ANNUAL LEADERSHIP FORUM

Deepening Student Learning through Teacher-Focused Principal Leadership

SREB

2013

May 9 – 10, 2013 | Renaissance Concourse Atlanta Airport Hotel

LEARNING-CENTERED LEADERSHIP PROGRAM

Technical Assistance   Research & Evaluation   Professional Development

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Forum Highlights

- To know how new standards will change the work of principals, and how principals can succeed in leading their schools to meet those new standards.

- To understand the role of districts in supporting principals.

- To know how principals can help their teachers improve by focusing on the use of assignments.

- To learn how principals can use teacher evaluation processes to improve teaching.

- To learn how we might do a better job in preparing the principals we need.

Thursday, May 9

7:00 A.M.	**Registration & Coffee**	Pre-Function East
8:00 A.M.	**Welcome** Gene Bottoms	Concourse C & D
8:15 A.M.	**Review of Agenda** Jon Schmidt-Davis	
8:30 A.M.	**What Principals Need to Know about New, More Rigorous State Standards** Kenna Barger and Eleanor Dougherty	
9:30 A.M.	**Break**	
9:45 A.M.	**Discussion Panel: Principal Leadership to Meet New Standards** Gene Bottoms, Marty Mahan, Kenna Barger, Eleanor Dougherty	
10:45 A.M.	**Featured Presentation: What is the Role of the District in Supporting and Growing Principals?** Fred Brown	
11:45 A.M.	**Lunch**	Pre-Function East
1:00 P.M.	**Featured Presentation: Assignments Matter** Eleanor Dougherty	Concourse C & D
2:15 P.M.	**Breakout Sessions**	
	Preparing Principals for Challenged Schools Betty Fry, Jon Schmidt-Davis, Bo Elzie, Shannon Gerbi, Gail Holmes	Da Vinci

2:15 P.M.	**National Board Standards for Certifying Accomplished Principals**	De Gaulle
	Kathy O'Neill and Melinda Mollette	
	A Principals Perspective of a School's Journey to the Common Core	Narita
	Judy Frank	
3:15 P.M.	**Break**	
3:30 P.M.	**Breakout Sessions (Repeated)**	
	Preparing Principals for Challenged Schools	Da Vinci
	Betty Fry, Jon Schmidt-Davis, Bo Elzie, Shannon Gerbi, Gail Holmes	
	National Board Standards for Certifying Accomplished Principals	De Gaulle
	Kathy O'Neill and Melinda Mollette	
	A Principal's Perspective of a School's Journey to the Common Core	Narita
	Judy Frank	
4:30 P.M.	**Book Signing – Eleanor Dougherty**	Pre-Function South
4:45 P.M.	**Group Work**	Concourse C & D
	What did you learn and how can you apply it in your states?	
5:30 P.M.	**Adjourn**	

Friday, May 10

7:30 A.M.	**Breakfast Buffet**	Pre-Function East
8:15 A.M.	**Review of Day One**	Concourse C & D
	Jon Schmidt-Davis	
8:30 A.M.	**Featured Presentation: What We Know About Improving Teacher Effectiveness – And What That Means for Principals**	
	Andy Baxter	
9:45 A.M.	**Break**	
10 A.M.	**Discussion Panel: Growing Teachers Through Better Classroom Observations – The Role of Principals**	
	Gene Bottoms, Andy Baxter, John Moore, Susan Korach, Rashidah Morgan	
11:15 A.M.	**Break**	
11:30 A.M.	**Closing Keynote: "Leadership by Design"**	
	Michelle Young	
12:30 P.M.	**Adjourn**	

PRESENTER BIOGRAPHIES

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Presenters

SOUTHERN REGIONAL EDUCATION BOARD

Andy Baxter, *Vice-President of Educator Effectiveness*

Kenna Barger, *Director, Product and Material Development*

Gene Bottoms, *Senior Vice President*

Betty Fry, *Co-Director Florida Turnaround Leaders Program (FTLP)*

Melinda Mollette, *Educational Evaluation Consultant*

Kathy O'Neill, *Director, Special Leadership Projects*

Jon Schmidt-Davis, *Director, Learning-Centered Leadership Program*

GUEST SPEAKERS

Fred Brown, *Director, Strategy and Development, Learning Forward*

Eleanor Dougherty, *EDThink Consulting*

Barbara (Bo) Elzie, *Project Director, Race to the Top Struggling Schools, Florida Department of Education*

Judith Frank, *Principal, Avalon Middle School*

Shannon Gerbi, *Principal, Imagine Schools at West Melbourne, and FTLP Participant*

Gail W. Holmes, *Assistant Principal, Northwestern Middle School, Duval County Public Schools, and FTLP Participant*

Susan Korach, *Associate Professor, and Program Coordinator, Educational Leadership and Policy Studies, University of Denver*

Rashidah Lopez Morgan, *Executive Director, Talent Management, Charlotte-Mecklenburg Public Schools*

Martin Mahan, *Director of Secondary Education, Fort Smith Public Schools (Arkansas)*

John Moore, *Senior Educational Program Director, Florida Department of Education*

Michelle D. Young, *Executive Director of the University Council for Educational Administration (UCEA) and Professor of Leadership, University of Virginia*

ANDY BAXTER

Andy Baxter comes to SREB from Charlotte-Mecklenburg Schools (CMS) where he served as Director of Human Capital Strategies. In this role, he led the district's work to measure, improve and reward the effectiveness of teachers. He transitioned to this role following a two-year fellowship at CMS as a Strategic Data Fellow through the Center for Education Policy Research at Harvard. In that capacity, he conducted statistical analyses of the district's teaching workforce and advised the district's leaders on policy implications. Andy holds A.B. and M.Div. degrees from Duke University and a Ph.D. in public policy from UNC Charlotte.

