

20 ANNUAL 10 LEADERSHIP FORUM

*Working Together to Develop the Leaders
Our Children Need*

LEARNING - CENTERED LEADERSHIP



May 6 – 7, 2010
Atlanta Airport Marriott

SREB

Southern
Regional
Education
Board

SREB



Southern Regional Education Board

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May 6, 2010

Dear Colleagues:

We are delighted to welcome you to the seventh annual SREB Leadership Forum. We have a full agenda and look forward to a lively exchange of ideas on issues we know have a vital impact on teacher effectiveness and student learning: leadership preparation, development and support. In response to your feedback, the agenda includes several segments of focused state teamwork so you can meet and share ideas with colleagues from other states, as well as formulate plans for bringing your learning back to your state to advance leadership reform and school improvement.

The Forum theme this year is *Working Together to Develop the Leaders Our Children Need*. This theme reflects the SREB Learning-Centered Leadership Program's (LCLP) emphasis on collaboration and partnership in the work of preparing a new generation of school leaders, and you will see this theme emerge repeatedly throughout our two days together. In addition to state collaboration with universities and school districts in preparing school leaders, you also will hear about channels of collaboration among states in these challenging, yet opportunity-rich, economic times. You will hear about online tools that can facilitate collaboration among states, districts, universities, and technical assistance organizations like SREB. The agenda also features several expert speakers whose work focuses on connections as well – connecting talented teachers and leaders with opportunities to grow and connecting principal and teacher leadership with career pathways and hands-on learning practices that engage disconnected students.

We look forward to making a connection with each of you during the Forum to hear more about what you are doing – what challenges you face on the ground and what innovations you are crafting to address them – and trust you will in turn make connections here that will be of value well beyond the adjournment of our brief time together.

Since we convened last May, the LCLP has completed several research and technical assistance projects and undertaken several more. We are concluding multi-year research projects this summer, including studies on district practices in succession planning and principal working conditions and a biennial benchmark policy study. LCLP continues to work closely with several states and districts to provide training and customized leadership development solutions, from preparation to induction support. We have also been working closely with the National Board for Professional Teaching Standards as they prepare the highly anticipated Accomplished Principal Certification. And LCLP has launched an exciting project to convert to online courses its curriculum of high-quality Leadership Curriculum Training Modules for school leadership teams.

In the spirit of collaboration and connection, please do not hesitate to stop any member of our team if you have any questions at all, whether about our work, an emerging trend in the field or a local recommendation for dining in Atlanta.

Once again, we welcome you to SREB's Leadership Forum and to beautiful Atlanta, Georgia. We recognize that time and resources are scarce in this economic climate, and our team has worked hard to honor your choice to come here by preparing a timely, provocative and engaging agenda. We are glad you are here.

Sincerely,

A handwritten signature in black ink that reads 'James E. Bottoms'. The signature is written in a cursive, flowing style.

James E. Bottoms
SREB Senior Vice President

FORUM OBJECTIVES

Topic 1: Progress Made in Preparing a New Generation of School Leaders

OBJECTIVE:

To highlight findings and implications of SREB's 2010 Benchmark Report and to encourage district innovation in preparing the next generation of highly effective school leaders

Topic 2: New Tools for Developing Leadership Talent

OBJECTIVE:

To explore new tools and resources available to states, universities and districts to enhance development of highly effective school leaders

Topic 3: Succession Planning: Working Together to Prepare Future School Leaders

OBJECTIVE:

To assess regional advances in succession planning and explore what states and districts can do to build capacity and increase sustainability

Topic 4: State and District Strategies for Building Leadership Capacity in Schools

OBJECTIVE:

To examine state and district actions that cultivate strong leaders and support them with the conditions they need to lead student success

Topic 5: What Do Effective Principals Do, and How We Can Develop Others?

OBJECTIVE:

To consider state, district and higher education perspectives on developing the characteristics school leaders need to lead communities toward a new vision of high academic achievement for all students

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Working Together to Develop the Leaders Our Children Need

ATLANTA AIRPORT MARRIOTT – SALONS A, B, C & D

MAY 6 – 7, 2010

Thursday, May 6, 2010

7 A.M. REGISTRATION AND CONTINENTAL BREAKFAST

8 A.M. Welcome, Conference Objectives
Gene Bottoms, *Senior Vice President*
Southern Regional Education Board

Topic 1: Progress Made in Preparing a New Generation of School Leaders

8:10 A.M. **The 2010 SREB Benchmark Report: Where Are SREB States in Preparing a New Generation of Leaders?**

Leslie Hazle Bussey, *Director, of Research, Leadership and School Improvement*
Southern Regional Education Board

8:45 A.M. **Actions Needed to Fully Engage Districts in Selecting, Preparing and Supporting Their Next Generation of School Leaders**

Facilitator: Gene Bottoms, *Senior Vice President*
Southern Regional Education Board

Panelists: Bob Glascock, *Executive Director*
The Breakthrough Center, Maryland State Department of Education
Sherrill Parris, *Assistant State Superintendent of Education*
Alabama State Department of Education
Jon Schnur, *Chief Executive Officer and Co-Founder*
New Leaders for New Schools

9:45 A.M. BREAK

Topic 2: New Tools for Developing Leadership Talent

10 A.M. **Innovative New Resources for Building Leadership Capacity**

Introduction: Kathy O'Neill, *Director, Learning-Centered Leadership Program*
Southern Regional Education Board

Speaker: Kristie Clements, *Director, Module Development, Learning-Centered Leadership Program*
Southern Regional Education Board

10:30 A.M. **State Team Work A: What Gaps Are Revealed by the Benchmark Report, and What Opportunities Are Available to Fill Them?**

Facilitator: Kathy O'Neill, *Director, Learning-Centered Leadership Program*
Southern Regional Education Board

11:45 A.M. **Debrief and Transition**

Facilitator: Leslie Hazle Bussey, *Director, Research, Leadership and School Improvement*
Southern Regional Education Board

