media, particularly during times of difficulty

Qualifications

- Minimum of 5 years combined teaching at the middle school, high school or post-secondary levels
- Minimum of Master's Degree in educational leadership or curriculum and instruction
- Type 75 certificate issued by the State of Illinois or comparable from another state
- Experience working with Latino urban youth and other minorities
- Minimum of 5 years management experience
- Fluency in Spanish and English
- Competence in oral and written communication, including public speaking
- Demonstrated leadership in engaging and motivating others to achieve positive results
- Experience with project/problem based instruction, data driven decision, innovation and change in education

APPLICATION

All applications should include a professional resume, references and a thoughtful cover letter, sent either by mail or electronically, to

Sunny P. Chico
SPC Consulting LLC.
Principal Selection Advisory Committee Chair
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Chicago, Illinois 60611
yanira@spcconsultingllc.com

Deadline for submission is July 20, 2009.