KENNA BARGER

Kenna Barger is an Educational Consultant and Trainer who specializes in Numeracy, Project-Based Learning, and Applied Mathematics. She brings to the table over two decades of hands-on expertise in education, including three years of experience as a High School Mathematics teacher, a further eight years of adult mathematics retraining experience, and three years of experience as a High School Associate Principal. Kenna holds a Master's degree in Educational Leadership along with her Bachelor's degree in Secondary Education, both of which she was awarded at West Virginia University. In addition, Kenna has been the recipient of a number of educational leadership awards, including the prestigious National Board Teacher Certification, and had the unique opportunity of serving as the Education Representative at the President's Economic Forum in 2002.

GENE BOTTOMS

Gene Bottoms is the senior vice president at SREB, and founder of High Schools that Work, Making Middle Grades Work and Technology Centers That Work school improvement networks. For the past 27 years his work has focused on improving middle grades and high schools, with a special interest in graduating more students and graduating them ready for college, advanced training and careers. To accomplish this requires a focus on improving teaching and learning, making school settings more personalized and relevant for students, and improving instructional leadership in every school.

FREDERICK BROWN

Frederick Brown is currently the director of strategy and development for Learning Forward, an international association of learning educators focused on increasing teacher and leader effectiveness and student achievement through standards-based professional learning. Prior to his appointment at Learning Forward he was a senior program officer at The Wallace Foundation. Fred has served as elementary school teacher and principal as well as a middle school assistant principal.

ELEANOR DOUGHERTY

Eleanor Dougherty is a consultant with education foundations and agencies on curriculum and professional development. In the course of her career, she has taught at public, private, and postsecondary institutions and worked in both practice and policy organizations, including the U.S. Department of Education and the Education Trust. She has assisted districts and organizations with diverse student populations across the country, and her work over the last two decades has focused on literacy and its role in the larger curriculum, particularly in the core subjects. Dougherty is the author of several books and articles on education. Her most recent book is *Assignments Matter* (ASCD 2012). She is currently involved in developing a national literacy strategy, the Literacy Design Collaborative, to help teachers in the core subjects align their practice to the Common Core State Standards.

BO ELZIE

Bo Elzie is currently a project director with Race to the Top (RTTT) Struggling Schools at the Florida Department of Education (FDOE). She oversees the SREB Florida Turnaround Leadership Program (FTLP) as well as several other large RTTT projects. She is also the director of the FDOE computer-based testing certification of readiness process. Prior to this position, Bo was the interim executive director of the Just Read, Florida! office at the FDOE, where she worked for eight years. She has worked in a number of other capacities at the department, including curriculum director and dropout prevention director. Bo also worked in the private sector for seven years as a national educational consultant for the Educational Management Group. She is a former teacher, teacher of the year, primary specialist, reading specialist and guidance counselor. She is an FDOE recognized master teacher.

JUDY FRANK

Judy Frank has been serving the Orange County Public School District since 1981. She has been an elementary and middle school teacher, a curriculum specialist, assistant principal and, for the past thirteen years, has worked as a principal at two of the largest middle schools in the county. Under her leadership her schools have consistently been awarded the grade of 'A' from the state of Florida. She earned her Educational Specialist degree from the University of Florida. She has presented at numerous local, state and national conferences on topics related to middle schools and leadership.

BETTY V. FRY-AHEARN

Betty V. Fry serves as Director of the Florida Leadership Academy and Co-Director of the Florida Turnaround Leaders Program at the Southern Regional Education Board (SREB) in Atlanta, Georgia. She received her Ph.D. from the University of South Florida and has more than forty years of experience at all levels of education, having worked as an elementary and high school teacher, school principal, district supervisor of elementary education, state agency bureau chief of teacher education and professional development, deputy director of a regional educational laboratory, leadership program director at the university level, and director of several projects funded by the US Department of Education.

SHANNON GERBI

Shannon Gerbi is a 1993 graduate of the State University of New York at New Paltz with her Bachelor of Arts and from Florida State University with her Masters of Science in Educational Leadership and Administration. She has taught kindergarten, 6th grade and was a Literacy Coach for Imagine Schools at South Lake in Lake County, Florida. Shannon was selected within her organization to be a school leader and has served as Principal of Imagine Schools at West Melbourne, a K-8 charter school in Brevard County, Florida, since July 2010.

GAIL WILSON HOLMES

Gail Wilson Holmes is a first-year Assistant Principal for Duval County Public Schools in Jacksonville, Florida. She entered the education field in 2006 as an Exceptional Education teacher, transitioning two years later into a Literacy Coach position and in 2011, began working towards a career in Educational Leadership. Gail is currently serving as a 6th and 7th grade administrator at a low-performing middle school in Duval County with 93 percent of its students on free/reduced lunch and 21 percent of students reading proficiently. As a literacy coach she made substantial contributions to a high school that raised its Florida a grade from a 'D' to an 'A.' She is currently a participant of the Florida Turnaround Leaders Program (FTLP), Duval County Assistant Principal Academy (APA) and a member of Florida School Leaders.

SUSAN KORACH

Susan Korach is Associate Professor/Program Coordinator for Educational Leadership and Policy Studies at the Morgridge College of Education, University of Denver (DU) in the Educational Research, Practice and Policy Department. She co-created the Ritchie Program for School Leaders in partnership with Denver Public Schools. This program received a US Department of Education School Leadership Program grant in 2008 and Wallace Foundation grant in 2011. Susan is an active participant of the UCEA/LTEL Taskforce on Evaluating Leadership Preparation Programs and a Research Associate with the National Center for the Evaluation of Educational Leadership Preparation and Practice. Her research focus areas are leadership preparation, learning transfer, university/district partnerships and institutional change.