12 P.M. LUNCH

SALON E

Topic 3: Succession: Working Together To Prepare Future School Leaders

- 1 P.M. **The Succession Challenge: Issues in Leadership Succession**
Introduction: Jon Schmidt-Davis, *Research and Evaluation Specialist for School and Leadership Improvement*
Southern Regional Education Board
Featured Dean Fink, *Educational Development Consultant*
Presenter: Dean Fink Consulting Associates, Ontario, Canada
- 2 P.M. CONCURRENT BREAKOUT SESSIONS
- A. Pipelines, Pools and Reservoirs: Developing Leadership Capacity** SALON D
Dean Fink, *Educational Development Consultant*
Dean Fink Consulting Associates, Ontario, Canada
- B. What the SREB Benchmark Study Tells Us About Succession Planning in Our Region** ALABAMA ROOM
Leslie Hazle Bussey, *Director, Research, Leadership and School Improvement*
Southern Regional Education Board
Jon Schmidt-Davis, *Research and Evaluation Specialist for School and Leadership Improvement*
Southern Regional Education Board
- C. Succession Planning for Struggling Urban Schools: What Can the State Do?** FLORIDA ROOM
Judith Monseur, *Professional Development Consultant*
Ohio Department of Education
Ted Zigler, *Director of Graduate Educational Partnerships*
Ohio Dominican University
- D. Succession Planning for Struggling Rural Schools: What Can the District Do?** TENNESSEE ROOM
Carolyn McPherson, *Assistant Superintendent for Academic Initiatives and Support*
Kingsport City Schools, Tennessee
Eric Glover, *Associate Professor*
East Tennessee State University
- 3 P.M. BREAK

Topic 4: State and District Strategies for Building Leadership Capacity in Schools

- 3:15 P.M. **State Perspectives on Supporting Districts to Empower Principals to Lead Their Schools to Success**
Facilitator: Gene Bottoms, *Senior Vice President*
Southern Regional Education Board
Panelists: Sally Barefoot, *Director*
Office of School Leadership, South Carolina Department of Education
Gale Hulme, *Executive Director*
Georgia Leadership Institute for School Improvement
Nikolai Vitti, *Deputy Chancellor for School Improvement and Student Achievement*
Florida Department of Education

- 4 P.M. **District Behavior Matters: What Can School Districts Do to Empower Principals to Lead Their Schools to Success?**
 Facilitator: Jon Schmidt-Davis, *Research and Evaluation Specialist for School and Leadership Improvement*
 Southern Regional Education Board
- Panelists: Scott Cowart, *Superintendent*
 Carroll County Schools, Georgia
- Jody Leleck, *Chief Academic Officer*
 Montgomery County Public Schools, Maryland
- Myra Whitney, *Associate Superintendent*
 Memphis City Schools, Tennessee
- 4:45 P.M. **State Teamwork B: How Is Our State Working With Districts to Prepare and Empower Future School Leaders?**
 Facilitator: Kathy O'Neill, *Director, Learning-Centered Leadership Program*
 Southern Regional Education Board
- 5:20 P.M. **Reflections on Day One**
 Kathy O'Neill, *Director, Learning-Centered Leadership Program*
 Southern Regional Education Board
- 5:30 P.M. RECEPTION WITH CASH BAR (*followed by dinner on your own*)

Friday, May 7, 2010

- 7 A.M. BREAKFAST BUFFET

Topic 5: What Do Effective Principals Do, and How Can We Develop Others?

- 8 A.M. **Transition From High School to College: Implications for Leadership**
 Introduction: Gene Bottoms, *Senior Vice President*
 Southern Regional Education Board
- Speaker: Dave Spence, *President*
 Southern Regional Education Board
- 8:20 A.M. **Rewarding Work, Sunup to Sundown: The Special Leadership Challenges in High Schools**
 Introduction: Gene Bottoms, *Senior Vice President*
 Southern Regional Education Board
- Featured Presenter: W. Norton Grubb, *Professor, Policy, Organization, Measurement and Evaluation*
 University of California at Berkeley, Graduate School of Education
- 9:30 A.M. **National Board Certification for Accomplished Principals: Opportunities for Supporting Tiered Licensure**
 Introduction: Kathy O'Neill, *Director, Learning-Centered Leadership Program*
 Southern Regional Education Board
- Featured Presenter: Joan Auchter, *Chief Programs Officer*
 National Board of Professional Teaching Standards
- 10 A.M. BREAK

10:15 A.M.	CONCURRENT BREAKOUT SESSIONS	
	A. Leadership Challenges in High Schools With Theme-Based Pathways	SALON D
	W. Norton Grubb, <i>Professor, Policy, Organization, Measurement and Evaluation</i> University of California at Berkeley, Graduate School of Education	
	B. How Can States Use National Board Certification to Support Accomplished Principals?	ALABAMA ROOM
	Joan Auchter, <i>Chief Program Officer</i> , National Board of Professional Teaching Standards	
	Debbie Davis, <i>Director</i> Arkansas Leadership Academy	
	Jackie Wilson, <i>Associate Director</i> Delaware Academy for School Leadership, University of Delaware	
	C. Preparing New Leaders for Success in Improving High-Need Schools	FLORIDA ROOM
	Betty Fry-Ahearn, <i>Director, Florida Leadership Initiative</i> Southern Regional Education Board	
	Marcia Lamkin, <i>Program Director, Educational Leadership</i> University of North Florida	
	D. Creating Conditions That Support Middle Grades and High School Principals	TENNESSEE ROOM
	Jon Schmidt-Davis, <i>Research and Evaluation Specialist for School and Leadership Improvement</i> Southern Regional Education Board	
11:15 A.M.	State Team Work C: What are the Skill Sets Needed by Principals in High-Need Middle Grades and High Schools	
	Facilitator: Kathy O'Neill, <i>Director, Learning-Centered Leadership Program</i> Southern Regional Education Board	
11:50 A.M.	Evaluation Completion	
	Kathy O'Neill, <i>Director, Learning-Centered Leadership Program</i> Southern Regional Education Board	
12 P.M.	ADJOURNMENT	

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PRESENTER BIOGRAPHIES

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Joan Auchter

Joan E. Auchter is the chief program officer for the National Board of Professional Teaching Standards (NBPTS). Joan oversees the development of accomplished teaching standards, the quality of the certification process, and the research and operations that provide support to NBPTS and candidates. In addition, Joan is leading the development of the new Accomplished Principal and Teacher Leader Certificate Program. Prior to joining the National Board, Joan served for eight years as the executive director of the General Educational Development (GED) Testing Service of the American Council on Education. She has a strong background in education, educational assessment and assessment technology, having held senior assessment positions with the GED Testing Service and the West Virginia State Department of Education. Joan has served as a district-level supervisor and a Title IV coordinator in West Virginia's Logan County School District.

