

# SREB

LEARNING-  
CENTERED

LEADERSHIP  
PROGRAM

## **SREB Leadership Curriculum Modules:**

*Professional Learning Framework  
and Module Summaries*

Southern  
Regional  
Education  
Board

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# SREB Critical Success Factors for Principals

## **A curriculum framework for leadership preparation and development that is based on the practices of principals who raise student achievement.**

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 succeeded in raising student achievement in schools with traditionally “high risk” demographics. These factors, organized under three overarching competencies, are the driving force for the work of SREB’s 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:** creating 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:** setting high expectations for all students to learn higher-level content.
- CSF 3. Designing a standards-based instructional system:** recognizing and encouraging 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:** developing 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:** using data to initiate and continue improvement in school and classroom practices and in student achievement.
- CSF 6. Communicating:** keeping everyone informed and focused on student achievement.
- CSF 7. Involving parents:** making parents active partners in their students’ educations and creating 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:** understanding the change process and using leadership and facilitation skills to manage it effectively.
- CSF 9. Providing professional development:** understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to increased student achievement.
- CSF 10. Innovating:** using and organizing time and resources in innovative ways to meet the goals and objectives of school improvement.
- CSF 11. Maximizing resources:** acquiring and using resources wisely.
- CSF 12. Building external support:** obtaining support from the central office, from community leaders, and parents for the school improvement agenda.
- CSF 13. Staying abreast of effective practices:** continuously learning from and seeking out colleagues who keep them abreast of new research and proven practices.

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## Preface

The SREB Leadership Curriculum Modules support leadership preparation redesign efforts in many universities and school districts across the country. The school practices and change processes necessary to improve the school as a system, and its curriculum and instruction are the topics that drive this curriculum. These topics hold great appeal for trainers to implement in both K–12 and university settings.

Many configurations of a leadership curriculum based on the modules can occur. Each setting should carefully identify its needs before considering which modules to offer to participants. This publication provides prospective users with information about each of the modules in order to make decisions based, ultimately, on the improvement needs of local schools. Districts and schools using the modules to train school leadership teams to lead school improvement efforts are encouraged to begin with the foundational modules (*Using Data to Focus Improvement; Creating a High-Performance Learning Culture; Prioritizing, Mapping and Monitoring the Curriculum; Designing Assessment to Improve Student Learning; and Aligning Teacher Assignments and Student Work to Rigorous Standards*). These modules build skills and knowledge that are applicable to all of the modules.

The following pages give you the framework of SREB’s complete leadership curriculum, organized in three module strands. These distinct strands are arranged according to the focus of improvement efforts and target the following audiences: aspiring leaders and leadership teams that are working to improve the school as a system, aspiring leaders and leadership teams that are interested in improving curriculum and assessment, and university-district teams that partner to select and prepare new leaders.

The SREB Learning-Centered Leadership Program appreciates the support of The Wallace Foundation for the module development and review process that has resulted in the high-quality curriculum described within these pages. Since 2000, The Wallace Foundation has supported a range of efforts aimed at significantly improving student learning by strengthening the standards, the training and the performance of education leaders along with the conditions and incentives that affect their success — long a neglected area of school reform.

A description of the SREB Learning-Centered Leadership Program’s current initiatives and publications are listed in the back pages of the guide. For further information on the Leadership Curriculum Modules or other initiatives, please call (404) 875-9211 or e-mail [schoolleadership@sreb.org](mailto:schoolleadership@sreb.org).

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## The SREB Leadership Curriculum Modules: Research-Based Training that Prepares Leaders to Improve Schools and Raise Student Achievement

*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**

### Overview

The SREB Leadership Curriculum Modules are changing the way school leaders are being trained at universities, state academies and at the district level. 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. During the last six years, over 3,000 trainers have been trained in and received implementation support for the various modules.

