

2009 SREB Annual Leadership Forum

Leading Learning Through Leadership Teams

May 7-8, 2009

Atlanta Airport Marriott

Forum Objectives

- ✓ To focus on the issue of building and supporting high-functioning leadership teams in order to improve adult and student learning in their states, universities, districts and schools
- ✓ To examine what states are doing to help universities and districts work together to prepare principals to be instructional leaders, especially for urban and struggling schools
- ✓ To identify models for improving how we prepare school leaders to address adolescent literacy issues
- ✓ To learn about, share and discuss strategies for sustaining state leadership redesign in an economic downturn
- ✓ To learn about what states and districts can do to support working conditions that help principals improve teacher and student learning in struggling schools.
- ✓ To equip states with practical guidance in implementing action in all of the Forum objectives

Agenda

Thursday, May 7, 2009

Salons A, B, C & D

7:00 a.m. **REGISTRATION AND CONTINENTAL BREAKFAST**
Salon D Foyer

8:00 a.m. **Welcome, Conference Objectives, and Agenda Overview**
Kathy O'Neill, SREB

8:30 a.m. **Topic 1: Improving School Results through Effective Principals with Leadership Teams, Especially in Struggling Middle Grades and High Schools**

Featured Presenter: Robert Balfanz, Johns Hopkins University

9:15 a.m. **Question and Answer**

Thursday, May 7, 2009

Salons A, B, C & D

9:30 a.m. **State Teamwork A: Improving School Results through Effective Principals with Leadership Teams, Especially in Struggling Middle Grades and High Schools**

Facilitator: Kathy O'Neill, SREB

Questions

1. What will it take in your state to prepare and develop school leaders who know how to: use leadership teams; put in place school schedules that allow those teams to work together; and ensure that teams are focused on curriculum, student work, and alignment of instruction and assessment?
2. What barriers will you have to overcome?
3. Who needs to be involved in order to make this happen?

10:15 a.m. **BREAK**
Salon D Foyer

10:30 a.m. **Topic 2: Preparing School Leaders to Address Reading for Learning in Middle Grades and High School**

Featured Presenter: Alfred Tatum, University of Illinois at Chicago

Panel Facilitator: Yvonne Thayer, SREB

Panelists

- Alfred Tatum, University of Illinois at Chicago
- David Spence, SREB
- Vernon Prosser, Broome High School, South Carolina

11:45 a.m. **State Teamwork B: Preparing School Leaders to Address Reading for Learning in Middle Grades and High School**

Facilitator: Yvonne Thayer, SREB

Questions

1. What actions can your state take to inform school leaders about the need to prioritize reading in middle grades and high schools?
2. How can the state ensure that school leaders are prepared to lead efforts to implement reading strategies in every classroom and help teachers understand their responsibility to teach high-level reading strategies in content areas?
3. What role should universities play in creating new courses for leader preparation programs and ongoing professional development of leaders that will emphasize the importance of reading skills in all content areas?

Thursday, May 7, 2009

Salons A, B, C & D

12:15 p.m. LUNCH
Tennessee, Alabama & Georgia Rooms

1:15 p.m. **Topic 3: Preparing School Principals for Struggling Schools: What Are States Doing to Help Universities and School Districts Work Together?**

Panel Facilitator: Kathy O'Neill, SREB

Panelists

- Judith Monseur, Ohio Department of Education
- Roy Nichols, Mobile Public Schools, Alabama
- Richard Hayes, University of South Alabama
- Betty Fry, SREB

2:25 p.m. **Overview of Breakout Sessions**
Kathy O'Neill, SREB

2:30 p.m. BREAK
Salon D Foyer

2:45 p.m. **Topic 3 Breakout Sessions: Preparing School Principals for Struggling Schools: What Are States Doing to Help Universities and School Districts Work Together?**

Session Choices

A. Florida's Innovative Model for Preparing Current and Aspiring Principals for Struggling Schools – *Salons G & H*

- Betty Fry, SREB
- Kathy O'Neill, SREB

B. Developing a Collaborative District-Centered Partnership to Prepare Leaders for Urban Schools – *Tennessee & Alabama Rooms*

- John Bell, Alabama Department of Education
- Roy Nichols, Mobile Public Schools, Alabama
- Richard Hayes, University of South Alabama

C. State-Led District-University Collaboration to Prepare Principals for Urban Schools – *Mercedes Room*

- Judith Monseur, Ohio Department of Education
- Nancy Evers, University of Cincinnati, Ohio
- Angela Cook, Cincinnati Public Schools, Ohio

3:45 p.m. BREAK
Move to next session

Thursday, May 7, 2009

Salons A, B, C & D

4:00 p.m.

Topic 4 Breakout Sessions: Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

Session Choices

**A. Things We Wish We Knew Then: Lessons Learned from Louisiana –
*Salons G & H***

- Jeanne Burns, Louisiana Governor's Office and Board of Regents
- Nathan Roberts, University of Louisiana at Lafayette
- Carmen Riedlinger, Louisiana Governor's Office

**B. Closing the Policy-Implementation Gap in Tennessee –
*Tennessee & Alabama Rooms***

- Jon Schmidt-Davis, SREB
- Kathy O'Neill, SREB

C. How the Professional Standards Board and the Kentucky Department of Education are Working Together to Redesign Preparation of School Leaders – *Salons A, B, C & D*

- Debbie Daniels, Kentucky Department of Education
- Phillip Rogers, Kentucky Education Professional Standards Board

D. New Indicators for Benchmarking Learning-Centered Leadership Systems – *Mercedes Room*

- Leslie Hazle Bussey, SREB

5:00 p.m.