Sally Barefoot

As director of the Office of School Leadership (OSL) in the Division of Educator Quality and Leadership, Sally Barefoot is responsible for the management and delivery of the South Carolina Leadership Development Continuum. The Continuum is a range of fourteen long-term developmentally appropriate programs for educational leaders, from teacher leaders to experienced superintendents and principals. During her tenure at SCDE, Sally has coordinated leadership programs, including the Principal Apprentice Program, the Principal Evaluation Program, the New Principals Academy, the Principal Assessment Center, and the Tapping Executive Educators Program for aspiring superintendents. Sally's educational career spans 35 years. She earned her undergraduate degree in history from Winthrop University and a master's degree in Teaching Social Studies as well as a master's degree in Criminal Justice from the University of South Carolina. Prior to joining the South Carolina Department of Education, Sally was a classroom teacher, maximum security lead teacher, guidance counselor and high school principal at the South Carolina Department of Juvenile Justice. Sally is a certified Myers-Briggs Personality Inventory facilitator and a National Association of Secondary Schools Principals trainer and developmental program facilitator. Sally is an Institute for Educational Leadership South Carolina Education Policy Fellow.

James E. Bottoms

James E. (Gene) Bottoms, SREB senior vice president, is the founder of *High Schools That Work*, the nation's largest and most successful high school improvement network. Gene has provided leadership as the network has grown from its founding in 1987 as the SREB-State Vocational Education Consortium with 28 high schools in 13 Southern states to its current network of more than 1,000 high schools in 30 states and the District of Columbia. Gene also founded *Making Middle Grades Work*, which now serves more than 400 middle grades schools. A theme of Gene's career has been to improve educational excellence for students, especially those enrolled in career/technical studies and those who are at risk, and to integrate academic and career/technical education. Gene has authored many publications and research briefs. He has led the development of more than 100 guides and other publications on school improvement and directs a conference and workshop program that serves more than 10,000 educators annually. He is frequently called on as a consultant to U.S. Congressional committees, the U.S. Department of Education, state legislatures, state departments of education, teacher education programs and school districts for his keen insights regarding policies and practices that will improve education and student achievement.

Leslie Hazle Bussey

Leslie Hazle Bussey is director of research for Learning-Centered Leadership and School Improvement at the Southern Regional Education Board. 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 through 2000, Leslie 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, Leslie 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.

Kristie Clements

Kristie Clements has enjoyed 20 years in the field of education with half of that time in online learning. As the director of module development for the Southern Regional Educational Board, Kristie is helping to train aspiring and current educational leaders in a variety of strategies to effect positive change for students. With experience in both the private and public sectors, Kristie has influenced and experienced state, district, building and classroom levels of education.

Scott Cowart

Scott Cowart, superintendent of Carroll County Schools, is a former teacher and school administrator. He began his educational career as a social studies teacher and coach and later served as the principal at Central High School in Carroll County. During his principalship, the school was recognized as one of the highest-performing high schools in Georgia. In 2000, Scott was named Monroe County School District Superintendent in Forsyth, Georgia, where he served until 2008. Scott received the 2006 Georgia School Superintendents Association Achievement Award and in 2007 was a finalist for Georgia Superintendent of the Year. Scott has served as senior performance consultant and director of executive development for the Georgia Leadership Institute for School Improvement (GLISI), where he worked with school districts across Georgia to develop strategic plans, implement balanced scorecards and deliver leadership training for senior educational leaders. Scott is recognized as one of the leading experts in using the balanced scorecard as a tool to improve student achievement and organizational performance. He has used his knowledge to serve on the Georgia Superintendents Board of Directors and the Georgia School Boards Association Advisory Board.

Debbie Davis

Debbie Davis, director of the Arkansas Leadership Academy, has served for 27 years in public education as teacher, coach, and building administrator in preschool, elementary, middle and high school grades. She received her B.A. in art education, and her M.Ed. in Education from the University of Central Oklahoma. She later received her administrative certification and Ed.D. in educational leadership from the University of Arkansas. Debbie was named Arkansas Elementary Principal of the Year and National Distinguished Principal in 2006. In 2007 she was designated one of the first Master School Principals in the state of Arkansas through the Master Principal Program of the Arkansas Leadership Academy. Debbie subsequently served as master principal leader of the Academy before beginning her current work as the academy's director. Under Debbie's leadership, the Academy designs creative and innovative approaches to establish learning communicates in public schools. System change for increased student and adult learning, resulting in whole school improvement, is the goal of every program administered by the Academy.

Dean Fink

An international educational development consultant, Dean Fink has formerly served as superintendent and principal with the Halton Board of Education. In his career he has taught at all levels of education, from primary grades to graduate school. In the past 17 years, Dean has conducted workshops and presentations in 31 countries and presented keynote addresses to numerous national and international conferences. Dean is author or co-author of several publications, including *Changing Our Schools* (Open University Press, 1996) *Why School Reform Doesn't Last* (Teachers College Press, 2000), and *It's About Learning and It's About Time* (Routledge/Falmer Press, 2003) with Louise Stoll and Lorna Earl of OISE/University of Toronto. Recent books include *Sustainable Leadership* with Andy Hargreaves (Jossey Bass, 2006) and *Leadership for Mortals: Developing and Sustaining Leaders of Learning* (Corwin/Paul Chapman, 2006). Dean's new book sponsored by the Ontario Principals' Council, is titled *The Succession Challenge: Building and Sustaining Leadership Capacity Through Succession Management* (Sage, Corwin, 2010).

Betty Fry-Ahearn

Betty Fry-Ahearn is director of the Florida Leadership Project for the Southern Regional Education Board. She received her M.Ed. (curriculum and instruction) from Florida Atlantic University and her Ph.D. and Ed. S. (curriculum and instruction) from the University of South Florida. Betty 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. From 2001 to 2003, she directed the South Georgia Leadership Academy at Valdosta State University. Betty 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. Betty has entered and contributed to several SREB publications, including *The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning*; *Schools Can't Wait: Accelerating the Redesign of University Leadership Preparation Programs*; *Good Principals Aren't Born—They're Mentored*; and *The Principal Internship: How Can We Get It Right*.