The SREB Learning-Centered Leadership Program and its partners developed the school leadership curriculum to help guide the redesign of state academies and university preparation programs to focus on what principals and school leadership teams need to know and be able to do to improve a school's instructional program and raise student achievement. The framework for the Leadership Curriculum Modules is the set of 13 Critical Success Factors identified in SREB studies of principals recognized for leading changes in school and classroom practices that raised student achievement. The theme that flows through and connects each module to the whole is shared instructional leadership.

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. (A description of each module, including key objectives and audience, can be found beginning on page 8.)

#### Why develop a new leadership curriculum?

*Most states have adopted new standards for preparation and certification of principals. However, the traditional models of training provided to school principals are still out of sync with the challenges faced by today's leaders. Instructional leadership — improving curriculum, instruction and student achievement — should be at the center of the principal's role. The SREB modules fit the need for a research- and standards-based solution for universities, leadership academies and school districts.*

### Module Design and Content

The SREB 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 in schools. Modules are organized around key learning objectives and build upon one another so that as participants progress through the series, they become better equipped to use these practices effectively.

## Professional Learning Framework

The instructional design follows the principles of adult learning theory and the standards for professional learning established by the National Staff Development Council. Each module includes activities that engage participants in

- completing work in advance of the first training session;
- reading and discussing current research and literature on the topic;
- sharing prior knowledge and experiences;
- learning from case profiles;
- reflecting on current beliefs and practices in their own schools;
- practicing strategies, tools and processes;
- working in school-based teams to solve problems that impede student achievement;
- reinforcing new knowledge and skills by completing take-home assignments between workshop sessions; and
- building portfolios to demonstrate learning and track progress.

The contents of the modules are the result of a large investment of professional expertise, time and resources, and the collaborative efforts of teams of individuals convened and directed by SREB, including staff from state leadership academies and agencies, regional educational laboratories and national comprehensive centers. The content teams search out the best research and literature to identify the knowledge base for each module and then apply their collective wisdom and experience as educational leaders to sift out the essential concepts and strategies that today's school leaders must know and use. An instructional designer organizes the content and activities around key learning objectives, following the principles of adult learning theory. Panels of regional and national experts validate these objectives, the module design and final training materials.

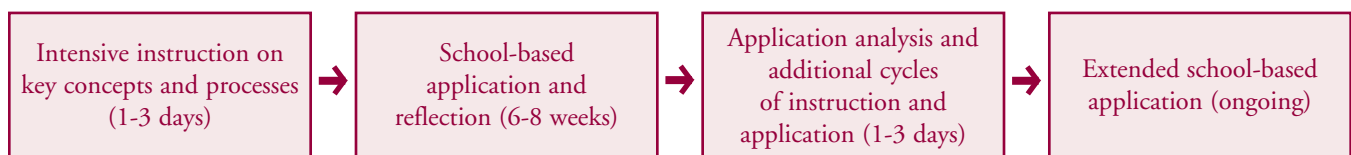
The modules have been developed and structured to accommodate settings that wish to have the module content contribute to graduate credit or certification in educational leadership. Because the modules build on one another and form a coherent curriculum, it is recommended that they not be used as one-shot workshops and stand-alone training packages. Knowing and using the practices supported in just one module is not likely to make a sustainable improvement in the curriculum, instruction and student achievement of a school.

*"This is one of the most useful workshops I've attended. It was well-organized and prepared, made use of our time and provided lots of immediately useful information!"*

– SREB Module Training Participant

## Module Training and Delivery

Each of the SREB Leadership Curriculum Modules provides knowledge and instructional activities incorporated in a four-step delivery strategy:



Module training begins with an intensive workshop, followed by school-based application, several more workshop-application cycles and, finally, extended learning and follow-up at the school site that are supported and coached by local staff who have participated in the training with their school teams. The pattern for participants enrolled in a university graduate program must be modified by the program faculty to fit participants who usually do not attend as members of a school team.