ADJOURNMENT

Dinner on your own

Friday, May 8, 2009

Salons A, B, C & D

7:00 a.m.

BREAKFAST BUFFET

Grand Ballroom Foyer

7:30 a.m.

Topic 5: Future Directions for SREB's Learning-Centered Leadership Program

Facilitators

- Gene Bottoms, SREB
- Kathy O'Neill, SREB
- John Kania, FSG Social Impact Advisors

8:30 a.m.

Agenda Overview/Reflections on Day One

Kathy O'Neill, SREB

8:45 a.m.

Topic 6: New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

Panel Facilitator: Gene Bottoms, SREB

Panelists

- Betty Fry, SREB
- Brady Link, Christian County Public Schools, Kentucky
- Lou Howell, Iowa Support System for Schools and Districts in Need of Assistance

10:00 a.m.

BREAK

Salon D Foyer

10:15 a.m.

Topic 5 Breakout Session: Future Directions for SREB's Learning-Centered Leadership Program: Continuing the Conversation – *Georgia Room*

- John Kania, FSG Social Impact Advisors
- Gene Bottoms, SREB

Topic 6 Breakout Sessions: New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

Session Choices

A. Central Office and Working Conditions that Sustain Principal Success: Research and Practice – *Salons A, B, C & D*

- Jon Schmidt-Davis, SREB

B. State Influence in Changing the Way Central Office Supports Working Conditions – *Tennessee & Alabama Rooms*

- Lou Howell, Iowa Support System for Schools and Districts in Need of Assistance

C. Establishing Systems of Professional Learning to Support Principals and Teachers – *Salons G & H*

- Brady Link, Christian County Public Schools, Kentucky

Friday, May 8, 2009

Salons A, B, C & D

11:30 a.m. **State Team Work C: State Self-Assessment on Benchmark Indicators**

Facilitators

- Leslie Hazle Bussey, SREB
- Kathy O'Neill, SREB

12:00 p.m. **Closing Comments**

Gene Bottoms, SREB

Evaluation Completion

Kathy O'Neill, SREB

12:15 p.m. **ADJOURNMENT**

Presenters and Panelists

Robert Balfanz, *Research Scientist*, Center for Social Organization of Schools, Johns Hopkins University

John Bell, *Coordinator*, Leadership and Evaluation, Alabama Department of Education

Gene Bottoms, *Senior Vice President*, SREB

Jeanne Burns, *Associate Commissioner for Teacher Education Initiatives*, Louisiana Governor's Office/Board of Regents

Leslie Hazle Bussey, *Director of Research*, Learning-Centered Leadership and School Improvement, SREB

Angela Cook, *Principal*, Cincinnati Public Schools, Ohio

Debbie Daniels, *State Director*, Kentucky Cohesive Leadership System

Nancy Evers, *Professor of Educational Leadership*, University of Cincinnati

Betty Fry, *Director*, Florida Leadership Project, SREB

Richard Hayes, *Dean*, College of Education, University of South Alabama

Lou Howell, *Facilitator*, Iowa Support System for Schools and Districts in Need of Assistance

John Kania, *Managing Director*, FSG Social Impact Advisors, Massachusetts

Brady Link, *Superintendent*, Christian County Public Schools, Kentucky

Judith Monseur, *Professional Development Consultant*, Office of Educator Quality, Ohio Department of Education

Roy Nichols, *Superintendent*, Mobile Public Schools, Alabama

Kathy O'Neill, *Director*, Learning-Centered Leadership Program, SREB

Vernon Prosser, *Principal*, Broome High School, South Carolina

Carmen Riedlinger, *State Coordinator*, *The Wallace Foundation Grant*, Office of the Governor, Louisiana

Nathan Roberts, *Interim Department Head*, Education & Foundations for Leadership, University of Louisiana at Lafayette

Phillip Rogers, *Executive Director*, Kentucky Education Professional Standards Board

Jon Schmidt-Davis, *Research and Evaluation Specialist for School and Leadership Improvement*, SREB

David Spence, *President*, SREB

Alfred Tatum, *Associate Professor and Director*, UIC Reading Clinic, University of Illinois at Chicago

Yvonne Thayer, *Senior Director*, *Making Middle Grades Work* and Special Projects, SREB

About the SREB Learning-Centered Leadership Program

The Southern Regional Education Board (SREB) recognizes the crucial role principals and school leadership teams play in improving schools and increasing student achievement. To help in this effort, the SREB Learning-Centered Leadership Program assists states and districts with the redesign of educational leadership preparation and professional development programs to align such programs with accountability systems and standards that focus on student learning. The program stimulates and supports states in this effort through these major initiatives:

- Conducting research on the preparation and development of school principals and preparing benchmark reports that track the progress of SREB states in improving school leadership.
- Providing guidance and assistance to states, districts and universities interested in leadership redesign. Keeping policy-makers aware of the urgency for change, spurring them to action, and maintaining momentum by convening annual forums and disseminating publications focused on key issues.
- Developing training modules that support aspiring principals' preparation and current principals' application of knowledge and practices that improve schools and increase student achievement. Preparing trainers to deliver the modules through university preparation programs, state leadership academies and other professional development initiatives.

The Learning-Centered Leadership Program is supported by these staff members:

Gene Bottoms, Senior Vice President, SREB
Kathy O'Neill, Director
Leslie Hazle Bussey, Director of Research
Jon Schmidt-Davis, Research and Evaluation Specialist
Teresa Valentine, Editor/Research Assistant
Ashley Layne, Project Manager

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 8:00 a.m.