Gale Hulme

Gale Hulme is the executive director of the Georgia Leadership Institute for School Improvement (GLISI), a public-private initiative with a seven-year track record of success in developing and executing systemic solutions to improve education leadership in Georgia. Before joining GLISI in 2002, Gale served on the superintendent's cabinet in various executive roles in Gwinnett County Public Schools, including executive director of organizational advancement, executive director of leadership development, and assistant superintendent for instructional services. Prior to joining GCPS, Gale served as a graduate teaching assistant at the University of Georgia, a high school department chair, and a high school English teacher. She co-authored two text books on the teaching of writing and grammar for Allyn and Bacon. Gale is a former member of the National Staff Development Council Board of Trustees (2002 – 2005); recipient of the UCEA Excellence in Educational Leadership Award (2005); member of Georgia's Leadership Program Redesign Committee convened by the Georgia Professional Standards Commission (2006); member of the National Advisory Committee and Stateside Design Team, University of Georgia (2009); and member of the Alliance of Education Agency Heads Implementation Team, Goal 4: Developing Strong Education Leaders, Particularly at the Building Level (2010).

Bob Glascock

Bob Glascock leads organizational and instructional alignment at the Maryland State Department of Education to advance student learning in low-achieving schools. As executive director of The Breakthrough Center, Maryland's statewide system of support, Bob coordinates the streamlining and differentiation of services to more effectively and efficiently support districts and schools. Bob has 34 years of experience as an educator and district administrator in Maryland. Prior to joining MSDE in 2008, Bob served for eight years as Assistant Superintendent of Curriculum, Instruction, and Technology in the Howard County Public School System, which serves 50,000 students in 72 schools. Bob's leadership style is guided by the following principles: Children come first, always; invest in people; when challenges arise, engage and listen; excel in the present, but plan for the future; communicate the "why" — people may not always agree with the decision, but they are more likely to accept it if they understand it.

Eric Glover

Eric Glover is an associate professor at East Tennessee State University, where he coordinates the Administrative Endorsement Program and is developing the Northeast Tennessee Principal Preparation Partnership (NeTPPP), a partnership of small and medium-sized school districts focused upon improving the quality of school leadership for the region. Bob is a former teacher and school administrator with extensive experience in the Southwest. His research focus is school-level leadership development (principals and teachers), using open-systems feedback loops grounded in inquiry, conversation and reflection.

W. Norton Grubb

W. Norton Grubb is the faculty coordinator of the Principal Leadership Institute at UC Berkeley, which prepares principals for urban schools in the Bay Area. Norton's research spans the role of schooling in labor markets; reforms in high schools and community colleges; the effects of institutional practices on teaching quality; the interactions among education and training programs, community colleges; the flow of students into and through postsecondary education; and social policy toward children and youth. Norton has participated in several policy-oriented efforts, most recently the California Master Plan Commission, a National Research Council Committee on high school motivation, and a panel of experts for the case of *Williams v. California*. He recently completed a book on the economic roles of schooling, titled *The Education Gospel: The Economic Power of Schooling*. Other recent books include *Honored But Invisible: An Inside Look at Teaching in Community Colleges* (1999); *Learning to Work: The Case for Reintegrating Education and Job Training* (1996); and *Working in the Middle: Strengthening Education and the Training for the Mid-Skilled Labor Force* (1996). He is also author of *Broken Promises: How Americans Fail Their Children* (with M. Lazerson, 1988), a theoretical and historical analysis of the public treatment of children and youth.

Marcia Lamkin

Marcia Lamkin is the program director of educational leadership at the University of North Florida. Marcia has taught French, English, and Spanish in grades 3 through 12, served as building administrator in a bilingual program for migrant children and at an Iroquois Nation reservation school, supervised a regional vocational and alternative education center, served as a district superintendent, and directed the start-up for a charter school. For the past six years, following her retirement from the public school environment, Marcia has instructed research techniques and topics in educational leadership.

Jody Leleck

As Chief Academic Officer for Montgomery County Public Schools, Maryland, Jody Leleck provides vision, leadership, and coordination for the implementation of strategic initiatives that promote excellence and equity in teaching and learning across the system. With an emphasis on expectations, empowerment and commitment, Jody led a restructuring process in the district's elementary school most impacted by poverty, language differences and mobility that resulted in three years of significantly improved academic performance. Jody also has served as the associate superintendent for curriculum and instruction and a director of school performance. Before becoming an administrator, Jody taught English to Speakers of Other Languages (ESOL) at the elementary school level, and middle school French, civics, and English. Jody has an undergraduate degree in French Education and master's degrees in both teaching english to speakers of other languages and school administration.

Kathy O'Neill

Kathy O'Neill is director of the Learning-Centered Leadership Program at the Southern Regional Education Board. She has traveled extensively across the nation providing guidance and facilitation in school leadership preparation systems and policy. Before joining SREB, Kathy held many positions in education, including teacher, assistant principal and superintendent. Kathy has worked with Georgia State University as director of instructional technology and associate professor for educational policy studies. She also served as both superintendent and executive director of curriculum and instructional Services for Rockdale County Public Schools, Georgia. Kathy has presented in a host of national workshops on leadership, staff development and technology. She has authored, co-authored or served as consultant on numerous publications, including *Models for School Reform*, *Developing Technology Rich Educational Environments* and many of the SREB Leadership Curriculum Modules for school leaders. Kathy holds master's degrees in both chemistry and administration. She earned her doctorate in educational leadership from the University of Georgia.

Sherrill Parris

Sherrill Parris serves as Alabama's assistant state superintendent of education, responsible for the Alabama Reading Initiative and the Alabama Reading First Initiative. Sherrill joined the Alabama Department of Education in July 1999, as the assistant director of the Alabama Reading Initiative. She represents Alabama on the Advisory Board for The Southeast

Comprehensive Center Social/Emotional Development and Learning (SECC-SEDL) and is a member of the design team for the Governor's Commission on Quality Teaching. Additionally, she has co-directed Alabama's Plan for Response to Instruction and the State Department of Education's Accountability Roundtable. Sherrill's professional career began as a social worker. Since 1979, she has worked in both the private and public sector as a first grade teacher and as an elementary principal. Sherrill received her bachelor's degree from Auburn University. After furthering her education at Judson College and the University of Alabama, she received her master's degree, education specialist degree, and degree in education administration from the University of West Alabama.