Intensive workshop sessions are one to three days in length, followed by a period of at least six to eight weeks during which participants apply new learning and try out new strategies in the school setting before returning for the next workshop session. If the daylong format does not fit an intended audience's schedule, trainers can chunk the module sections in a variety of patterns and extend the training over a longer period. Participants leave each intensive workshop session with specific take-home assignments that guide their application work. The results of the take-home assignments are their *ticket in the door* for the next session.

### Why use SREB modules?

*The modules provide a starting point for creating a program that gives emphasis to instructional leadership and problem-based learning. Having a basic set of materials that identifies and teaches concepts and leadership practices that have not been included in the existing program can greatly shorten the time-consuming process of course development and overall program redesign. Because they contain many activities that participants must conduct in schools, with coaching and follow-up that is provided by university or academy staff working in concert with district staff, use of the modules can promote meaningful involvement of higher education and service agencies with local districts and schools.*

## Using the Modules

The SREB Leadership Curriculum Modules are available to universities, state leadership academies and other not-for-profit entities providing preparation or professional development for education leaders. In universities, faculty should receive training on the modules in order to make effective use of them as the foundation for a redesigned curriculum. In school systems, schools and academies, teams of teachers and administrators who are responsible for leading the implementation of school improvement plans should be trained together. District staff should attend the training with local school teams and develop a process for providing on-site assistance as the team applies its new knowledge and skills. School teams should consist of the principal, an aspiring leader, teacher leaders and, if possible, a district office representative who can support learning and implementation.

For each module, trainers must complete a train-the-trainer workshop offered by SREB. These workshops are offered several times a year on a schedule posted on the SREB Web site ([www.sreb.org](http://www.sreb.org)). In addition to completing training on each module a trainer intends to deliver, those individuals wishing to receive the designation SREB Certified Module Instructor must deliver the complete training on the module to an appropriate audience and submit to SREB evidence of successfully teaching the module, as documented by participants' responses on an evaluation instrument provided by SREB.

To ensure quality professional development, state agencies, districts, schools and others planning to host module training are encouraged to select an instructor from the list of Certified Module Instructors posted on the SREB Web site. However, districts or states that need to build a cadre of module leaders in order to roll out the training to large numbers of schools can elect to develop a process similar to the one used by SREB to prepare and certify their own local module leaders. SREB staff will provide advice and planning assistance to those choosing this option. Small systems and individual schools are encouraged to work together to prepare and share certified module leaders to reduce costs.

*"I thoroughly enjoyed this module. I especially appreciate the knowledge and leadership of our presenter, who presented the information in a variety of ways (i.e., current research, stories, best practices)."*

– SREB Module Training Participant

## Module Strands

### Improving the School as a System

Audience: Aspiring Leaders and School Leadership Teams

*Using Data to Focus Improvement* (Four days: 3+1)

*Creating a High-Performance Learning Culture*  
(Four days: 3+1)

*Using Root Cause Analysis to Reduce Student Failure*  
(Five days: 2+1+1+1)

*Providing Focused and Sustained Professional Development*  
(Four days: 2+2)

*Organizing Resources for a Learning-Centered School*  
(Three days: 2+1)

*Building Instructional Leadership Teams That Make a Difference* (1+6 half days)

*Communicating to Engage Stakeholders in School Improvement* (Three days)

*Leading School Change to Improve Student Achievement*  
(Three days: 2+1)

*Coaching for School Improvement* (Three days: 1+1+1)

### Improving Curriculum and Instruction

Audience: Aspiring Leaders and School Leadership Teams

*Prioritizing, Mapping and Monitoring the Curriculum*  
(Four days: 2+1+1)

*Designing Assessment to Improve Student Learning*  
(Four days: 2+1+1)

*Aligning Teacher Assignments and Student Work to Rigorous Standards* (Three days: 2+1)

*Personalizing School to Engage Students in Learning*  
(Three days: 2+1)

*Leading Schoolwide Literacy Initiatives*  
(Three days: 2+1)

*Leading Schoolwide Numeracy Initiatives* (Four days: 3+1)

*Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness* (Four days: 2+1+1)

### Improving Leadership Preparation

Audience: University-District Teams

*Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals* (Four days: 2+1+1)

*Developing Internship Programs for School Leaders*  
(Two days)

*Mentoring School Leaders in Competency-Based Internship and Induction Experiences* (Three days: 2+1)

+ First number indicates number of days in the first session; subsequent numbers indicate number of follow-up days.