Welcome

Conference Objectives & Agenda Overview

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

Kathy O'Neill serves as the Director of the Learning-Centered Leadership Program at the Southern Regional Education Board. She has traveled extensively across the nation marketing the strongholds of the newly implemented leadership preparatory initiative. Before joining SREB, Kathy has been appointed to numerous positions in education ranging from school teacher, assistant principal and superintendent. She has shared her time with Georgia State University as Director of Instructional Technology and Associate Professor for Educational Policy Studies and with the Rockdale County Public Schools as Executive Director of Curriculum and Instructional Services and Superintendent.

Kathy has Master's degrees in both Chemistry and Administration. She earned her doctorate from the University of Georgia. She has presented in a host of national workshops on leadership, staff development and technology. *Models for School Reform* and *Developing Technology Rich Educational Environments* are two of the numerous publications to which she has contributed.

SREB Annual Leadership Forum:
Leading Learning Through Leadership Teams

Thursday, May 7, 2009 8:30 a.m.

Topic 1: Improving School Results through Effective Principals with Leadership Teams, Especially in Struggling Middle Grades and High Schools

Robert Balfanz, Johns Hopkins University, Baltimore, MD

Robert Balfanz is an associate research scientist at the Center for Social Organization of Schools, Johns Hopkins University and an associate director of the Talent Development High School program. Dr. Balfanz has 15 years of experience in the research, development, design, and implementation of curricular and instructional reforms. A central focus of his research and development work is translating research findings into effective classroom interventions. Dr. Balfanz has written widely on the implementation challenges faced by comprehensive school reform models and the characteristics of secondary schooling in large urban school districts. He received his PhD in Education from the University of Chicago.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 9:30 a.m.

State Team Work A

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

Kathy O'Neill serves as the Director of the Learning-Centered Leadership Program at the Southern Regional Education Board. She has traveled extensively across the nation marketing the strongholds of the newly implemented leadership preparatory initiative. Before joining SREB, Kathy has been appointed to numerous positions in education ranging from school teacher, assistant principal and superintendent. She has shared her time with Georgia State University as Director of Instructional Technology and Associate Professor for Educational Policy Studies and with the Rockdale County Public Schools as Executive Director of Curriculum and Instructional Services and Superintendent.

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SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 10:30 a.m.

Topic 2: Preparing School Leaders to Address Reading for Learning in Middle Grades and High School

Alfred Tatum, Director of UIC Reading Clinic, University of Illinois - Chicago

Dr. Alfred W. Tatum is an associate professor at the University of Illinois at Chicago. He also serves as Director of the UIC Reading Clinic where he hosts an annual African American Adolescent Male Summer Literacy Institute. Alfred authored the award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* (2005). His second book, *Reading for Their Life: Re (building) the Textual Lineages of African American Adolescent Males*, will be available by Heinemann in August 2009. He has authored more than 25 publications on the topics of adolescent literacy, teacher professional development in urban middle schools and high schools, and the literacy development of African American adolescent males. Dr. Tatum began his career as an eighth-grade teacher in Chicago.

Yvonne Thayer, Senior Director, Making Middle Grades Work and Special Projects, SREB

Yvonne is Senior Director for *Making Middle Grades Work & Special Projects*. She oversees SREB's work with middle grades and directs several leadership projects, which include working with state departments of education to develop capacity to provide technical assistance to low-performing districts and schools. She works with districts to provide school leadership team training to develop the capacity of schools to make improvements and is leading a new effort in South Carolina to extend this work as the state offers an aspiring leaders academy in some of the hardest to serve schools.

David Spence, President, Southern Regional Education Board

David S. Spence became president of the Southern Regional Education Board, the nation's first interstate compact for education, in 2005. At SREB, Spence oversees the nation's largest school improvement network, the nation's largest educational technology collaborative of state K-12 and postsecondary agencies, and many other initiatives designed to help the organization's 16 member states lead the nation in educational progress. Spence's career has included several state-level leadership positions in SREB states, and he served on the SREB staff on two previous occasions, including as vice president for educational policies. He has been executive director of the Florida Postsecondary Education Planning Commission, executive vice chancellor for the University System of Georgia, and executive vice chancellor and vice chancellor for academic programs at the State University System of Florida.

From 1998 to 2005, he was executive vice chancellor and chief academic officer of the California State University System, which includes 23 campuses, over 400,000 students and 20,000 faculty. Among his accomplishments were the implementation of the system's strategic plan, the development of a systemwide initiative to increase graduation rates and the establishment of a system accountability process. Most notably, he initiated and coordinated the implementation of

California's Early Assessment Program, in which the college readiness of high school juniors is evaluated and the results used to provide further preparation in the senior year and to adjust high school standards to focus on college readiness.

Spence holds a B.A. in history from the University of Rochester and an M.S. in education from the State University of New York in Albany. He received his Ph.D. in higher education from SUNY/Buffalo in 1974. A native of Schenectady, he is married and has two children.

Vernon Prosser, Principal, Broome High School, Spartanburg, SC

Vernon Prosser is an accomplished educator and educational leader in Spartanburg, South Carolina. He began his career in Spartanburg as an industrial education teacher and has since held numerous building and district leadership positions: assistant principal and principal at the middle school and junior high school levels; director of facilities and maintenance; assistant superintendent of finance and operations; and since 2006, principal of Broome High School with a staff of 60 teachers serving 930 students. Prosser is noted for his skills in the use of Northwest Evaluation Associations (NWEA's) assessment called *measures of Academic Progress* (MAP) and reading Lexiles to advance students' literacy across the curriculum. Prosser received his doctorate in vocational and technical education from Clemson University.