MARTIN MAHAN

Martin Mahan is the Director of Secondary Education for the Fort Smith Public School District in Arkansas. He has worked in education for twenty years, having served the district as a classroom teacher, an assistant principal at Darby Junior High, a principal at Kimmons Junior High and principal at Northside High School prior to accepting the Director of Secondary Education position. Martin received a Bachelor of Science in Education from Henderson State University; a Master of Education from the University of Arkansas; and an Educational Specialist Degree from Arkansas Tech University.

MELINDA MOLLETTE

Melinda Mollette works with SREB on two of our programs with the National Board for Professional Teaching Standards: the pilot of the National Board's Certification for Educational Leaders assessment, and the evaluation of its Take One! professional development initiative in Alabama. . Melinda's expertise is in the areas of quantitative data, statistics, and evaluation/research design. She worked as a researcher at North Carolina State University from 2008 to 2011 and as an Assessment Specialist with the Georgia Department of Education from 2005 to 2007. Prior to 2005, Melinda served for 10 years as a guidance counselor in schools in Florida and Georgia. In 2003, she received her Ph.D. in educational psychology from Georgia State University.

JOHN MOORE

John Moore is a Senior Educational Program Director at the Florida Department of Education's Division of Educator Quality, Bureau of Educator Recruitment, Development, and Retention. He is responsible for coordinating and implementing state efforts in re-development of educator evaluation systems, including developing state models, and improvement of professional development systems. He is the Department's liaison with various national organizations and experts on educator evaluation, professional development, and contemporary research on effective instructional and leadership practices. His duties include coordinating principal preparation programs and managing content in professional learning websites for instructional and school administrative personnel.

RASHIDAH LOPEZ MORGAN

Rashidah Lopez Morgan is the executive director of talent management with Charlotte-Mecklenburg Schools. In this role she leads programs and initiatives that focus on building talented teachers, school leaders and support staff in order to drive student achievement. Her responsibilities include educator effectiveness, evaluations, talent pools, succession planning and leadership strategy. She is also the project director for the Wallace Principal Pipeline grant which supports initiatives focused on identifying, hiring, supporting and evaluating effective principals.

KATHY O'NEILL

Kathy O'Neill is director of special leadership projects 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 in 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 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.

JON SCHMIDT-DAVIS

Jon Schmidt-Davis is director of SREB's Learning-Centered Leadership Program, and author of several SREB publications on school leadership, including *Turnaround High School Principals: Recruiting, Preparing and Empowering Leaders of Change* (2012), *Who's Next: Let's Stop Gambling on School Performance and Plan for Principal Succession* (2011), and *The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership* (2010). Jon currently co-directs SREB's Florida Turnaround Leaders Program, a three-year program to prepare 110 turnaround principals in Florida. Prior to joining SREB, Jon worked for the North Carolina Department of Public Instruction in the management and implementation of its statewide testing program. Before that, he was an education researcher at RTI International, where he served as a curator for social studies and other topics for the U.S. Department of Education's Education Resources Information Center (ERIC). Jon is a former high school and middle grades social studies teacher.

MICHELLE YOUNG

Michelle Young is the Executive Director of the University Council for Educational Administration (UCEA), an international consortium of research institutions with master and doctoral level programs in educational leadership and administration. Her own considerable body of published research focuses on building high quality leaders and ensuring that school leaders and school policies support equitable and quality experiences for all students and adults who learn and work in schools. As Executive Director of UCEA, Young works with universities, practitioners, professional organizations and state and national leaders to improve the preparation and practice of school and school system leaders and to develop a dynamic base of knowledge on excellence in educational leadership. Michele has been instrumental in increasing the focus of research in educational leadership on leadership preparation and to bring research to bear on the work of policy makers. She recently edited, with Joseph Murphy, Gary Crow and Rod Ogawa, the first *Handbook of Research on the Education of School Leaders*.

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Learning-Centered Leadership Program Courses

SREB LEADERSHIP CURRICULUM MODULES

IMPROVING THE SCHOOL AS A SYSTEM
Target Audience: Aspiring Leaders and School Leadership Teams

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Using Data to Focus Improvement

SREB CSF 5; ISLLC Standard 8

Schools that successfully improve student achievement use data regularly to guide decisions about instruction, student support and professional development. Easy-to-use processes are taught, and participants learn how data are vital to the school improvement process.

Creating a High-Performance Learning Culture

SREB CSF 1, 2, 3; ISLLC Standard 1, 2, 10

Schools cannot improve when the culture does not support improvement. In the push to improve quickly, the school's culture often is forgotten. Participants learn what culture is and why it must be cultivated; what roles leaders play in growing the culture; and what tools and strategies are available to help leaders foster a culture that supports improvement, high expectations and student well-being.

Using Root Cause Analysis to Create a High-Performance Learning Culture

SREB CSF 5; ISLLC Standard 8

Improving student learning by changing school and classroom practices both requires and results in changes to a school's culture. Culture also impacts how and what improvements are made to benefit student learning. Data can be a powerful lever to explore inequities, expose systemic biases, and change beliefs and practices needed to improve the achievement of disenfranchised students. Participants gain analytical tools to uncover the real problems that school leaders need to address to close achievement gaps in schools.

Providing Focused and Sustained Professional Development

SREB CSF 9, 13; ISLLC Standard 7

Professional development is a powerful tool for changing schools, yet frequently is done poorly and results in little or no positive change. Participants examine the characteristics of professional development in high- and low-performing schools, learn how to structure successful learning for the staff and learn how schools can create a professional learning community.

Organizing Resources for a Learning-Centered School

SREB CSF 10, 11, 12; ISLLC Standard 3, 4

How can schools more effectively use time and resources for teaching, planning and professional learning? This module adds practical tools and processes to the leadership toolbox, including how the school staff can work together to improve achievement and how it can use technology in instruction.

