

EDU 546F ReFOCUS, RePOSITION, ReINVENT

Student Outcomes

Students will:

- A. Explore the changing role of educational leadership and gain awareness of “ReFOCUS, RePOSITION, ReINVENT” philosophy of the skills and information needed by school leaders to enhance student learning.
- B. Learn components of distributed leadership
 - Building a vision and implementing a coherent strategy
 - Empowering staff
 - Managing school change
- C. Understand the unifying characteristics found in all types of successful schools to help student/team develop a process to move from a traditional school to one that is highly effective for ALL students via in-depth discussions with practitioners from model schools to adapt their best practices.
- D. Identify and plan strategies for their team around the Successful Practices Learning Criteria to Support 21st Century Learning:
 - Foundation Academic Learning
 - Stretch Learning
 - Learner Engagement
 - Personal Skill Development
- E. Acquire tools and strategies to expand accountability beyond standardized tests to sustain school improvement over time including: *We Lead* Survey Suite and Efficiency and Effectiveness Framework.
- F. Understand and incorporate into a team Action Plan the International Center’s management of change process and how it provides detailed guidance to the aspects of school, governance, and essential issues that schools must address.
- G. Understand the connections between making decisions with data, not opinions.
- H. Apply quality principles of leadership and develop strategies that help staff develop capacity to embrace change.
- I. Understand the importance of growing staff through challenging opportunities for professional learning. High performing schools are careful to select few professional development initiatives that are able to focus on and sustain for as long as it takes to be effective.
- J. Understand the essential components of instructional leadership and the impact instructional leadership has on student performance.

Annotated Syllabus

Course Content	Where/how Covered
<ul style="list-style-type: none"> • Explore the changing role of educational leadership and gain awareness of “Re Focus, Re Postion, Re Invent” philosophy of the skills and information needed by school leaders to enhance student learning. • Learn Components of Distributive Leadership • Understand the unifying characteristics found in all types of successful schools to help student/team develop a process to move from a traditional school to one that is highly effective for ALL students via in-depth discussions with practitioners from model schools to adapt their best practices. • Identify and plan strategies for their team around the Successful Practices Learning Criteria to Support 21st Century Learning . • Acquire tools and strategies to expand accountability beyond standardized tests to sustain school improvement over time including: <i>We Lead</i> Survey Suite and Efficiency and Effectiveness Framework. 	<ul style="list-style-type: none"> • Graduate Session (s) • Keynote Presentation (s) • Opening Sessions • Concurrent Sessions • Leadership Academy Paper • White Papers • E-newsletter(s) • Action Plan Development and Submission
<ul style="list-style-type: none"> • Understand and incorporate into a team Action Plan the International Center’s management of change process and how it provides detailed guidance to the aspects of school, governance, and essential issues that schools must address. • Understand the connections between making decisions with data, not opinions. • Apply quality principles of leadership and develop strategies that help staff develop capacity to embrace change. • Understand the importance of growing staff through challenging opportunities for professional learning. High performing schools are careful to select few professional development initiatives that are able to focus on and sustain for as long as it takes to be effective. • Understand the essential components of instructional leadership and the impact instructional leadership has on student performance. 	<ul style="list-style-type: none"> • General Session (s) • White Papers • Leadership Academy Paper • Concurrent Sessions • Graduate Session • Action Plan Development and Submission • E-newsletter(s)

International Center for Leadership in Education

EDU 546F ReFOCUS, RePOSITION, ReINVENT

Course Schedule

Friday, October 23

7:00 am	Registration
7:15– 8:30 am	Graduate Workshop Session I
Opening Keynote Presentation 8:15 – 9:45 am	The Time is Now Bill Daggett , President International Center for Leadership in Education
General Session 10:15 am -11:15 am	Using Qualitative Data from the <i>We Lead</i> Whole Staff Survey to Improve Our Schools Ray McNulty , Senior Vice President Overview of Planning Process and Action Planning Lisa Hathaway , Senior Associate International Center for Leadership in Education
11:15 – 11:45 am	Facilitated Action Planning Small Rooms with Ed Team members / Consultants
11:45 am – 1:00 pm	Lunch with Special Speaker
General Presentation 1:00– 2:15 pm	ReFocusing on Special Education Students Larry Gloeckler , Executive Director Special Education Institute International Center for Leadership in Education
General Presentation 1:00– 2:15 pm	RePositioning Literacy to Achieve Success Dr. Ernie Fleishman , Senior Vice President Scholastic, INC.
General Presentation 1:00– 2:15 pm	ReInventing a Culture for Whole School Reform Lin Kuzmich , Senior Consultant International Center for Leadership in Education

2:45 – 3:45 pm	<p style="text-align: center;">Concurrent Sessions</p> <p style="text-align: center;">ReFocus Your Instructional Practices to Engage 21st Century Learners – Lin Kuzmich</p> <p style="text-align: center;">Team Building – Louis Martinez, Principal, J.M. Hanks High School, TX</p> <p style="text-align: center;">The Science of Implementation – Doug Sliver, Director of Research, SPNetwork</p> <p style="text-align: center;">ReFocus Using the Learning Criteria to Support 21st Century Learners – Ray McNulty</p>
4:00 -5:00 pm	<p style="text-align: center;">Facilitated Action Planning</p> <p style="text-align: center;">Small Rooms with Ed Team members / Consultants</p>
5:00 – 6:00 pm	<p style="text-align: center;">Graduate Workshop Session I (repeat)</p>