Carolyn McPherson

Carolyn McPherson is assistant superintendent of academic initiatives and support for Kingsport City Schools in Tennessee. Carolyn is a former Tennessee Principal of the Year and has served in several capacities within the Kingsport City district: special education teacher, director of special education, elementary principal and middle school principal. Carolyn has developed a wide range of programs and initiatives at the building and district levels, written numerous grants, served as a USDOE grant reader for several years, and works as her district's professional development supervisor.

Judith Monseur

Judith Monseur is professional development consultant with the Ohio Department of Education, manages the State Action for Educational Leadership Project and provides support for other statewide professional development systems, including the design of Ohio's resident educator program and the development of educator preparation program standards. Before joining ODE, Judith served as a university program administrator and instructor of educational foundations courses. She holds a Ph.D. in educational policy and leadership from The Ohio State University.

Jon Schmidt-Davis

Jon Schmidt-Davis is the Research and evaluation specialist for school and leadership improvement at SREB. Since joining the Learning-Centered Leadership Program in 2008, Jon has researched and evaluated statewide reforms of school leadership standards, policies and preparation pipelines in Tennessee and Alabama and also prepared a forthcoming report on district contributions to the working conditions necessary for principal success. Jon has begun work on an SREB study of what states and districts can do to improve succession planning for school principals. Prior to joining SREB, Jon was the social studies curator for the Education Resources Information Center (ERIC) while working for RTI International and later coordinated statewide testing operations for the North Carolina Department of Public Instruction. Jon is a former middle school and high school social studies teacher.

Jon Schnur

Jon Schnur is chief executive officer and co-founder of New Leaders for New Schools (NLNS), a national non-profit organization with one mission: driving high levels of learning and achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. Since co-founding NLNS, Jon has led the development of the organization's strategy, management team and board, core values, performance metrics, partnerships and fundraising. From September 2008 to June 2009, Jon took leave from NLNS to serve as an advisor to Barack Obama's Presidential campaign, a member of the Presidential Transition Team, and a senior advisor to U.S. Secretary of Education Arne Duncan. Before founding NLNS, Jon served as special assistant to Secretary of Education Richard Riley, President Clinton's White House associate director for educational policy, and senior advisor on education to Vice President Gore. He has developed national education policies from preschool to higher education. Jon graduated from Princeton University with honors, took graduate coursework at Harvard's Business School, Graduate School of Education and Kennedy School.

Dave Spence

Dave Spence is president of the Southern Regional Education Board, where he oversees the nation's largest school improvement network, the nation's largest educational technology collaborative of state K-12 and postsecondary agencies, and other initiatives designed to help the organization's 16 member states lead the nation in educational progress. Dave's career has included several state-level leadership positions in SREB states. He was 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. As Vice Chancellor and Chief Academic Officer of the California State University System, Dave implemented the system's strategic plan, developed a system-wide initiative to increase graduation rates, and established a system accountability process. Most notably, he initiated and coordinated the implementation of California's Early Assessment Program, by 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. Dave holds a B.A. in history from the University of Rochester, an M.S. in education from the State University of New York at Albany, and a Ph.D. in higher education from SUNY/Buffalo.

Jackie Wilson

Jacquelyn (Jackie) Wilson is the associate director and director of Southern Programming at the University of Delaware's Academy for School Leadership. Prior to joining the university, Jackie served as an associate professor and coordinator of graduate education programs for Wilmington University in Georgetown, and as the director of professional accountability for the Delaware Department of Education (DOE). Jackie has served on several national leadership issue groups, including as co-chair of the development committee for the new Delaware Performance Appraisal System for Administrators; representative of the Delaware DOE on the Interstate School Leaders Licensure Consortium (ISLLC), and member of Wilmington University's Advisory Committee for Reading and English Language Learners. Jackie spent 28 years with the Indian River School District as a paraprofessional, teacher, reading specialist and school administrator. Currently, Jackie is the project director for the Delaware DOE's Cohesive Leadership Program. Jackie was selected for the University of Delaware's prestigious Second Mile Award in 2004. She was named Delaware's National Distinguished Elementary Principal in 2002, and in 2001 was principal of Delaware's first public elementary school to be named a National Blue Ribbon School by the U.S. Department of Education.

Nikolai Vitti

Nikolai Vitti serves as deputy chancellor of school improvement and student achievement for the Florida Department of Education (FDOE). In this capacity, Nikolai leads the Differentiated Accountability effort statewide and manages the Bureaus of School Improvement, Federal Educational Programs, Family and Community Outreach, Federal Programs and Equal Educational Opportunities. Prior to joining the Department, Nikolai served as principal at Homestead Middle School in Miami-Dade County Public Schools (M-DCPS), where he moved the school's FCAT letter grade from a "D" to a high "B." As an intern to the superintendent, Nikolai identified, through data analysis, the district's 100 lowest-performing schools and organized 50 focus teams to conduct instructional walkthroughs of the identified schools. Before coming to M-DCPS, Nikolai played an instrumental role in transforming the educational culture of a 4,000-student high school in the Bronx, New York, which had been riddled with violence, failing test scores, and high drop-out and teacher turnover rates. With master's degrees in education and in administration, planning and social policy from Harvard University, Nikolai is completing his doctoral dissertation on parent involvement in urban schools.

Myra Whitney

Myra Whitney has enjoyed a life-long career with Memphis City Schools. She has served as special education teacher, elementary teacher, gifted education teacher, assistant principal and principal. After serving 13 years as principal, Myra became academic superintendent of Area 3, where she led all 37 area elementary schools to strong academic achievement based on state testing standards. As District Cluster Leader, Myra was responsible for the leadership and professional development of 14 elementary, middle, and high schools. Myra served as associate superintendent of curriculum,

instruction and professional development for Memphis City Schools and participated in the Harvard University Public Education and Leadership Program (PELP), which focuses on business and educational strategies to improve school districts. Myra attended the 1996 Principals Center at Harvard University and is a 2009 graduate of the National Staff Development Council Academy. Currently, Myra leads the District Office of Professional Development and Staff InService, and is moving forward on instituting online professional development and establishing Regional Conferences under the umbrella of The Urban Education Center.