Building Instructional Leadership Teams That Make a Difference

SREB CSF 1, 8, 12; ISLLC Standard 1, 4, 9

The heart of leadership is the willingness to assume responsibility. Schools that make and sustain improvement use teams to lead school reform. A serious need exists for teachers to take a more formal and explicit role in the supervision and improvement of instruction. Participants learn leadership skills and collaboration, the parameters of teamwork, how to design and organize teams and how to provide the training they will need to be effective.

Communicating to Engage Stakeholders in School Improvement

SREB CSF 6; ISLLC Standard 4

Effective communication is key to improving the school community. Often the best intentions are sidetracked by poor communication. Participants learn how to communicate effectively, decide who needs to know what and why, involve people at the right times and measure the impact of communication has on schools and quality instruction.

Leading School Change to Improve Student Achievement

SREB CSF 8, 13; ISLLC Standard 7, 9

School leaders have become accustomed to the idea that "the only constant is change." Productive school leaders understand the forces that influence the change process and can direct these forces for continuous school improvement. Participants learn how to lead rather than react to change.

Coaching for School Improvement

SREB CSF 1, 6, 8, 12, 13; ISLLC Standard 1, 4, 7, 9

Schools undergoing transformational school improvement processes often need external coaches to help them through the processes. Participants learn how to add value to various school improvement situations by using a variety of strategies and techniques.

SREB LEADERSHIP CURRICULUM MODULES

IMPROVING CURRICULUM AND INSTRUCTION
Target Audience: Aspiring Leaders and School Leadership Teams

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Prioritizing, Mapping and Monitoring the Curriculum

SREB CSF 1, 2, 3; ISLLC Standard 1, 2, 10

In a world of high-stakes testing, this module helps schools keep the curriculum on target. Participants learn the benefits of prioritizing, mapping and monitoring the curriculum and gain a deeper understanding of what they want students to learn, which learning is most important and how to know if the curriculum is being taught.

Designing Assessment to Improve Student Learning

SREB CSF 1, 2, 3; ISLLC Standard 1, 2, 10

Participants learn to link curriculum, assessment and instruction; use assessment to improve learning; recognize good instruction; and use effective, research-based instructional strategies, tools and processes to observe and study assessment and instruction.

Aligning Teacher Assignments and Student Work to Rigorous Standards

SREB CSF 1, 2, 3; ISLLC Standard 1, 2, 10

Schools may adopt standards that ask students to learn at high levels, but classroom assignments often do not match the standards. Participants learn a process to analyze teacher assignments and student work to determine if the assignments really require students to complete high-quality work that helps them meet standards.

Personalizing School to Engage Students in Learning

SREB CSF 4, 7; ISLLC Standard 2, 4

When standards are raised, extra help is necessary for students to achieve at higher levels. Participants learn how to make schools learner-friendly using effective extra-help programs, successful transition programs and meaningful advisement that includes parents.

Leading Schoolwide Literacy Initiatives

SREB CSF 1, 2, 3; ISLLC Standards 1, 2, 10

Literacy is a national problem that has become a top education priority for the federal government and educators across the nation. School leaders must be able to recognize effective literacy instruction and observe and meet with teachers about good literacy practices. Students need a complete set of complex reading, writing and language skills to handle a variety of texts in school and beyond. This module helps participants learn how to effectively lead school literacy efforts.

Leading Schoolwide Numeracy Initiatives

SREB CSF 1, 2, 3; ISLLC Standards 1, 2, 10

Getting and keeping a good job in today's economy require an ever-increasing breadth and depth of mathematical skills and concepts. School leaders must know how to recognize effective numeracy instruction and encourage it across the curriculum. This module helps participants provide schoolwide numeracy leadership.

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

SREB CSF 1, 2, 3; ISLLC Standards 1, 2, 10

Although school leaders generally recognize the importance of rigor, many are not thoroughly and accurately measuring, monitoring and encouraging it. Too often, rigor is a vague concept that means instruction is hard, tough and sometimes boring. In this module, school leaders learn how to use tools and strategies to determine whether rigor exists in the school.

IMPROVING CURRICULUM AND INSTRUCTION

Target Audience: Aspiring Leaders and School Leadership Teams

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Developing Internship Programs for School Leaders

Internship programs that provide opportunities for aspiring principals to practice the leadership behaviors that are linked to increasing student achievement are an essential element of a quality principal preparation program. Participants work in university-district partnership teams to create partnership agreements. They are guided through their work by being asked to make a series of decisions. Throughout the module, participants are encouraged to develop high-quality internship programs, based on a review of the literature.

Mentoring School Leaders in Competency-Based Internship and Induction Experiences

Mentors are guides on an intern's journey, and the most effective mentors are those who engage in a process of discovery with their protégés. This program builds skills in administrators who are serving as mentors to aspiring principals. Participants learn the roles, skills, processes and tools that effective mentors use to help develop school leaders who make a difference in student achievement.

ONLINE LEADERSHIP TRAINING OVERVIEW

The SREB Learning-Centered Leadership Program's curriculum of online courses engages principals and school leadership teams in professional development through a Web-based learning environment of study, collaboration, reflection, and application of learning to authentic school reform efforts. These courses address a range of topics, from improving curriculum and instruction to improving the school as a system.

Each course requires participants to apply acquired skills and strategies to a real problem in their schools related to student performance. Participants will analyze the causes of the problem, arrive at solutions to the problem, and develop an action plan with implementation strategies to address the problem.

Who should take these courses?

Principals, teacher leaders, curriculum specialists and aspiring leaders will gain knowledge and skills from these courses to build and support a rigorous schoolwide learning culture. Teachers will gain practical skills, strategies and tools to ensure high levels of rigor in planning, teaching and assessing course content. Training can accommodate participation by individuals or engage teachers and administrators in developing and improving functional leadership teams.