**Crosswalk of SREB Leadership Curriculum Modules,  
Critical Success Factors and Educational Leadership Policy Standards: ISLLC 2008**

<b><i>Improving the School as a System</i></b>	
Using Data to Focus Improvement	SREB CSF 5
Creating a High-Performance Learning Culture	SREB CSF 1, 2, 3 ISLLC Standard 1, 2
Using Root Cause Analysis to Reduce Student Failure	SREB CSF 5
Providing Focused and Sustained Professional Development	SREB CSF 9, 13
Organizing Resources for a Learning-Centered School	SREB CSF 10, 11, 12 ISLLC Standard 3, 4
Building Instructional Leadership Teams That Make a Difference	SREB CSF 1, 8, 12 ISLLC Standard 1, 4
Communicating to Engage Stakeholders in School Improvement	SREB CSF 6 ISLLC Standard 4
Leading School Change to Improve Student Achievement	SREB CSF 8, 13
Coaching for School Improvement	SREB CSF 1, 6, 8, 12, 13 ISLLC Standard 1, 4
<b><i>Improving Curriculum and Instruction</i></b>	
Prioritizing, Mapping and Monitoring the Curriculum	SREB CSF 1, 2, 3 ISLLC Standard 1, 2
Designing Assessment to Improve Student Learning	SREB CSF 1, 2, 3 ISLLC Standard 1, 2
Aligning Teacher Assignments and Student Work to Rigorous Standards	SREB CSF 1, 2, 3 ISLLC Standard 1, 2
Personalizing School to Engage Students in Learning	SREB CSF 4, 7 ISLLC Standard 2, 4
Leading Schoolwide Literacy Initiatives	SREB CSF 1, 2, 3 ISLLC Standards 1, 2
Leading Schoolwide Numeracy Initiatives	SREB CSF 1, 2, 3 ISLLC Standards 1, 2
Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness	SREB CSF 1, 2, 3 ISLLC Standards 1, 2
<b><i>Improving Leadership Preparation</i></b>	
Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals	SREB CSF (all) ISLLC Standard 1-4
Developing Internship Programs for School Leaders	SREB CSF (all) ISLLC Standard 1-4
Mentoring School Leaders in Competency-Based Internship and Induction Experiences	SREB CSF (all) ISLLC Standard 1-4

## SREB Leadership Curriculum Module Descriptions

### IMPROVING THE SCHOOL AS A SYSTEM

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

***Creating a High-Performance Learning Culture.*** Schools cannot improve when the culture does not support school improvement. Often in the push to improve quickly, the school's culture 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 the well-being of students.

***Using Root Cause Analysis to Reduce Student Failure.*** Improving student learning by changing classroom and school 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, and 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 success gaps in schools.

***Providing Focused and Sustained Professional Development.*** Professional development is a powerful tool for changing schools, yet professional development is frequently 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.*** How can schools more effectively use time and resources for teaching, planning and professional learning? This module adds lots of practical tools and processes to the leadership toolbox on how the school staff can work together to improve learning and achievement and how to use technology effectively.

*Using Data to Focus Improvement* and *Creating a High-Performance Learning Culture* are recommended prerequisites for *Using Root Cause Analysis to Reduce Student Failure*.