Ted Zigler

Ted Zigler is director of graduate education partnerships and coordinator of the teacher leader grant at Ohio Dominican University (ODU). Prior to moving into higher education, Ted had 30 years of educational experience as teacher, coach, guidance counselor, athletic director, assistant principal, high school principal, and assistant superintendent. He was named the Ohio Principal of the Year in 2001 and received UCEA's Excellence in Educational Leadership Award in 2000. Ted was a member of the writing teams for both the Ohio Principal Standards and the Ohio Teacher Leader Standards, and served as president for the Ohio Council of Professors of Educational Administration. In 2004, Ted joined the faculty of the educational leadership program at the University of Cincinnati, where he forged a partnership among the university, Cincinnati Public Schools, the Mayerson Academy, and the Hamilton County Educational Service Center to develop school leaders. In 2008-2009, Ted was the director of professional development for the Ohio Association of Secondary School Administrators (OASSA), but returned to ODU in the fall of 2009 as the coordinator of the teacher leader grant, and now also as director of graduate education partnerships, which develops true partnerships between local school districts and the university.

SREB Learning-Centered Leadership Program

Developing and Assisting Effective Learning-Centered Principals Who Can Improve Schools and Increase Student Achievement

SREB

LEARNING-
CENTERED
LEADERSHIP
PROGRAM

Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.

SREB *Challenge to Lead* Goal for Education

School leaders who can change curriculum and instruction are essential to increasing student achievement and ensuring the economic and cultural progress of the South and the nation. In this era of high-stakes accountability, school systems are having increasing difficulty recruiting and maintaining effective school leaders. As new standards are implemented throughout the nation, recruitment, preparation and professional development programs for current and aspiring leaders are becoming out of sync with scaled-up expectations. This looming shortage of qualified — versus certified — school leaders is a crisis, but it presents an opportunity to redefine educational leadership and to identify and prepare a diverse new generation of leaders who can build higher-performing schools.

The Southern Regional Education Board (SREB) recognizes the crucial role principals and school leadership teams play in improving schools and increasing student achievement. The organization is taking deliberate steps to help states achieve the SREB *Challenge to Lead* goal for improved school leadership. 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:

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

November 2008

Southern
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SREB Critical Success Factors for Principals

What Must Leaders Know and Be Able to Do?

Through literature reviews and research data from its own school reform initiatives, SREB has identified 13 Critical Success Factors (CSFs) associated with principals who have improved student achievement in schools with traditionally “high risk” demographics. (See *Preparing a New Breed of School Principals: It’s Time for Action*, SREB, 2001.) These factors, organized under three overarching competencies, are the driving force for the work of the SREB Learning-Centered Leadership Program.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

- CSF 1. Focusing on student achievement:** Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- CSF 2. Developing a culture of high expectations:** Set high expectations for all students to learn higher-level content.
- CSF 3. Designing a standards-based instructional system:** Recognize and encourage good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

- CSF 4. Creating a caring environment:** Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
- CSF 5. Implementing data-based improvement:** Use data to initiate and continue improvement in school and classroom practices and in student achievement.
- CSF 6. Communicating:** Keep everyone informed and focused on student achievement.
- CSF 7. Involving parents:** Make parents partners in students’ education and create a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

- CSF 8. Initiating and managing change:** Understand the change process and use leadership and facilitation skills to manage it effectively.
- CSF 9. Providing professional development:** Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.
- CSF 10. Innovating:** Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.

Our schools must have principals who can provide teachers with the leadership and support they need to help students gain the skills and knowledge now identified as important for success in a “flat” world filled with uncertainty and constant change.

*Schools Need Good Leaders Now:
State Progress in Creating a Learning-Centered
School Leadership System
SREB, 2007*

- CSF 11. **Maximizing resources:** Acquire and use resources wisely.
- CSF 12. **Building external support:** Obtain support from the central office and from community and parent leaders for the school improvement agenda.
- CSF 13. **Staying abreast of effective practices:** Continuously learn from and seek out colleagues who keep abreast of new research and proven practices.

Research and Publications

A key objective of the SREB Learning-Centered Leadership Program is to conduct research on the preparation and development of school principals and prepare benchmark reports that track the progress of SREB states in achieving the *Challenge to Lead* goal: *Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.*

Research Reports

To sustain the drive toward improved instructional leadership and increased student achievement, the SREB Learning-Centered Leadership Program continually conducts research on new topics related to school leadership. The research and resulting publications focus attention on the need for change and identify new polices, research-based practices and processes for addressing states' needs.

Benchmark Reports

Since 2002, SREB has tracked states' progress on adopting policies, structures and strategies to ensure every school has leadership that results in improved student achievement. The Learning-Centered Leadership Program prepares biennial benchmark reports that track the 16 SREB states' progress on seven indicators of improved school leadership:

- **Adopt learning-centered leadership standards.** Standards emphasize the principal's role in curriculum, instruction and student achievement by describing explicitly the state's expectations regarding the knowledge, skills and behaviors of effective principals.
- **Recruit and select future leaders.** Universities and school districts work together to recruit, select and prepare effective school leaders.
- **Redesign leadership programs to emphasize curriculum, instruction and student learning.** Programs emphasize school leaders' role in improving student learning, including methods for supporting grade-level achievement and college and career readiness for all students and transforming schools into high-performing, continuously improving organizations.
- **Develop programs with school-based experiences that prepare participants to lead school improvement.** Leadership preparation programs include field-based experiences in which future leaders observe, participate in and lead activities to improve school and classroom practices.
- **Base professional-level licensure on improved school and classroom practices.** A tiered licensure system is in place to ensure principal-candidates and principals continually demonstrate abilities to improve instructional practices and student achievement.

SREB began tracking states' progress toward improving school leadership in 2002. Since then, all 16 SREB states have made progress on almost every indicator.

“SREB research has been the foundation on which Alabama practitioners and the Governor’s Congress on School Leadership redesigned university leadership preparation programs and designed new standards, certification and professional development approaches. SREB’s guidance in this process has been invaluable.”