Leading Learning Through Leadership Teams

Thursday, May 7, 2009 1:15 p.m.

Topic 3: Preparing School Principals for Struggling Schools: What Are States Doing to Help Universities and School Districts Work Together?

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

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Judith Monseur, Professional Development Consultant, Ohio Department of Education

Judith Monseur, Professional Development Consultant, Ohio Department of Education, manages the State Action for Educational Leadership Project and provides support for other statewide professional development systems. Before joining ODE, Judith served as a university program administrator and an instructor of educational foundations courses. She holds a Ph.D. in Educational Policy and Leadership from The Ohio State University.

Roy Nichols, Superintendent, Mobile County Public Schools, Mobile, AL

Dr. Roy Nichols has spent much of his adult life in education. He began his educational career as a teacher in 1966 in Milford New York after graduating from State University of New York in Oneonta, New York with a bachelor's degree in Elementary Education. He has been a principal, Director of Elementary Schools and Middle School Planning and an Assistant Superintendent for Program and Staff Development. At the University of West Georgia, he served as Department Chairman for the Department of Education Leadership and Professional Studies. Dr. Nichols has been superintendent of four school districts. In 1981 he took over the reins at Marietta City Schools in Marietta, Georgia. He was Superintendent at Norfolk Public Schools in Norfolk, Virginia from 1993-1998 and at Troup County Schools in LaGrange Georgia from 1999-2004. He has served in his current position of superintendent of Mobile County Public Schools since 2005.

Dr. Nichols was born in Murphy, North Carolina and grew up in Walden New York. He holds a Master's Degree in Education Administration from State University of New York, and a Doctorate Degree in Educational Leadership and Administration from the University of

Massachusetts. He also did Post Doctoral studies at the University of Alabama in Birmingham and the University of Georgia in Athens.

He and his wife Fran have two children, Greg and Gabrielle. He is an avid reader, sports fan and fisherman.

Richard Hayes, Dean, College of Education, University of South Alabama

Dr. Richard L. Hayes is currently Dean of the College of Education at the University of South Alabama. He is a Harvard College graduate and received his master's and doctorate from Boston University. A former public school teacher and counselor, he held faculty positions at Colgate University, Bradley University, and The University of Georgia, and was a Fulbright Senior Research Scholar at the University of Tokyo prior to assuming his current position in 2004. He has authored more than 90 publications in four different languages and made more than 60 presentations at international and national meetings of professional associations on topics related to education and counseling psychology since 1999. He is a Fellow in both the Association for Specialists in Group Work and the American Psychological Association and was recognized for the excellence of his scholarly and professional contributions with the highest awards that the American Counseling Association, the Association for Moral Education, the Association for Specialists in Group Work, and the Association for Humanistic Education and Development can bestow upon their members. Currently he serves on the Executive Committee of Governor Riley's *Commission on Quality Teaching* as Chair of the University Redesign Committee. He is married to Dr. Bree A. Hayes, with whom he has four adult children.

Betty Fry, Director, Florida Leadership Project, SREB

Dr. Betty V. Fry-Ahearn serves as Director, Florida Leadership Project for the Southern Regional Education Board (SREB) in Atlanta, Georgia. She received her Ph.D. from the University of South Florida, Ed. S. (Curriculum and Instruction) from University of South Florida, M.Ed. (Curriculum and Instruction) from Florida Atlantic University, and B.S. (Home Economics Education) from Florida State University. She has more than forty years of experience at all levels of education, including classroom teacher, school principal, district supervisor of elementary education, bureau chief for teacher education and professional development in a state education agency, deputy director of a regional educational laboratory, and leadership program director at the university level. During 2001-2003, she directed the South Georgia Leadership Academy at Valdosta State University.

Dr. Fry specializes in teacher and principal preparation and development, performance evaluation, and development of strategies and training for school improvement. She has directed numerous projects focused on enhancing the capacities of schools, districts and universities to provide quality professional development and make the changes needed to increase student achievement. Consultancies include assisting more than twenty-five states to implement their efforts in these areas. Recent publications authored by Dr. Fry and disseminated nationally and internationally by SREB include: *The District Challenge: Empowering Principals to Improve Teaching and Learning (in press)*; *Schools Can't Wait: Accelerating the Redesign of University Leadership Preparation Programs*; *Good Principals Aren't Born— They're Mentored*; and *Principal Internships: How Can We Get It Right?* She has served on a number of national task forces and presented at many state, national and regional conferences. She is married to Dr. Charles Ahearn, and her family includes two grown daughters who are medical practitioners and parents of three young grandsons.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 2:45 p.m.

Topic 3 Breakout Sessions: Preparing School Principals for Struggling Schools: What Are States Doing to Help Universities and School Districts Work Together?

A. Florida's Innovative Model of Preparing Current and Aspiring Principals for Struggling Schools

Betty Fry, Director, Florida Leadership Project, SREB

Dr. Betty V. Fry-Ahearn serves as Director, Florida Leadership Project for the Southern Regional Education Board (SREB) in Atlanta, Georgia. She received her Ph.D. from the University of South Florida, Ed. S. (Curriculum and Instruction) from University of South Florida, M.Ed. (Curriculum and Instruction) from Florida Atlantic University, and B.S. (Home Economics Education) from Florida State University. She has more than forty years of experience at all levels of education, including classroom teacher, school principal, district supervisor of elementary education, bureau chief for teacher education and professional development in a state education agency, deputy director of a regional educational laboratory, and leadership program director at the university level. During 2001-2003, she directed the South Georgia Leadership Academy at Valdosta State University.