How do SREB online courses help develop effective school leaders?

The curriculum of online leadership training courses is rooted in education research and based on SREB's 13 Critical Success Factors — practices derived from research and associated with principals who have succeeded in raising student achievement in high-need schools. Courses are built around clear objectives and key strategies that integrate real-world problems to build knowledge and skills in instructional leadership. These courses focus on what school leaders must know and be able to do to improve instruction and raise student achievement. Training in a variety of leadership topics can support principals in areas identified through evaluation processes as needing improvement.

What online study options are available?

Participants can enroll in facilitated courses or independent study opportunities. A hybrid option, involving online learning supported by some face-to-face coaching, is also available.

Facilitated courses are led by trained and experienced educators who guide a lively, interactive mixture of teamwork, study, writing, reflection, collaboration and networking among participants. The independent-study option provides self-paced instruction in which no direct participation or feedback from others is provided.

Hybrid training opportunities — combining face-to-face and online training — offer the most value in terms of flexibility of schedule, the development of professional learning communities, and cost. On-site face-to-face training and site walkthroughs can be scheduled to suit to a school's needs, with additional follow-up scheduled as needed.

How can participants get the most out of these courses?

Online courses are divided into at least seven units. Each unit requires four to five hours of work to be completed within one week. Participants will normally take eight weeks to complete a course. Whether participants take courses as individuals or as part of a school team, they will gain the most value from this course by committing to regular online engagement, including completing assignments and applying learning to a course project based on an identified problem in their school.

ONLINE LEADERSHIP TRAINING COURSE DESCRIPTIONS

Assessing Academic Rigor in School and Classroom Practices

Rigor in the school curriculum is one of the top indicators of a student's potential to graduate from high school ready to earn a college degree, and it must be recognized and expected by school leaders.

Academic rigor is the level of cognitive complexity of expected learning. This course introduces principals and school leaders to alignment tools to determine levels of rigor and core habits of mind in classroom practices and systemically in schools. Participants assess rigor in lesson plans, unit plans and course content; in teacher assignments and student work; in formative and summative assessments and rubrics; and in the tight alignment of these elements to challenging standards.

Participants undertake a course project that focuses on a problem they may be facing in their schools or organizations in recognizing and infusing rigorous expectations in their instructional and assessment practices. By analyzing classroom and schoolwide practices and a variety of strategies for improving rigor, including the role of cognitive complexity, high expectations and grade-level work, participants develop a plan to increase academic rigor schoolwide.

Mapping the Curriculum to Grade-Level and College-Readiness Standards

A deeper understanding of learning expectations of national, state, and college- and career-readiness standards enables school leaders to apply the standards to practice.

In this course, school and district leaders will evaluate standards, prioritize their value, align them to the curriculum and communicate them to teachers and students. Aligning and mapping standards into the curriculum is essential to communicate to students and teachers the high level of work expected from all groups of students. Curriculum mapping helps school leaders identify gaps between what is taught and what students are expected to learn. The process engages teachers in formulating the essential questions that build 21st century knowledge and skills and improve the achievement of all students.

Course participants learn the rationale, goals and benefits of prioritizing standards and aligning their curricula to identified standards. Participants undertake a project to build a curriculum map, construct essential questions and create a timeline and plan for monitoring continuous improvement. Participants demonstrate how to lead a team through the process and successfully implement a curriculum plan in their school or organization.

Using Root Cause Analysis to Create a High-Performance Learning Culture

School leaders who are able to uncover the real problems their schools face are more likely to close performance gaps among student groups.

In this course, principals and school leaders learn to engage individuals and teams to ask tough

questions about which current school practices are limiting student learning and to mine a variety of data sources to clearly articulate the scope, cause and potential resolution of the problem. Participants learn strategies for improving student learning by creating a school culture open to change and innovation and expanding this culture to build among community stakeholders shared beliefs about effort, relevance and relationship. Participants in this course learn to uncover the underlying causes of underperformance and build a high-performance learning culture to tackle needed change at the building level. Using tools to recognize and understand relevant sources of school data, participants identify high-priority areas of concern and create a plan to lead school teams in a consistent and relentless focus on data-based solutions.

Principals, teacher leaders, curriculum specialists and aspiring leaders can learn from this training how to engage individuals and teams to close achievement gaps by identifying problems, understanding their root causes and implementing research-based solutions within schools.

This course raises awareness of issues that adversely impact student academic performance and provide the information and tools to assist school leaders in identifying and solving these "red flag" issues in their schools or organizations.

Organizing Resources for a Personalized Learning Environment

Understanding how elements of the school environment (time, space, people and financial resources) impact student achievement is key to shaping the learning environment in ways that promote student achievement.

In this course, principals and school leaders engage in deep reflection about organizing elements of the learning environment, such as instruction, advisement, extra help, and student and family relationships, all with the goal of motivating students and making learning meaningful for them. School leaders learn to most effectively utilize time, staff, space and financial resources by addressing them to their schools' most challenging problems and achievement gaps. This requires a strong, well-articulated communication plan. This course explores value-added communication and organization strategies that shape the learning environment in ways that promote student achievement.

In this course, participants learn how personalizing school can lead to student engagement in learning, how teachers have the ability to make a difference in student lives, and how learning organizations can have a positive impact on the community. The readings, activities and tools provided in the course help participants to apply these skills in their workplaces. Participants complete a course project that focuses on designing school practices around personalizing the learning environment.

Building Instructional Leadership Teams to Lead Change for Student Success

School change can rarely be accomplished alone; it takes leaders empowering teams to create high-performing learning systems accountable to all students.