***Building Instructional Leadership Teams That Make a Difference.*** The heart of leadership is the willingness to assume responsibility. Schools that improve and sustain improvement use teams to lead school reform. A crying need exists for teachers to lead by taking 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.*** Effective communication is the key to an improving school community. Often the best intentions are sidetracked by poor communication. Participants learn how to communicate effectively, decide who needs to know and why, how to involve people at the right times, and the impact that communication has on schools and quality instruction.

***Leading School Change to Improve Student Achievement.*** School leaders have gotten used 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. Learn how to lead change rather than react to it.

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

### IMPROVING CURRICULUM AND INSTRUCTION

***Prioritizing, Mapping and Monitoring the Curriculum.*** In a world of high-stakes-testing, this module helps schools keep their curriculum on target. Participants learn the benefits of prioritizing, mapping and monitoring the curriculum and more deeply understand 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.*** Schools that take an active role in designing and implementing assessment that addresses the needs of all users of assessment information can promote learning and higher

achievement. The purpose of this module is to provide a series of workshops that will help school teams re-think the way they use assessments in the classroom and the school as a whole. Participants in this module, which draws on the work of Rick Stiggins, learn how to design a balanced assessment system that includes both assessment OF learning and assessment FOR learning. They also explore issues related to feedback and grading practices.

***Aligning Teacher Assignments and Student Work to Rigorous Standards.*** 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 that schools can use to analyze teacher assignments and student work to determine if assignments really require students to do high-quality work that helps them meet the standards.

***Personalizing School to Engage Students in Learning.*** When standards are raised, “safety nets” are necessary for students to achieve at higher levels. The components of effective extra-help programs, how we help students successfully make transitions from one level of school to the next, and meaningful advisement that includes parents all contribute to a personal learning environment. Participants learn how to make schools learner-friendly.

***Leading Schoolwide Literacy Initiatives.*** Achieving literacy for all citizens is a national problem that has become a top education priority for the federal government and for educators across the nation. School leaders must be able to recognize effective literacy instruction and observe and conference with teachers about good literacy practices. These include a complete set of complex reading, writing and language skills to help students handle a variety of texts as they go through school and beyond. This module is designed to close the gap in what leaders know about literacy and what they must know to provide literacy leadership in schools.

***Leading Schoolwide Numeracy Initiatives.*** Obtaining and succeeding in the jobs of today’s economy require an ever-increasing breadth and depth of mathematical skills and concepts. School leaders must know how to recognize effective instruction in numeracy and encourage numeracy instruction across the curriculum. This module will help leaders close the gap in what they know and what they must know to provide numeracy leadership.

***Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness.*** Rigor means having high expectations in curriculum standards, classroom assignments, ongoing assessment, and testing. Participants learn how to use tools and strategies to determine whether rigor exists in their

classrooms (by evaluating the alignment among expected student learning, teaching and assessing) and to determine whether rigor exists systemically in their schools through the use of a rigor rubric and dashboard display.

## IMPROVING LEADERSHIP PREPARATION

### ***Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals.***

Successful university-district partnerships have the potential to leverage the collective capacity of both organizations *if* they are both willing and able to work together to develop — within a formal structure — a shared vision, a shared sense of urgency, mutual accountability, and shared inquiry, and *if* both parties benefit and align their work with their missions. Participants learn that neither universities nor districts can single-handedly provide the breadth of experiences needed to adequately prepare school leaders.

### ***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. 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 a novice’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 and new 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.

*“The SREB modules are a ready-made, highly developed curriculum on leadership. The materials are current, and they provide a flexible framework to facilitate each module. SREB really respects how adults learn. The real power of the modules is that they can be customized to the state and district’s goals and priorities. It is not a canned program!”*

– Dr. Donald W. Holder, Assistant Superintendent,  
Rhode Island

## Using Data to Focus Improvement

### What can you expect to get from this module?

This module helps participants and school teams to think about data beyond a cursory look at standardized test scores. School leaders learn how to identify important questions, mine a variety of data sources to find answers and make decisions based on the data they find. Participants learn to work as a team to do this work and make it meaningful.