Saturday, October 24

<p style="text-align: center;">Keynote Presentation</p> <p style="text-align: center;">8:15 -9:30 am</p>	<p style="text-align: center;">Brockton High School</p> <p style="text-align: center;">Susan Szachowicz, Principal, Brockton, MA</p>
9:45 – 10:45 am	<p style="text-align: center;">Concurrent Sessions (Repeat Friday PM)</p>
<p style="text-align: center;">11:00 – Noon Concurrent Sessions</p>	<p style="text-align: center;">How to Raise Expectations and Increase Student Achievement Dr. Deborah Parker, Principal, Erwin Montessori School, NC</p> <p style="text-align: center;">How to Write a Gold Seal Lesson Dr. Linda Lucey, Chief Academic Officer, SPNetwork</p> <p style="text-align: center;">Activating Student’s Desire to Learn and Perseverance to Graduate Dr. Kathleen Weigel, Atlantic Community High School, Delray Beach, FL</p> <p style="text-align: center;">Inclusion Patty Delaney, Senior Consultant International Center for Leadership in Education</p> <p style="text-align: center;">Decision Support Analytics for School Leaders: How to Obtain the Greatest Achievement Gains in the Shortest Time Frame and for the Least Cost Sam Howe, Vice President, Academic Planning an Analysis, Scholastic, INC.</p>

12:00 -1:15 pm	Lunch with Bill Daggett Ray McNulty Susan Szachowicz
1:15 – 2:15 pm	Facilitated Action Planning Small Rooms with Ed Team members / Consultants
2:30 – 3:30 pm	Concurrent Sessions (Repeat)
4:00 – 5:00 pm	Concurrent Sessions (Repeat)

Sunday, October 25

Keynote Address 8:30 – 9:45 am	Quadrant D Leadership Bill Daggett , President International Center for Leadership in Education
Closing Session 10:00 – 11:30 noon	Success by Design Not by Chance Ray McNulty , Senior Vice President International Center for Leadership in Education

By December 1, 2009

Read the following “White Papers:”

These can be downloaded by linking to ICLE White Papers at:

www.icle.net/white_papers.html

- *Efficiency and Effectiveness Framework — A guide to focusing resources to increase student performance*
by Dr. Willard R. Daggett
- *Quadrant D Leadership*
by Dr. Richard Jones and Dr. Kathleen Weigel
- *The Process of Change — Why Change, What to Do, and How to Do It*
by Dr. Richard D. Jones
- *Improving Student Performance in Times of Declining Resources*
by Dr. Willard R. Daggett

- **Successful Schools: From Research to Action Plans**
by Willard R. Daggett

Subscribe and review one of the following electronic newsletters:

ASCD Smart Brief: <http://www.smartbrief.com/ascd/>

NCLB Newsletter: <http://www.nclb.gov/subscribe.html>

Education Weekly: <http://www.edweek.org/>

2009 Fall K-12 Symposium

Three-credit-Hour Graduate Workshop

Strategic Action Plan

Participants will need to send in a Strategic Action Plan. The plan can be a current plan that is being used at their school / district / state.

Most critical to the plan is identifying those updates, changes, modifications made because of ideas, materials, and discussions that were prompted from attending the 2009 Leadership Academy.

You can show your suggested modifications by using an electronic copy of your current School Action Plan, and changing font to show your new suggestions. You could also use a “notes” page following the plan that can be used to show the connections.

The plan could include goals / objectives, lead roles, and timelines.

There is not a required format.

Please note: Your Strategic Action Plan must be received by December 1, 2009.

Please send it to:

Dale Eggebraaten

International Center for Leadership in Education

1587 Route 146

Rexford, NY 12148

Or e-mail to: dale@spnet.us

Or fax (518) 723 - 2140

Rubric for Graduate Level College Workshop Credit

Grade	Criteria			
	Timeliness	Content	Evidence	Presentation
A Outstanding	The Strategic Action Plan is submitted on time.	The Strategic Action Plan thoroughly addresses required details in the “Strategic Action Plan” Components	The Strategic Action Plan cites sufficient, accurate, and appropriate evidences from the required readings and sessions to support major ideas.	The Strategic Action Plan is well organized, reader friendly and meets traditional scholarly standards.
B Successful	The Strategic Action Plan is submitted on time.	The Strategic Action Plan addresses details in the “Strategic Action Plan” Components	The Strategic Action Plan cites sufficient evidence from the readings and sessions to support major ideas.	The Strategic Action Plan is well organized and reader friendly.
C Adequate	The Strategic Action Plan is submitted on time.	The Strategic Action Plan states details in the “Strategic Action Plan” Components	The Strategic Action Plan cites some evidence from the readings and sessions but does not link evidence clearly.	The Strategic Action Plan is organized.