This course focuses on forming instructional leadership teams, helping them define their purpose and goals, and working collaboratively with them to create a climate for change based on their

school's needs. Participants will learn about the various human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams will identify a vision of adaptive change — change that is deeply rooted in high expectations for all — and work on a framework for sustainable implementation of these concepts. The skills gained in this training are valuable to individuals as well as school teams. Participants undertake a course project that focuses on establishing effective teams in their schools or organizations.

Through this course, participants will gain an understanding of how shared leadership and a team approach to school improvement can help sustain improvement processes. Participants undertake a course project that focuses on establishing effective teams and using professional learning communities to lead a change initiative and build leadership capacity throughout the school.

Leading Schoolwide Literacy Initiatives

For instruction to be effective, leaders must spend time developing their faculty's understanding of literacy instruction and awareness of their students' cultures, backgrounds and experiences.

This course makes the case that literacy is everyone's job. Leaders learn the importance of teaching all content areas through strategies that help students get the most from written and spoken words. Participants investigate a wide variety of research-driven strategies that help students become better learners of standards-based content, and learn about differentiating the literacy needs of each student. The development and implementation of a schoolwide literacy plan are central to the course. Approaches that promote literacy in all areas of instruction are modeled throughout, and participants incorporate their learning into practice by completing a course project to design schoolwide literacy initiatives across disciplines and grade levels in their schools.

Through this course, participants lead the process of increasing student achievement through the use of strategies that promote literacy in their schools. Participants develop a deeper understanding of literacy; examine root causes of literacy problems in their schools; evaluate solutions through successful literacy programs; and develop a plan to address literacy needs, including a focused and sustained professional development plan to reach their literacy objectives.

Designing Assessment to Improve Student Learning

Assessment decisions should be related to the purpose of the assessment and the content to be tested, and school leaders should set the focus on assessment as a tool to improve instruction.

The purpose of this training is to lead participants to re-think the way they use assessments in the classroom and in the school as a whole. School leaders should take an active role in designing and implementing assessments that address the needs of all users of assessment information to promote learning and higher achievement. Information gleaned from the wide variety of student assessments should be used to guide instructional decisions at all school levels. In this course, participants learn the how and why of grades and grading, which practices are effective or need to change, and how to convey expectation of students' level of achievement toward grade-level standards to all stakeholders. An emphasis is placed on the development of students' higher-order thinking skills through assessment practices.

The goal of this course is to create and lead a process to increase student achievement through the use of assessment strategies. Participants complete a course project that focuses on aligning schoolwide assessment practices to standards, curriculum and instruction and developing solutions to school assessment issues through schoolwide balanced assessment programs.

SREB's Learning-Centered Leadership

Technical Assistance
Research and Evaluation
Professional Development

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**

Engaging Leaders in Solving Real School Problems

Training That's 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. Training is rooted in educational leadership research and based on SREB's *13 Critical Success Factors* — practices SREB research has associated with principals who have succeeded in raising student achievement in high-need schools. Courses integrate real-world problems to build knowledge and skills in instructional leadership.

Training That Meets Your Needs

Face-to-face and online learning opportunities are available for your school, district, university or state. Facilitated learning can be customized to incorporate your initiatives and your schedule. Courses are built around clear objectives and key strategies that help you achieve your goals. Participants complete a course project and leave with a plan of action to solve an identified problem in their schools.

Training That Results in Student Achievement

SREB's professional development courses focus on what school leaders must know and be able to do to improve instruction and raise student achievement. Together, they form a coherent curriculum that prepares principals and teacher leaders to optimize the learning environment and improve instructional practices to engage and motivate students.

For more information and online registration,
visit **www.sreb.org/leadership**

Available Courses

ONLINE

Assessing Academic Rigor in School and Classroom Practices

Mapping the Curriculum to Grade-Level and College-Readiness Standards

Using Root Cause Analysis to Create a High-Performance Learning Culture

Organizing Resources for a Personalized Learning Environment

Building Instructional Leadership Teams to Lead Change for Student Success

Leading Schoolwide Literacy Initiatives

Designing Assessment to Improve Student Learning

FACE-TO-FACE

Using Data to Focus Improvement

Providing Focused and Sustained Professional Development

Coaching for School Improvement

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
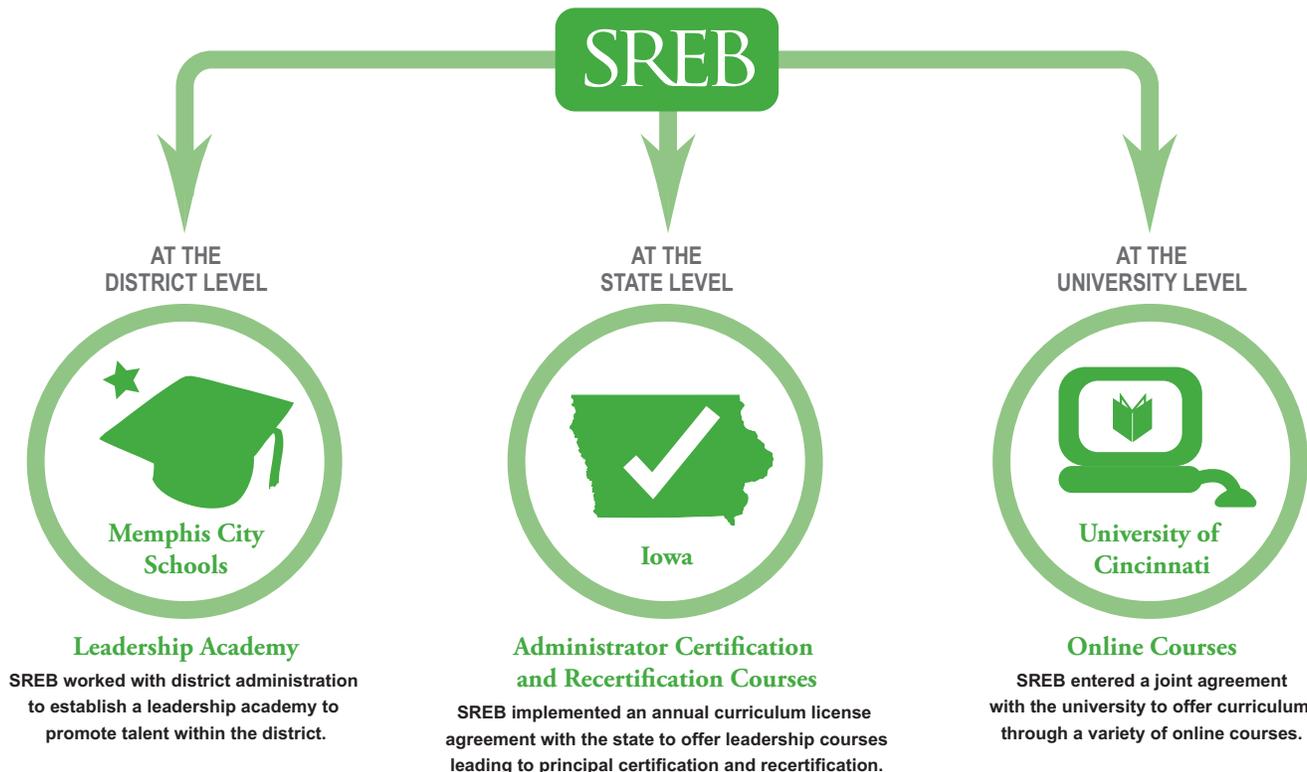
SREB