Coordinator, Office of Leadership
Development
Alabama Department of Education

- **Create alternative pathways to initial licensure.** Alternative pathways provide professionals with a master’s degree, access to entry-level principal licensure and job-embedded training.
- **Provide training and support for leadership teams in low-performing schools.** Professional development opportunities provide continual support to school leadership teams for improving student learning and school and classroom practices.

The program began researching an eighth indicator in 2007:

- **Create working conditions to improve teaching and learning.** State and district policies, practices and resources allow principals to implement proven strategies for improving schools and student achievement.

The benchmark reports draw attention to the key practices in each state and highlight the work yet to be done and the need for change.

State Support for Leadership System Redesign

The SREB Learning-Centered Leadership program provides intensive support to state redesign initiatives in order to demonstrate the leadership change process; build the capacity for statewide redesign; and establish model programs that can help other states, districts and universities understand how their programs must change.

SREB has partnered with several states — including Alabama, Kentucky, Louisiana, Mississippi and Tennessee — to redesign state leadership systems with a focus on preparing school leaders to implement improvement strategies and increase student achievement. SREB assists local school districts, universities, state policy-makers and state agencies in aligning preparation, licensure, professional development and evaluation of new school leaders to state leadership standards that emphasize principals’ responsibilities for improving schools and student achievement.

SREB’s five-phase reform model advocates the formation of a state commission and five task forces that research best practices for leadership standards and recommend policy changes. At the local level, school districts and universities form partnerships to jointly develop preparation programs that prepare effective school leaders, based on the improvement needs and succession plans of the district and its schools. The model involves the following components:

- I. Form a Commission:** Organize a state-level vision of goals, standards and an improvement framework. Appoint a commission to develop statewide goals, oversee the standards task force, and form and charge the framework task forces.
- II. Appoint Framework Task Forces:** Appoint five task forces to recommend research-based policies, practices and programs regarding these five areas of system redesign:
 - standards
 - selection and preparation
 - licensure and evaluation

- induction and professional development
- working conditions

III. Align Task Forces: Consider the work of individual task forces as a whole and ensure system components are aligned.

IV. Enact Legislation or Executive Order: Adopt standards and policies to close the gap between ideal practices and current practices.

V. Implement the Plan: Create an implementation plan. Put procedures, rules and support systems in place to implement policies. Assist universities and school districts in planning and developing new programs and practices. Monitor and evaluate implementation (external evaluators appointed by commission).

“The Educational Leadership and Policy Analysis Department at East Tennessee State University has partnered with SREB to develop a principal training model based upon a partnership with local school districts. This program is generating the redesign of our programs at ETSU and will serve as a model for other Tennessee principal training initiatives. Indeed this program is leading our department to begin a practice of continuously redesigning our school administrator training, based upon feedback from faculty, students and mentor principals.”

“Without the assistance of SREB, I would be less effective as a professor, our department would be less effective in supporting the school districts we serve, and those school districts would be less effective in enabling their teachers to meet the learning needs of their students.”

Coordinator, P–12 School Administrator Training Programs
Education Leadership and Policy Analysis
East Tennessee State University

“The Leadership Forum helped us bring several programs and ideas together and jump start a process to achieve a statewide learning-centered leadership system.”

Leadership Forum Participant

Annual Leadership Forum

The Learning-Centered Leadership Program convenes annual forums to focus state and district leaders on key issues facing the preparation and professional development of school leaders who can improve student achievement. The Leadership Forums bring together state teams composed of policy-makers, educators and business representatives to discuss key aspects of preparation, licensure and support of school leaders and to spur changes in state policies and practices. These forums feature best practices and current research to provide state, district and university leaders with the resources they need to improve leadership in their organizations.

SREB Leadership Curriculum Modules

The SREB Learning-Centered Leadership Program has developed the Leadership Curriculum Modules to support leadership preparation and professional development efforts in universities and school districts across the country. The modules help guide the redesign of state academies and university programs to focus principals and school leaders on improving a school's instructional program and raising student achievement. The modules have been implemented both as curriculum for aspiring principals and as professional development for district staff, principals and school leadership teams in 48 states. More than 2,500 trainers have been trained in and received implementation support for the various modules.

The framework for the Leadership Curriculum Modules is the set of 13 Critical Success Factors, and a focus on instructional leadership connects the entire curriculum. Each module provides activities that engage aspiring leaders and school leadership teams in solving real school problems by applying research-based strategies. The modules promote the involvement of university faculty, academy consultants and district-level staff in school-based learning experiences with aspiring principals, practitioners and school leadership teams.

The Leadership Curriculum Modules form a coherent curriculum that gives participants in-depth understanding of the knowledge and skills that aspiring principals and school leadership teams must use in putting the Critical Success Factors into practice. They are the result of a large investment of professional expertise, time and resources, and the collaborative efforts of teams and expert panels convened and directed by SREB. These teams include staff from state leadership academies and agencies, regional educational laboratories and national comprehensive centers.

More information about the modules can be found in the publication, *SREB Leadership Curriculum Modules: Professional Learning Framework and Module Summaries*, which provides a detailed description of the module curriculum framework and a summary of each module. This publication is available online at www.sreb.org.

“The SREB modules provide the critical support needed for novice principals to become effective instructional leaders in the field. The modules’ design allows for the wholesome discussion and collaboration that leaders need to be successful in this practice.”

Director of Principal Induction
South Carolina Board of Education

Improving the School as a System

Audience: Aspiring Leaders and School Leadership Teams

Using Data to Focus Improvement

Creating a High-Performance Learning Culture

Using Root Cause Analysis to Reduce Student Failure

Providing Focused and Sustained Professional Development

Organizing Resources for a Learning-Centered School

Building Instructional Leadership Teams That Make a Difference

Communicating to Engage Stakeholders in School Improvement

Leading School Change to Improve Student Achievement

Coaching for School Improvement

Improving Curriculum and Instruction

Audience: Aspiring Leaders and School Leadership Teams

Prioritizing, Mapping and Monitoring the Curriculum

Designing Assessment to Improve Student Learning

Aligning Teacher Assignments and Student Work to Rigorous Standards

Personalizing School to Engage Students in Learning

Leading Schoolwide Literacy Initiatives

Leading Schoolwide Numeracy Initiatives

Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

Improving Leadership Preparation

Audience: University-District Teams

Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals

Developing Internship Programs for School Leaders: A How-To Guide for University and School District Partners

Mentoring School Leaders in Competency-Based Internships and Induction Experiences

For More Information

Further information about the Learning-Centered Leadership Program, including publications and staff contact information, can be found online at www.sreb.org. Select “School Leadership” from the main menu. Contact the Learning-Centered Leadership Program by phone at (404) 875-9211 or e-mail schoolleadership@sreb.org.

