

# **Leadership Institute for Systemic Initiatives**

## **Breakout 4**

November 5, 2005

### **Cultivating School-based SMT Leaders through Leadership Training Modules**

**Presenters:** Phyllis Cohen  
Marieta Harris  
AIR/McKenzie

#### **PRESENTATION AGENDA**

##### **Welcome/Introductions**

##### **The Principals' Leadership Institutes**

- Overview
- Purpose
- Goals

##### **Presentation of the Four Modules and Module I**

- Review and Discussion

##### **Group Discussions and Reporting**

- Participants will examine the four modules and make recommendations based upon their needs and perspectives.

##### **Next Steps for Sites**

- Review of process for participation for interested sites
- Completion of form

##### **Dismissal**

# **Leadership Institute for Systemic Initiatives**

## **“Cultivating School-based SMT Leaders through Customized Leadership Training Modules”**

### **Overview**

Current research on school reform indicates that leadership not only matters, it is second only to teaching in its impact on student learning. Furthermore, leadership’s impact tends to be greatest in schools where learning needs are more acute. Principals set direction by charting a clear course that everyone understands, establishing high expectations, using data to track progress and performance, making the organization work by ensuring that the entire range of conditions and providing incentives for districts and schools that fully support teaching and learning.

The AIR/McKenzie Technical Assistance Team has held several meetings and follow-up discussions with the senior leadership of selected Urban Systemic Program sites to review their needs as related to completing the final stages of their respective projects and strengthening and sustaining the accomplishments that have been made. The indications are that there is a need to provide ongoing support for school leaders in regards to improved mathematics and science achievement, improved teacher quality, and increased enrollment and successful completion of high-level mathematics and science courses by traditionally underrepresented students. As a result the Technical Assistance Team has developed a series of four, four-hour modules:

- Module I: The Principal as Instructional Leader
- Module II: School Reform/Effectiveness
- Module III: Building Learning Communities
- Module IV: Improving Student Achievement

These modules may be selected by district USP leaders in the format that best supports the district’s particular needs. The outlines for each module were developed through a review of current literature on instructional leadership and the evidence gathered on the recent site visits. Furthermore, it is understood that the Technical Assistance team will work with the USP leadership to modify the content of the modules and the schedule to meet the respective needs of the district.

# Leadership Institute for Systemic Initiatives

## Module I: The Principal as Instructional Leader

### Session Description:

This session is designed to expand the participants knowledge of the research related to instructional leadership and the roles and responsibilities of instructional leaders. Participants will examine their current practices and work collaboratively with a selected team to develop an action plan that is designed to continue and increase the mathematics and science achievement in their respective districts and ensure sustainability beyond the funding for Urban Systemic Programs provided by the National Science Foundation..

### Goals:

1. To examine current research related to the impact of the principal as instructional leader on school reforms, and priorities for improving curriculum and instruction and positively impacting student achievement.
2. To analyze the unique needs of individual schools to determine the steps necessary to initiate needed changes and identified priorities.
3. To examine the key components of learning communities within classrooms, schools, school clusters and districts.
4. To determine the principal's roles as instructional leader in establishing mathematics/science improvement teams, determining with staff the functions of teams and defining role responsibilities among schools and feeder clusters.
5. To develop a preliminary action plan that includes roles for principals, school site and feeder cluster teams as related to:
  - a. priority issues for mathematics and science education;
  - b. actions needed at the school site and feeder cluster levels;
  - c. federal, state, district requirements; and
  - d. NSF Drivers.

# Leadership Institute for Systemic Initiatives

## Module I: The Principal as Instructional Leader

### PROPOSED AGENDA

8:30 - 9:00 AM	Registration and Refreshments
9:00 - 9:15 AM	Welcome/Introductions Session Logistics - Appoint Facilitator(s) and recorder(s)
9:15 - 10:00 AM	Knowledge Building - The Big Picture

#### ACTIVITY I

Participants will discuss:

*Characteristics of effective leaders and how they may be used to catalyze their abilities to seek solutions to school/site concerns by:*

1. defining site-based critical issues relating to literacy, mathematics and science;
2. discussing possible action steps to initiate needed changes which could substantively result in improved student achievement in the core disciplines;
3. determining what strategies and activities are necessary to create and sustain reform in these disciplines; and
4. determining how we can use leadership skills to positively impact both teacher quality and student achievement via the establishment of communities of learners within our schools.