Course Design and Content

- **Hours:** Courses consist of approximately 40 hours of content.

- **Structure:** Course content is typically divided into approximately 8 units as follows:

  - *First Unit:* Orientation to the online environment and introduction to course components, online tools and participant expectations

  - *Intermediate Units:* Review and application of current research through independent and collaborative activities, reflections and assignments

  - *Final Unit:* Follow-up and evaluation of participants' submissions and presentations

- **Capstone:** Participants create a real-world course project culminating in an actionable plan that can be implemented in their schools or organizations.

Course Delivery

- **Formats:** Courses consist of Web-based content that can be delivered fully online or in hybrid formats.

- **Timeline:** The recommended course timeline is eight weeks. Varying timelines can be accommodated.

- **Facilitation:** Courses are fully facilitated by SREB trainers.

- **Required Texts:** Some courses require ancillary textbooks.

- **Cost:** Individuals, $400; Teams of five or more, $325. Larger cohorts may request a custom price quote. Course-license pricing is also available.

- **Customization:** For an additional fee, courses can be customized to state-specific standards or other requirements.

How can SREB's Online School Leadership Training courses help you build leadership capacity in your school, district, university or state?

AT THE DISTRICT LEVEL

Memphis City Schools

Leadership Academy

SREB worked with district administration to establish a leadership academy to promote talent within the district.

AT THE STATE LEVEL

Iowa

Administrator Certification and Recertification Courses

SREB implemented an annual curriculum license agreement with the state to offer leadership courses leading to principal certification and recertification.

AT THE UNIVERSITY LEVEL

University of Cincinnati

Online Courses

SREB entered a joint agreement with the university to offer curriculum through a variety of online courses.

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

Using Root Cause Analysis to Create a High-Performance Learning Culture

What can you expect to gain from this course?

Participants in this course learn to uncover the underlying causes of underperformance and build a high-performance learning culture to tackle needed change at the building level. Using tools to recognize and understand relevant sources of school data, participants identify high-priority areas of concern and create a plan to lead school teams in a consistent and relentless focus on data-based solutions.

Who should take the course?

Principals, teacher leaders, curriculum specialists and aspiring leaders can learn from this training how to engage individuals and teams to close achievement gaps by identifying problems, understanding their root causes and implementing research-based solutions within schools.

How can you get the most out of this course?

You will get the most from this course by committing to regular engagement with the online learning community, completing readings and assignments, and applying your learning to a course project creating an actionable plan for improvement to address an identified need or problem in your school.

How does this course align with leadership standards?

All SREB professional development courses are aligned to SREB's *13 Critical Success Factors* — practices SREB research has associated with principals who have been successful in raising student achievement in high-need schools. The course is also aligned with ISLLC 2008 and Common Core standards where applicable.

Course Description

School leaders who are able to uncover the real problems their schools face are more likely to be successful at closing performance gaps among student groups.

Improving student learning as a team requires the creation of a school culture open to change and innovation. High-performing school leaders expand this culture to build among community stakeholders shared beliefs about effort, relevance and relationships. These shared beliefs stimulate students' desire to achieve and motivation to make the necessary effort. In this course, principals and school leaders learn to engage individuals and teams to ask tough questions about which current school practices are limiting student learning and to mine a variety of data sources to clearly articulate the scope, cause and resolution of the problem. Participants undertake a project that focuses on utilizing the skills taught in the course to identify root causes and implement solutions to problems in their schools or organizations.

For more information and online registration, visit **www.sreb.org/leadership**

Professional Development

Course Outline

- *Unit 1:* Course Overview
- *Unit 2:* Performance Culture
- *Unit 3:* Culture and Achievement
- *Unit 4:* Values, Beliefs and Goals
- *Unit 5:* Using Data
- *Unit 6:* RCA Tools
- *Unit 7:* Root Cause Analysis
- *Unit 8:* Follow-Up and Evaluation

Course Features

This course is designed with 40 hours of content.

- **Format:** This course consists of Web-based content that can be delivered fully online or in hybrid formats.

- **Timeline:** The recommended course timeline is eight weeks. Varying timelines can be accommodated.

- **Facilitation:** This course is closely facilitated by an experienced SREB trainer.

