Sample Management Plan

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D. Quality of the management plan (10 points).
1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Management Team.
A management team will be formed for the proposed project. The team consists of XXX (co-director), XXX (co-director), XXX, and XXX (superintendent of XXX). Their respective responsibilities are as follows:

Table 9. A Delineation of Responsibilities for the Management Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>To function as the director to supervise the function of the project; to plan and coordinate the activities of the program; to report to the federal grant officer; to be in charge of financial matters</td>
</tr>
<tr>
<td>XXX</td>
<td>To plan, coordinate, and carry out the evaluation, research, and dissemination of the project, and to assist with the program</td>
</tr>
<tr>
<td>XXX</td>
<td>To coordinate the delivery of the program, including working with the mentors</td>
</tr>
<tr>
<td>XXX</td>
<td>To provide support to the program from the school district’s perspective</td>
</tr>
</tbody>
</table>

The Team of Instructors/Mentors and Others. In addition to the management team, a team of instructors/mentors for the modules and other experts are assembled. As will be discussed later in biographic notes, all these instructors and mentors have had extensive leadership experience in schools. In order to increase the efficiency and coherence of the program delivery, most of these team members will develop and deliver one module and mentor five pairs of practicing and aspiring principals. The module assignment reflects these members’ expertise.

Table 10. A Delineation of Responsibilities for Other Key Project Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 1, mentor for five pairs of practicing and aspiring teachers</td>
</tr>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 2, mentor for five pairs of practicing and aspiring teachers</td>
</tr>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 3, mentor for five pairs of practicing and aspiring teachers</td>
</tr>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 4, mentor for five pairs of practicing and aspiring teachers</td>
</tr>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 5, mentor for five pairs of practicing and aspiring teachers</td>
</tr>
<tr>
<td>Dr. XXX</td>
<td>Primary developer and instructor for module # 6 and #7, coordinator for logistics</td>
</tr>
</tbody>
</table>
Dr. XXX Assisting with developing training and mentoring manuals and conducting research/evaluation
Dr. XXX Educational technology expert to assist with developing the on-line component of the proposed project

**Timeline and Milestones.**
The following is a table that delineates the timeline and milestones using the first cohort as an example.

**Table 11. The 30-Month, Timelines and Milestones Using the 1st Cohort as an Example**

**October 2010**
a. Hold biweekly management team meetings (standing meetings; will not repeat for the following to save space)
b. Hold biweekly meetings for the team of instructors/mentors (standing meetings; will not repeat for the following)
c. Establish and hold the quarterly advisory team (standing meetings; will not repeat for the following)
d. Finalize the preparation for *module 1 - Inspirational agency for school renewal*
e. Randomly assign the 50 pairs of practicing and aspiring principals into the two cohorts (the first receiving the training during the first 30 months and the second cohort during the remaining 30 months) and inform the participants of the timing of their participation
f. Collect baseline data from both the first and second cohorts
g. Conduct context analysis of the schools along the dimensions of the seven modules
h. Finish contractual arrangements

**Nov. – Feb. 2011**
a. Conduct *module 1 - Inspirational agency for school renewal* and its evaluation
b. Explain the requirements for the *Leadership Portfolio* that each participant will prepare over the 30 months
c. Provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Working with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to *module 1 - Inspirational agency for school renewal*
e. Each participant begins to document learning in the *Leadership Portfolio*
f. Finalize preparation for *module 2 - Orderly school operation*

**Mar. – May 2011**
a. Share the learning and renewal activities related to *module 1 – Inspirational agency for school renewal*
b. Conduct *module 2 - Orderly school operation* and its evaluation
c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to the **module 2 - Orderly school operation**
e. Each participant continues to document learning in the *Leadership Portfolio*
f. Finalize preparation for **module 3 - High, cohesive and culturally relevant expectations for students**

**June – August 2011**
a. Share the learning and renewal activities related to **module 2 – Orderly school operation**
b. Conduct **module 3 - High, cohesive and culturally relevant expectations for students** and its evaluation
c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and starts to implement one renewal activity related to **module 3 - High, cohesive and culturally relevant expectations for students**
e. Each participant continues to document learning in the *Leadership Portfolio*
f. Finalize preparation for **module 4 - Coherent curricular program**

**Sep. – Dec. 2011**
a. Share the learning and renewal activities related to **module 3 - High, cohesive and culturally relevant expectations for students**
b. Conduct **module 4 - Coherent curricular program** and its evaluation
c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Working with teachers, a mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to **module 4 - Coherent curricular program**
e. Each participant continues to document learning in the *Leadership Portfolio*
f. Finalize preparation for **module 5 - Distributive and empowering leadership**

g. Finalize preparation for **module 6 - Real-time and embedded instructional assessment**
May – August 2012
a. Share the learning and the planned renewal activities so far, particularly related to *module 5 - Distributive and empowering leadership*
b. Conduct *module 6 - Real-time and embedded instructional assessment* and its evaluation
c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Work with teachers, the mentor, and others, each pair of practicing and aspiring principals plans and begins to implement one renewal activity related to *module 6 - Real-time and embedded instructional assessment*
e. Each participant continues to document learning in the *Leadership Portfolio*
f. Finalize preparation for the final *module 7 - Data-informed decision making*

a. Share the learning and the planned renewal activities so far, particularly related to *module 6 - Real-time and embedded instructional assessment*
b. Conduct *module 7 - Data-informed decision making* and its evaluation
c. Continue to provide mentoring in the context of the triad (the mentor, the practicing principal, and the aspiring principal)
d. Work with teachers, a mentor, and others, each pair of practicing and aspiring principals plans one renewal activity related to *module 7 - Data-informed decision making*
e. Each participant continues to document learning in the *Leadership Portfolio*

Jan. – Mar. 2013
a. Share learning from the whole program; reflect upon the renewal activities and the first-order/second-order changes
b. Collect post-data from the participants, their teachers, schools, and mentors; collect student achievement data
c. Hold the graduation ceremony for the first cohort
e. Revise the program based on the evaluation
f. Prepare for the second cohort
g. Begin the process of dissemination based on the empirical data
h. Conduct evaluation to inquire into the impact of the program on principals, teachers, schools, and students

(April 2013)
a. The first cohort has a reunion/sharing day (one-day overlap with the second cohort)