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B. Developing a Collaborative District-Centered Partnership to Prepare Leaders for Urban Schools

John Bell, Director, Florida Leadership Project, SREB

John Bell is Coordinator of the Office of Leadership and Evaluation at the Alabama Department of Education. John has been a headmaster, a high school principal, a middle school principal, a university adjunct instructor and a high school English teacher. John is the project administrator for Governor Riley's Congress on School Leadership. The Governor's Congress created the new Alabama Standards for Instructional Leaders, the redesign of Alabama's university leader preparation programs, the Office of Leadership Development, the new professional studies process, and a certification system that rewards leadership excellence.

For seven years John has been a group leader at the Harvard University Graduate School of Education Principals' Center. He has also served on the Harvard Principals' Center Advisory Board. John has also worked extensively with the Southern Regional Education Board (SREB) who has supported the work of leadership reform in Alabama.

John was a featured speaker at the Reaching At-Promise Students National Conference and Leaders' Institute in February, in San Diego. In June, he will be the guest of the European Union in Brussels, Belgium to share how Alabama has led the way in the Southeast to improve state policies that support school leadership. John is co-author of two books; *From At Risk To Academic Excellence, What Successful Leaders Do*, and *Creating School Cultures That Embrace Learning: What Successful Leaders Do*, published by Eye on Education.

Roy Nichols, Superintendent, Mobile County Public Schools, Mobile, AL

Dr. Roy Nichols has spent much of his adult life in education. He began his educational career as a teacher in 1966 in Milford New York after graduating from State University of New York in Oneonta, New York with a bachelor's degree in Elementary Education. He has been a principal, Director of Elementary Schools and Middle School Planning and an Assistant Superintendent for Program and Staff Development. At the University of West Georgia, he served as Department Chairman for the Department of Education Leadership and Professional Studies. Dr. Nichols has been superintendent of four school districts. In 1981 he took over the reins at Marietta City Schools in Marietta, Georgia. He was Superintendent at Norfolk Public Schools in Norfolk, Virginia from 1993-1998 and at Troup County Schools in LaGrange Georgia from 1999-2004. He has served in his current position of superintendent of Mobile County Public Schools since 2005.

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Richard Hayes, Dean, College of Education, University of South Alabama

Dr. Richard L. Hayes is currently Dean of the College of Education at the University of South Alabama. He is a Harvard College graduate and received his master's and doctorate from Boston University. A former public school teacher and counselor, he held faculty positions at Colgate University, Bradley University, and The University of Georgia, and was a Fulbright Senior Research Scholar at the University of Tokyo prior to assuming his current position in 2004. He has authored more than 90 publications in four different languages and made more than 60 presentations at international and national meetings of professional associations on topics related to education and counseling psychology since 1999. He is a Fellow in both the Association for Specialists in Group Work and the American Psychological Association and was recognized for the excellence of his scholarly and professional contributions with the highest awards that the American Counseling Association, the Association for Moral Education, the Association for Specialists in Group Work, and the Association for Humanistic Education and Development can bestow upon their members. Currently he serves on the Executive Committee of Governor Riley's *Commission on Quality Teaching* as Chair of the University Redesign Committee. He is married to Dr. Bree A. Hayes, with whom he has four adult children.

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Topic 3 Breakout Sessions: Preparing School Principals for Struggling Schools: What Are States Doing to Help Universities and School Districts Work Together?

C. State-led District-University Collaboration to Prepare Principals for Urban Schools

Judith Monseur, Professional Development Consultant, Ohio Department of Education

Judith Monseur, Professional Development Consultant, Ohio Department of Education, manages the State Action for Educational Leadership Project and provides support for other statewide professional development systems. Before joining ODE, Judith served as a university program administrator and an instructor of educational foundations courses. She holds a Ph.D. in Educational Policy and Leadership from The Ohio State University.

Nancy Evers, Professor and Chair, Department of Educational Leadership, University of Cincinnati

Dr. Nancy A. Evers earned her Ph.D. in Educational Administration from the University of Wisconsin-Madison in 1974. She has been a member of the Educational Administration faculty since 1976. Her primary research interests are in the areas of educational leadership, change, women in leadership and interpersonal relationships. She has published books, book chapters, reviews, journal articles and training materials. In addition to her publications, Dr. Evers has made numerous presentations at international, national, regional and local conferences. She has served as Dean of the College of Education, Head of the Department of Educational Leadership, and Program Coordinator of Educational Administration, and she has provided national leadership through serving as the President of the University Council for Educational Administration, Chairperson of the National Commission on Women in Educational Leadership, and a member of the National Policy Board in Educational Administration. Among her honors, Dr. Evers is the recipient of the prestigious University of Cincinnati Barbour Award and the Outstanding Faculty Award, and she was an invited participant at the Oxford Round Table held at the University of Oxford, Oxford, England. She led the creation of the Urban Educational Leadership doctoral program and has developed and taught many graduate courses, including "A Study of Change and Change Techniques."

Angela Cook

Angela is a graduate of the Cincinnati Public Schools leader development partnership with the University of Cincinnati. An accomplished elementary school principal, Angela serves on the advisory council to design and continuously improve the leader preparation program and serves as a mentor to new leader aspirants.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 4:00 p.m.