- **Required Texts:** This course requires an ancillary textbook.

- **Project:** Throughout the course, participants complete an action plan targeting a problem in their schools.

- **Cost:** Individuals, $400; Teams of five or more, $325. Larger cohorts may request a custom price quote. Course-license pricing is also available.

- **Customization:** For an additional fee, courses can be customized to state-specific standards or other requirements.

Leadership Training Courses

IMPROVING THE SCHOOL AS A SYSTEM

ONLINE TRAINING

Using Root Cause Analysis to Create a High-Performance Learning Culture

Organizing Resources for a Personalized Learning Environment

Building Instructional Leadership Teams to Lead Change for Student Success

FACE-TO-FACE TRAINING

Using Data to Focus Improvement

Providing Focused and Sustained Professional Development

IMPROVING CURRICULUM AND INSTRUCTION

ONLINE TRAINING

Mapping the Curriculum to Grade-Level and College-Readiness Standards

Designing Assessment to Improve Student Learning

Leading Schoolwide Literacy Initiatives

Assessing Academic Rigor in School and Classroom Practices

IMPROVING LEADERSHIP PREPARATION

FACE-TO-FACE TRAINING

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

SREB's Learning-Centered Leadership

Technical Assistance
Research and Evaluation
Professional Development

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

Assessing Academic Rigor in School and Classroom Practices

What can you expect to gain from this course?

This course introduces principals and school leaders to tools and strategies to determine whether intellectually demanding work exists in classroom practices and systemically in schools.

Who should take the course?

Principals, teacher leaders, curriculum specialists and aspiring leaders will gain knowledge and skills from this course to build and support a rigorous schoolwide learning culture. Teachers will gain practical skills, strategies and tools to ensure high levels of rigor in planning, teaching and assessing course content.

How can you get the most out of this course?

Whether you participate in this course as an individual or part of a school team, you will interact with others to learn, collaborate and solve problems specific to your school's needs. You will get the most from this course by committing to regular online engagement with the learning community, completing readings and assignments, and applying your learning to a course project based on an identified problem in your school.

How does this course align with leadership standards?

All SREB professional development courses are aligned to SREB's *13 Critical Success Factors* — practices SREB research has associated with principals who have been successful in raising student achievement in high-need schools. The course is also aligned with the ISLLC 2008 standards and Common Core standards where applicable.

Course Description

Rigor in the school curriculum is one of the top indicators of whether a student will graduate from high school and earn a college degree. It must be recognized and expected by school leaders.

Rigor, the level of cognitive complexity of expected learning, can be assessed in lesson plans, unit plans and course content; teacher assignments and student work; formative and summative assessments and rubrics; and the tight alignment of these elements to challenging standards. Tools and strategies can be used to evaluate the alignment of teaching, assessment and expected student learning to determine whether intellectually demanding work exists in lessons and assignments and whether rigor exists systemically in schools. This course introduces principals and school leaders to alignment tools to determine levels of rigor and core habits of mind in classroom practices and systemically in schools. Participants undertake a course project that focuses on a problem they may be facing in their schools or organizations in recognizing and requiring rigor in instructional and assessment practices.

For more information and online registration,
visit **www.sreb.org/leadership**

Professional Development

Southern Regional Education Board | 592 10th Street N.W.   Atlanta, Georgia 30318-5776   Phone: (404) 875-9211   www.sreb.org

SREB

Course Outline

- *Unit 1:* Course Orientation

- *Unit 2:* What Is Rigor and Why Should We Care?

- *Unit 3:* How Do We Measure Rigor in the Classroom?

- *Unit 4:* Unit Alignment: Its Importance and Practice

- *Unit 5:* Changing Classroom Practices

- *Unit 6:* Schoolwide Practices that Support Rigor

- *Unit 7:* Follow-Up and Evaluation

Course Features

This course is designed with 40 hours of content.

- **Format:** This course consists of Web-based content that can be delivered fully online or in hybrid formats.

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Mentoring School Leaders in Competency-Based Internship and Induction Experiences

2013 ANNUAL LEADERSHIP FORUM

Evaluation Form

Please complete each section after the sessions for that topic are finished.
Your feedback is important to us!

THURSDAY, MAY 9

Breakout Sessions (check which one you attended):

Preparing Principals for Challenged Schools ☐

National Board Standards for Certifying Accomplished Principals ☐

A Principals Perspective of a School's Journey to the Common Core ☐

The above sessions were relevant, informative and useful to me.

Do Not Agree   Strongly Agree

1   2   3   4   5   6   7   8   9   10

Comments

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Please Rate the Presentations Listed Below on the Provided Scale

What Principals Need To Know About New, More Rigorous State Standards
by Kenna Barger and Eleanor Dougherty

1   2   3   4   5   6

Not Relevant   Relevant

What is the Role of the District in Supporting and Growing Principals
by Fred Brown

1   2   3   4   5   6

Not Relevant   Relevant

Assignments Matter by Eleanor Dougherty
by Eleanor Dougherty

1   2   3   4   5   6

Not Relevant   Relevant

2013 ANNUAL LEADERSHIP FORUM

Evaluation Form

Please complete each section after the sessions for that topic are finished.
Your feedback is important to us!

Please Rate the Presentations Listed Below on the Provided Scale

What We Know About Improving Teacher Effectiveness – And What That Means for Principals
by Andy Baxter

1 2 3 4 5 6

Not Relevant   Relevant

Closing Keynote: 'Leadership by Design'
by Michelle Young

1 2 3 4 5 6

Not Relevant   Relevant

Please List Any Presenters and Presentation Topics That You Would Like to See at Next Year's Leadership Forum:

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Please Provide Any Other Suggestions That May Help Us Improve the Leadership Forum:

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Learning-Centered Leadership Program

Technical Assistance | Research & Evaluation | Professional Development