*What is leadership?*

Characteristics of Effective Leaders

The Impact of Leadership on Student Achievement

*The School as a Learning Organization*

Chapter 4, Change Forces, Michael Fullan

Getting a Clear Focus on Priorities

Making Change Organizational and Systemic

Managing the On-going Process

Deploying Resources to Support Change

***“Turnaround Leadership”***

Review of the article, “Turnaround Leadership”, by Michael Fullan, *The Educational Forum*, Volume 69, Winter 2005, pp. 174-181

# Leadership Institute for Systemic Initiatives

(Proposed agenda continued)

Dealing with Persistent Low-performing Schools  
Assessing the Roles of Strong Interventions  
Accountability Pressures Capacity Building an Overall Strategy  
Exerting Positive Pressures

10:00 - 10:15 AM BREAK

10:15 AM - Noon

## ACTIVITY II

*Participants will meet in small groups, organized in feeder patterns, job-alike or grade level groups to discuss the roles and strategies for school leaders in meeting the challenges faced the following areas:*

- Delineating district priorities as applied to individual School Improvement Plans
- Meeting school, district and federal requirements and mandates
- Building instructional leadership across feeder patterns and within schools
- Ensuring that each student has access to rigorous standards-based mathematics and science curriculum and pedagogy at the elementary, middle and high school levels

*The resulting product will be an action plan that will be an initial step in the continuous improvement process.*

12:00 - 12:20 PM Reporting out  
This process will be defined as continuation of Activity II.

12:20 - 12:30 PM Closing  
Session Evaluation  
Dismissal

# Leadership Institute for Systemic Initiatives

## Bibliography

*Issues . . . about Change, Leadership: An Imperative for Successful Change*, Southwest Education Development Laboratory, Volume 1, Number 2 (Revised Spring 2000)

*Leading in Tough Times, New Lessons for District wide Reform, Effective Leadership for Change at the District Level has 10 Crucial Components*, Michael Fullan, Al Bertani, and Joanne Quinn. *Educational Leadership*, April 2004, Volume 61, Number 7, pp. 42-46.

# Leadership Institute for Systemic Initiatives

## Breakout 4

Friday, November 5, 2005

“Cultivating School-based SMT Leaders through  
Customized Leadership Training Modules”

### Participant Interest Form

**Participant:**

Name \_\_\_\_\_ Title \_\_\_\_\_

Site \_\_\_\_\_

**Please indicate the modules that your site is interested in implementing in you district:**

- \_\_\_\_\_ Module I: The Principal as Instructional Leader
- \_\_\_\_\_ Module I: *With modification*
- \_\_\_\_\_ Module II: School Reform/Effectiveness
- \_\_\_\_\_ Module III: Building Learning Communities
- \_\_\_\_\_ Module IV: Improving Student Achievement

**Indicate the possible participants from your site:**

- \_\_\_\_\_ Principals (only)
- \_\_\_\_\_ School-based mathematics/science team (including principal)
- \_\_\_\_\_ School-based team across content areas (including principal)
- \_\_\_\_\_ Feeder-pattern or cluster teams (including job-alike representatives)
- \_\_\_\_\_ Other \_\_\_\_\_

# Leadership Institute for Systemic Initiatives

## Breakout 4

Friday, November 5, 2005

“Cultivating School-based SMT Leaders through  
Customized Leadership Training Modules”

### Group Reporting Form

**Participants:**

---

---

---

---

---

- Module I: The Principal as Instructional Leader  
 Module II: School Reform/Effectiveness  
 Module III: Building Learning Communities  
 Module IV: Improving Student Achievement

Please provide suggestions for the following components of the Module that you have chosen to address based upon your perspective or the particular needs of your district. Focus on mathematics and science education reform and related issues.

**Goals and Outcomes:**

**Strategies:**

**Content (topics):**

**Resources (literature, speakers, etc.):**

**Other Issues:**

# **Leadership Institute for Systemic Initiatives**