Topic 4 Breakout Sessions: Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

A. Things We Wish We Knew Then: Lessons Learned from Louisiana

Jeanne Burns, Associate Commissioner for Teacher Education Initiatives, Louisiana Office of the Governor and Board of Regents

Jeanne Burns, Associate Commissioner for Teacher Education Initiatives, Louisiana Office of the Governor and Board of Regents, previously co-directed a \$4.2 million grant awarded to the Office of the Governor by The Wallace Foundation and is presently co-directing a \$3.4 million grant from The Wallace Foundation (7/1/08 to 6/30/10). She is also principal investigator to a grant awarded to the Board of Regents by the Carnegie Corporation of New York (7/1/07 to 6/30/09) to implement a Value-Added Teacher Preparation Assessment Model. During the last fifteen years, Jeanne has been directly involved in educational reform and assisted state leaders in the redesign of all public and private teacher education and educational leadership programs in Louisiana.

Nathan Roberts, Director of Graduate Studies in Education, Mr. & Mrs. E. P. "Pat" Nally/BORSF Endowed Professor in Education, College of Education, University of Louisiana at Lafayette

Prior to joining the faculty at the University of Louisiana at Lafayette, Nathan was the general counsel for the Lafayette Parish School Board and represented the district for six years. He chaired the Educational Leadership Program redesign and currently teaches several courses in the program including school law, organizing the learning environment, the internship, and the capstone project. He coordinates both the Educational Leadership Program and the joint Ed.D. program offered in conjunction with Southeastern Louisiana University. Nathan served as the university representative on the Louisiana Wallace Foundation grant and on the SREB University Network.

Carmen Riedlinger, State Coordinator, The Wallace Foundation Grant, Office of the Governor

Carmen Riedlinger serves the Office of the Governor as The Wallace Foundation Coordinator for Louisiana's \$3.4 million educational leadership grant, coordinating efforts to *connect the dots* between the many leadership initiatives of the Board of Regents, the State Department of Education, the Board of Elementary and Secondary Education, and the Office of the Governor.

Prior to this position, Carmen traveled the path of education ~ secondary teacher to assistant principal to elementary & high school principal, and then back to school for a Ph.D. in Educational Administration from the University of New Orleans. This shift led to her work in higher education, where she gratefully discovered that there did exist work in the field that moved at an unhurried pace. At Our Lady of Holy Cross College, Carmen taught future teachers at the undergraduate level, and then future school leaders at the graduate level, serving as Chair of Graduate Education until 2007. She left higher education for her current position.

Each of those positions has added great learning and enjoyment to her life...but it is her husband, Brian, their five children (three of whom are getting married in less than one year) and her three grandchildren who all give her more joy than any position possibly could.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 4:00 p.m.

Topic 4 Breakout Sessions: Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

B. Closing the Policy-Implementation Gap in Tennessee

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

Kathy O'Neill serves as the Director of the Learning-Centered Leadership Program at the Southern Regional Education Board. She has traveled extensively across the nation marketing the strongholds of the newly implemented leadership preparatory initiative. Before joining SREB, Kathy has been appointed to numerous positions in education ranging from school teacher, assistant principal and superintendent. She has shared her time with Georgia State University as Director of Instructional Technology and Associate Professor for Educational Policy Studies and with the Rockdale County Public Schools as Executive Director of Curriculum and Instructional Services and Superintendent.

Kathy has Master's degrees in both Chemistry and Administration. She earned her doctorate from the University of Georgia. She has presented in a host of national workshops on leadership, staff development and technology. *Models for School Reform* and *Developing Technology Rich Educational Environments* are two of the numerous publications to which she has contributed.

Jon Schmidt-Davis, Research and Evaluation Specialist for Leadership and School Improvement

Jon Schmidt-Davis plans and conducts research and evaluations and writes reports for SREB's Learning-Centered Leadership program. He has worked on a study of what districts can do to support and principal working conditions in publication, and his current projects include an evaluation of leadership redesign efforts in Tennessee, and a study of succession planning for school leadership in the SREB states.

Prior to joining SREB in 2008, Jon worked on the North Carolina State Testing Program at the North Carolina Department of Public Instruction. He has also been an education researcher at RTI International, a curator for the Education Resources Information Center (ERIC), and a high school and middle school teacher in North Carolina.

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Thursday, May 7, 2009 4:00 p.m.

Topic 4 Breakout Sessions: Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

C. How Professional Standards Board and the Kentucky Department of Education are working Together to Redesign Preparation of School Leaders

Debbie Daniels, Kentucky Cohesive Leadership System State Director, Kentucky Department of Education

Debbie Daniels is the Kentucky Cohesive Leadership System State Director for the Kentucky Department of Education where she leads the department's initiatives on principal preparation and school leadership development, distributive leadership team development and the Instructional Leadership Team Network, and the Instructional Support Network that provides resources, responses to district inquiries and a weekly newsletter. She also serves as an online course coach for WIDE World at Harvard University and is a Harvard Fellow.

She is a former Kentucky Highly Skilled Educator, District Instructional Supervisor, elementary (K-8) and secondary principal, district grant-writer and fine arts/political science/economics teacher. Debbie has served on local, regional and state boards in the areas of teacher internships, child prevention and abuse, guidance and counseling, career and technical education, speech and theatre programs, professional development, gifted and talented programs and arts and humanities. She served on Kentucky's Education Leadership Redesign Task Force that made recommendations to the legislature and Educational Professional Standards Board on redesigning principal preparation programs and certification.

Phillip Rogers, Executive Director, Kentucky Education Professional Standards Board

Phillip S. Rogers, Ed.D., of Scottsville, Kentucky, became executive director of the Kentucky Education Professional Standards Board (EPSB) in 2005. He has been with the EPSB since 2000, serving as director of the Division of Professional Learning and Assessment prior to becoming executive director. A native of Nashville, Tennessee, Rogers received a B.S. degree in counseling from Liberty University in Virginia, an M.A. in child development from Western Kentucky University, and a doctorate in education evaluation from the University of Louisville.