### What shouldn't you expect to get from this module?

This module does not provide detailed information on any particular state or national test; instead it focuses on broad concepts that apply to a variety of data.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to include district staff involved in data management and assessment.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. It is considered one of the foundational modules for the SREB leadership series.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending three initial days, completing a homework assignment and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Data are everywhere. They go well beyond the “outside data” provided to us by testing agencies and district/state offices. These data are useful, but you may find answers to your most important questions through data that you gather and analyze at your school.
- Schools can — and do — use data to get answers to pressing questions. Data can give you a new window into your practice.
- By triangulating data — comparing two or more measures and/or looking at trends over time — you can gain greater insights about root causes.
- Looking at existing data from standardized tests is just a “jumping off point” to get you to think about questions of how your students are doing, what differences in instruction contribute to differences in achievement and what you can do about it.
- Before you can analyze data, you have to be able to interpret them — to understand clearly and deeply what they say and what they do not say.
- You can use a systematic process to help your team identify related outcomes, inputs and processes. These will help you identify key questions you want to answer through system analysis.
- Using various worksheets and tools will help a school team tackle the difficult job of choosing the right data and analyzing it in the right way.

**Module Design.** *Using Data to Focus Improvement* is a four-day workshop (3+1). It also includes prework and homework assignments. Each section is described below.

**Prework (about three hours).** The prework includes three assignments. First, participants complete a questionnaire asking them to reflect on existing data use at their schools. Second, participants read two chapters in the required text and complete worksheets summarizing key points. Third, participants must gather and bring specified sets of data from their schools.

**Introduction (four hours, 30 minutes).** In this overview on Day One, participants learn how using data can help improve student and school performance. Through brainstorming and discussion, they gain an appreciation for the wide range of data available to them. They work individually and in teams to determine their own reasons for embracing data use, and they begin to describe their vision for data use in their school and the gap between that vision and the current state.

**Data, Data, Everywhere: What Do They All Mean? (seven hours, 10 minutes)** In this section, extending from Day One to Day Two, participants get a basic grounding in understanding measures: What are the different types? How are they used alone or in combination? What do they tell us? Activities are built around Victoria Bernhardt's Multiple Measures Model and around general testing terms. These activities include a review of the prework readings, a large-group activity involving classifying measures, participant-led presentations, interactive discussion of levels of evaluation and a role play in which participants practice interpreting their schools' data for various audiences. At the end of this section, participants practice interpreting case study data and some data from their school.

**Data, Data, Who's Got the Data? (six hours)**

Day Three focuses on the logical thinking process that participants must use to focus their evaluation, gather data from various sources, analyze, triangulate, and display data and make decisions based on that data. They also explore a variety of ways to display and communicate data. They learn that the process combines two very different skills: the ability to stay open-minded and look at the big picture, and the ability to stay focused on a single goal or evaluation question. By the end of this section, participants should be able to describe and apply a structured process of evaluation.

**Homework.** School teams are asked to apply everything they have learned by completing a structured set of worksheets to develop focusing questions, collect data, analyze data and display it on Day Four of the training.

**Making a Difference (six hours).** Day Four starts with a data fair — each school team presents key learning points from their homework and provides constructive feedback to other teams. Participants then lead presentations on various processes for school improvement. Finally, teams customize the process and create action plans.

**Summary and Portfolio Assignments (one hour).**

Participants, working as a team, must lead the effort to facilitate the creation of an action plan that addresses findings from data, including strategies (such as remediation, tutoring, parent communication, curriculum adjustments, staff development and textbook use) to improve at the school, grade, classroom teacher, subject matter and student levels. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