About *High Schools That Work*

The Learning-Centered Leadership Program is part of *High Schools That Work* (*HSTW*), the nation’s largest and fastest-growing effort to combine challenging academic courses and modern vocational studies to raise the achievement of high school students. *HSTW* is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed. The program provides member states and sites with staff development, technical assistance, communications and publications, and assessment services.

About SREB

The Southern Regional Education Board (SREB) is the nation’s first interstate compact for education. SREB was established in 1948 by Southern governors and currently serves 16 Southern states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

SREB helps educational and governmental leaders work cooperatively to advance education and, in doing so, to improve the region’s social and economic life. SREB assists state leaders by directing attention to key issues; collecting, compiling and analyzing comparative data; and initiating studies and discussions that lead to recommendations for state and institutional action.

The SREB Learning-Centered Leadership Program is supported by funds from the U.S. Department of Education, The Wallace Foundation and state contracts.

Leadership Curriculum Module Training

Engaging Leaders in Solving Real School Problems

SREB

Training That Can Be Trusted

SREB offers training for principals and other educational leaders who guide the professional development of teachers to improve school and classroom practices and advance student achievement. Based on SREB's Critical Success Factors and rooted in educational leadership research, the SREB Leadership Curriculum Modules integrate real-world problems to build knowledge and skills in instructional leadership.

Training That Meets Your Needs

Face-to-face and online blended learning opportunities based on your needs and your schedule are available for your school, district, university or state. Train-the-trainer or direct participant sessions are available and can be customized to incorporate your initiatives. Trainings are built around key objectives and strategies that help you achieve your goals. Participants can engage as teams, or individuals can join a cohort.



Training That Results In Improved Student Achievement

The modules bring focus to what principals and school leadership teams must know and be able to do to improve instruction and raise student achievement. Together, they form a coherent curriculum and provide a starting point for creating a program that emphasizes instructional leadership and problem-based learning.

Today's teachers are tomorrow's educational leaders. Build your cadre of promising leaders through high-quality face-to-face and online professional development in a wide range of critical school improvement areas focusing on specific requirements pertinent to the needs of your school, district or state.

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For information, contact Ashley Layne or visit <http://www.sreb.org/page/1267/training.html>

*Every school has leadership that results in improved student performance
– and leadership begins with an effective school principal.*

SREB *Challenge to Lead* Goals for Education

COURSES THAT BUILD INFORMED, EFFECTIVE SCHOOL LEADERS

SREB's Leadership Curriculum Modules revolve around three themes with specialized courses in each area:

Improving Leadership Preparation

- Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals
- Developing Internship Programs for School Leaders: A How-To Guide for University and School District Partners
- Mentoring School Leaders in Competency-Based Internship and Induction Experiences



Improving the School as a System

- Using Data to Focus Improvement
- Creating a High-Performance Learning Culture
- Using Root Cause Analysis to Reduce Student Failure
- Providing Focused and Sustained Professional Development
- Organizing Resources for a Learning-Centered School
- Communicating to Engage Stakeholders in School Improvement
- Leading School Change to Improve Student Achievement
- Coaching for School Improvement
- Building Instructional Leadership Teams That Make a Difference

Improving Curriculum and Instruction

- Prioritizing, Mapping and Monitoring the Curriculum
- Designing Assessment to Improve Student Learning
- Aligning Teacher Assignments and Student Work to Rigorous Standards
- Personalizing School to Engage Students in Learning
- Leading Schoolwide Literacy Initiatives
- Leading Schoolwide Numeracy Initiatives
- Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

**Next training workshops July 13-14 in Louisville, Kentucky.
Online trainings starting June 1, 2010!**

2010 ANNUAL LEADERSHIP FORUM

Working Together to Develop the Leaders Our Children Need

ATLANTA AIRPORT MARRIOTT — MAY 6 – 7, 2010

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STATE TEAM WORK A

Please record your responses on a flash drive and label your file “State Teamwork A, (*your state name*)”

What Gaps are revealed by the 2010 SREB Benchmark Report, and what opportunities are available to fill them?

State: _____

Question 1A: How do the data in your state packet align with what you know about the preparation programs and the districts in your state? Did superintendents and preparation program chairs respond differently than you expected?

Question 1B: What district conditions need to change in your state or district to ensure greater chances for principal success?
(*Non-SREB States*)

Question 2: What is your experience with the ten benchmark report indicators? Which ones, in your experience, “pay off” in improved leader quality?

Question 3: What are your next steps to drive forward progress in both universities and districts?

Question 4: Describe your state’s culture in terms of openness to new formats of professional learning, such as online learning. Provide evidence of your response.

Question 5: What tools have you used to this point to support districts and principals in developing capacity in school leaders? Do you find these tools to be effective? If not, what other support systems do you need?

STATE TEAM WORK B

Please record your responses on a flash drive and label your file “State Teamwork B, (*your state name*)”

How is our state working with districts to prepare and empower future school leaders?

State: _____

Question 1: In light of the panel discussions on collaborative actions states and districts are taking to prepare, support and empower school leaders, how is your state working with districts, universities and consultant organizations to create the working conditions principals need to lead their schools to success?

If not presently working in this way, discuss what could be done and how your state can get started.

Question 2: Did you hear any new ideas that would be appropriate for your state or district to adopt in whole or in part?

How well would these ideas work in your state or district?

What are the challenges to implementing these ideas, and how would they need to be adapted to be successful?

STATE TEAM WORK C

Please record your responses on a flash drive and label your file “State Teamwork C, (*your state name*)”

What are the skill sets needed by principals in high-need middle grades and high schools?

State: _____

Question 1: What do you look for in selecting potential leader candidates – i.e., competencies, skills, attributes, attitudes?

Question 2: What district conditions need to change in your state or district to ensure greater chances for principal success?

Question 3: How might your state principal licensure policies be revised to improve the capacity of middle grades and high school principals?