Before going to the EPSB, Rogers served as the founding director of the Allen County Schools' Family Resource Center, recognized in 1995 as Kentucky's Outstanding Family Resource Center by the Kentucky Association of Guidance Counselors.

As executive director of the EPSB, Rogers oversees the daily operation of the agency, which was established as part of the 1990 Kentucky Education Reform Act. Among other responsibilities, the Standards Board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and principals; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel.

Rogers recently served as the principal investigator for an \$11 million federal teacher quality enhancement grant. In addition, he has performed research and evaluations for a variety of organizations and programs, including the Kentucky Institute for Educational Research, the National Center for Family Literacy, the Kentucky Safe Schools Project, and the Kentucky Department for Juvenile Justice. Educational policy

formation as it relates to educator preparation and professional development for experienced educators are two of his current research interests.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Thursday, May 7, 2009 4:00 p.m.

Topic 4 Breakout Sessions: Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

D. New Indicators for Benchmarking Learning-Centered Leadership Systems

Leslie Hazle Bussey, Director of Research, Learning-Centered Leadership & School Improvement, SREB

Formerly a middle school teacher, Leslie's research and publications focus on the intersection of leadership development and leadership for equity and excellence. From 1997 – 2000, she served as director of the CLASP project, a statewide teacher professional development and curriculum development effort funded by the Massachusetts Department of Education. A 2006 winner of an AERA Division H program evaluation award, she has conducted numerous program evaluations in K-12 and higher education settings. In her current role, she benchmarks state policy around preparing school principals in the 16 southern states served by SREB and serves as lead evaluator on a federally-funded teacher induction project. Leslie received her Ph.D. in Educational Leadership from Saint Louis University. She lives in Atlanta with her husband and two young daughters.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Friday, May 8, 2009 7:30 a.m.

Topic 5: Future Directions for SREB's Learning-Centered Leadership Program

Gene Bottoms, Senior Vice President, SREB

Gene Bottoms has served as Director of the Southern Regional Education Board's *High Schools That Work* initiative since 1987. In July 1997, Gene was promoted to Senior Vice President of the Southern Regional Education Board, reflecting his role in and SREB's interest in and commitment to the *High Schools That Work* initiative. *High Schools That Work* is the largest effort in America to improve high schools for career-bound students. The program involves over 1,000 high schools in over 31 states. Numerous other states and school districts throughout the nation are adopting the *HSTW* goals and key practices as a way to improve high school for all youth, especially career-bound youth.

Prior to joining the Southern Regional Education Board, Gene served as Executive Director of the American Vocational Association, where he emphasized academics as an integral part of vocational education at the secondary and postsecondary levels. He served as Director of Educational Improvement for the Georgia Department of Education for 13 years, overseeing improvement efforts in both vocational and academic education.

In September 1995, Gene received the Harold W. McGraw, Jr. Prize in Education. This award is presented annually to individuals who have made significant contributions to the advancement of knowledge through education.

In 2000, Gene was appointed to the National Commission on the Senior Year.

Gene has been a local school teacher, principal and guidance counselor. He is a native of Georgia and a product of its public school system.

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

Kathy O'Neill serves as the Director of the Learning-Centered Leadership Program at the Southern Regional Education Board. She has traveled extensively across the nation marketing the strongholds of the newly implemented leadership preparatory initiative. Before joining SREB, Kathy has been appointed to numerous positions in education ranging from school teacher, assistant principal and superintendent. She has shared her time with Georgia State University as Director of Instructional Technology and Associate Professor for Educational Policy Studies and with the Rockdale County Public Schools as Executive Director of Curriculum and Instructional Services and Superintendent.

Kathy has Master's degrees in both Chemistry and Administration. She earned her doctorate from the University of Georgia. She has presented in a host of national workshops on leadership, staff development and technology. *Models for School Reform* and *Developing Technology Rich Educational Environments* are two of the numerous publications to which she has contributed.

John Kania, Managing Director, FSG Social Impact Advisors

John Kania is Managing Director of FSG Social Impact Advisors, a management consultancy focused on social sector strategy and evaluation. John's consulting activity includes significant experience in U.S. education, U.S. healthcare, community foundations and corporate social responsibility. Prior to joining FSG, John was a partner at both Mercer Management Consulting and Corporate Decisions, Inc., where he did significant work with clients in education, health care, and media. He began his career at Leo Burnett Company, a global advertising agency. John has been published in *Stanford Social Innovation Review*, *The Wall Street Journal* and *The Journal of Business Strategy* and is a featured author of *Learning from the Future*, the leading contemporary text on scenario planning. He speaks frequently around the U.S. on improving the impact of philanthropy and the non profit sector.

John has an M.M.A. from Northwestern's Kellogg Graduate School of Management and a B.A., *cum laude*, from Dartmouth College.

SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Friday, May 8, 2009 8:45 a.m.

Topic 6: New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

Gene Bottoms, Senior Vice President, SREB

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Betty Fry, Director, Florida Leadership Project, SREB

Dr. Betty V. Fry-Ahearn serves as Director, Florida Leadership Project for the Southern Regional Education Board (SREB) in Atlanta, Georgia. She received her Ph.D. from the University of South Florida, Ed. S. (Curriculum and Instruction) from University of South Florida, M.Ed. (Curriculum and Instruction) from Florida Atlantic University, and B.S. (Home Economics Education) from Florida State University. She has more than forty years of experience at all levels of education, including classroom teacher, school principal, district supervisor of elementary education, bureau chief for teacher education and professional development in a state education agency, deputy director of a regional educational laboratory, and leadership program director at the university level. During 2001-2003, she directed the South Georgia Leadership Academy at Valdosta State University.

Dr. Fry specializes in teacher and principal preparation and development, performance evaluation, and development of strategies and training for school improvement. She has directed numerous projects focused on enhancing the capacities of schools, districts and universities to provide quality professional development and make the changes needed to increase student achievement. Consultancies include assisting more than twenty-five states to implement their efforts in these areas. Recent publications authored by Dr. Fry and disseminated nationally and internationally by

SREB include: *The District Challenge: Empowering Principals to Improve Teaching and Learning (in press)*; *Schools Can't Wait: Accelerating the Redesign of University Leadership Preparation Programs*; *Good Principals Aren't Born— They're Mentored*; and *Principal Internships: How Can We Get It Right?* She has served on a number of national task forces and presented at many state, national and regional conferences. She is married to Dr. Charles Ahearn, and her family includes two grown daughters who are medical practitioners and parents of three young grandsons.

Brady Link, Superintendent, Christian County Public Schools, Hopkinsville, Kentucky

Superintendent Brady Link began his leadership with Christian County Public Schools in July of 2008. Mr. Link's extensive education career began in his native Tennessee with 13 years as a middle school social studies teacher. He then served as a principal during the next 12 years, primarily at three high schools in Kentucky and Tennessee. During the past 11 years he has been employed as a superintendent, first in Owen County and then in Graves County from 2000-2008 and now in Christian County. Mr. Link's leadership has included his participation in several education improvement initiatives across the state of Kentucky. They include charter membership in the Kentucky Superintendent CEO Network; membership in the Legislative Superintendents Advisory Committee, the Bell South Regional Superintendents Network and the Kentucky Blue Ribbon Council for Improving School Performance. He currently serves as vice-president of the Kentucky Association of School Superintendents and was selected as the 2005 Kentucky Association of School Administrators Administrator of the Year.

Lou Howell, Executive Director, Iowa Association for Supervision and Curriculum Development

Lou Howell serves as the Iowa Department of Education's facilitator of the Iowa Support Team for the Schools and Districts in Need of Assistance, the facilitator of Iowa's Wallace Foundations focus on the UEN's redesign of central office in Iowa, and executive director of Iowa ASCD (Association for Supervision and Curriculum Development). She has worked with the Iowa Parent Information Resource Center in the area of parent and family involvement and teaches in the leadership program for Viterbo University. Before her retirement, she most recently served as the director of Instructional Services for Prairie Lakes Area Education Agency in Fort Dodge, Iowa, an intermediate service unit for public and private schools in northwest Iowa. Howell has been a teacher of reading, writing, English language learning, and French in middle and high schools in Iowa and Nebraska. She has been an associate principal and associate superintendent in Arizona and Iowa. She is past-president of Iowa ASCD and the Iowa Staff Development Council. She has also served on the conference planning and nominating committees of ASCD and has served on the ASCD Board of Directors as a member-at-large. Howell is a trainer in reading strategies, writing strategies, effective classroom instruction, instructional decision making, school improvement, evaluator training, evaluation systems, and data-driven leadership. She is the author of three action tools for ASCD in the areas of reading and writing. She has been a presenter for schools, school districts, and conferences throughout the United States. And her favorite job is the grandmother of five and mom of three.

SREB Annual Leadership Forum:
Leading Learning Through Leadership Teams

Friday, May 8, 2009 10:15 a.m.

Topic 6 Breakout Sessions: New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

A. Central Office and Working Conditions that Sustain Principal Success: Research and Practice

Jon Schmidt-Davis, Research and Evaluation Specialist for Leadership and School Improvement

Jon Schmidt-Davis plans and conducts research and evaluations and writes reports for SREB's Learning-Centered Leadership program. He has worked on a study of what districts can do to support and principal working conditions in publication, and his current projects include an evaluation of leadership redesign efforts in Tennessee, and a study of succession planning for school leadership in the SREB states.

Prior to joining SREB in 2008, Jon worked on the North Carolina State Testing Program at the North Carolina Department of Public Instruction. He has also been an education researcher at RTI International, a curator for the Education Resources Information Center (ERIC), and a high school and middle school teacher in North Carolina.

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Friday, May 8, 2009 10:15 a.m.

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B. State Influence in Changing the way central Office Supports Working Conditions

Lou Howell

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C. Establishing Systems of Professional Learning to Support Principals and Teachers

Brady Link

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SREB Annual Leadership Forum: **Leading Learning Through Leadership Teams**

Friday, May 8, 2009 11:30 a.m.

State Team Work C: State Self-Assessment on Benchmark Indicators

Leslie Hazle Bussey, Director of Research, Learning-Centered Leadership & School Improvement, SREB

Formerly a middle school teacher, Leslie's research and publications focus on the intersection of leadership development and leadership for equity and excellence. From 1997 – 2000, she served as director of the CLASP project, a statewide teacher professional development and curriculum development effort funded by the Massachusetts Department of Education. A 2006 winner of an AERA Division H program evaluation award, she has conducted numerous program evaluations in K-12 and higher education settings. In her current role, she benchmarks state policy around preparing school principals in the 16 southern states served by SREB and serves as lead evaluator on a federally-funded teacher induction project. Leslie received her Ph.D. in Educational Leadership from Saint Louis University. She lives in Atlanta with her husband and two young daughters.

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