## Creating a High-Performance Learning Culture

### What can you expect to get from this module?

In high-performance learning cultures, all members of the school community share beliefs about ability and achievement, efficacy and effort, and power and control, and these beliefs are visible in structures in the physical environment, group relationships, and policies and procedures. Concepts such as distributed accountability have real meaning. This module helps participants explore each of these concepts and apply them to their schools, as they learn how to work as a team of leaders to build a high-performance learning culture.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this module. It is considered one of the foundational modules for the SREB leadership series.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending three initial days, completing homework assignments and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Definition: a high-performance learning culture is one in which each individual member is expected to perform to high standards.
- An organizational culture is composed of different elements. Each can be held up, examined and shaped.
- The foundation of the culture is a specific set of core beliefs in the areas of ability and achievement, efficacy and effort, and power and control.
- In building a culture, you can use the same “backward design” approach as in planning assessment and instruction. If achievement is to increase for each student in a school, how will individuals within the school community relate to one another regarding issues of student learning? What beliefs would support these actions? What structures can you put in place to explore your actions and beliefs?
- As discovered in the classic Rosenthal study, students do better when we believe they can.
- Not only do students do better when you believe they can, they also do better when they believe they can. They try harder, and effort is also correlated with student achievement.
- You may not be able to “see” beliefs, but you can see the structures that embody them.
- New structures can create new experiences from which individuals will gather new information. From this, new meanings will develop. This can lead to changes in assumptions and hence, a new belief. The new belief will be based on an internal shift — a new commitment. Structures can facilitate change.
- It won't be quick, and it won't be easy, but as a leader you can build a high-performance learning culture by having a deep understanding of culture and following the six leadership strategies.

**Module Design.** *Creating a High-Performance Learning Culture* is a four-day workshop (3+1). It also includes homework assignments. Each section is described below.

**Creating a High-Performance Learning Culture: Begin With the End in Mind (five hours).** In this section, participants learn about some of the concepts and language of school culture. This is done primarily through a series of group exercises and short lectures. The activities are tools participants can reuse in their schools to facilitate a rich understanding of the relationship among these concepts. Activities include a culture inventory, a case study, culture metaphors and a review of research.

**Cultivating Beliefs That Produce High-Performance Learning (eight to nine hours).** In this section, individual and group activities and short lectures will help participants learn about the beliefs that support high-performance learning cultures. Participants will get a chance to see how their own beliefs match up with what research says about belief systems in high-performing schools. This is a very powerful guided learning sequence that challenges participants to identify, question and clarify their own beliefs related to all aspects of student achievement and school practice. Participants also explore topics of shared leadership and personal efficacy. Participants learn activities and facilitation techniques that they can repeat in their schools.

**Using Strategic Structures to Support High-Performance Learning (two hours, 30 minutes).** Participants will participate in discussions and activities as they examine how strategic structures (relationships, policies and procedures, and the physical environment) can be used to change a school's culture to focus on high performance. They explore the connection between beliefs and strategic structures and explore ways to evaluate and shape their own school structures. They look at each of the three areas of strategic structures separately and then put together a plan that encompasses all three. This section also continues the use of the case study to illustrate key points and provide participants with practice.

**Homework.** School teams are asked to apply everything they've learned by completing an analysis of their own school culture.

**The Roles of School Leaders in Nurturing a High-Performance Learning Culture (three hours, 35 minutes).** Participants learn about specific roles leaders can play to shape culture in their schools. Discussion, lectures, case studies and activities help participants learn how to use the concepts about leadership roles to improve their schools. Day Four also devotes time to sharing and providing feedback on the work done between Days Three and Four.

**Summary and Portfolio Assignments (one hour).** Participants, working as a team, must lead the effort to facilitate the creation of an action plan that helps them work with the entire school community to explore and develop a high-performance learning culture. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

## Using Root Cause Analysis to Reduce Student Failure

### What can you expect to get from this module?

Schools that are successful at closing performance gaps between subgroups of students consistently improve the school and classroom practices that allow students to meet or exceed academic standards. A culture of high performance is fostered by a schoolwide approach to closing gaps by identifying problems and understanding their root causes. School leadership teams attending this training will have a chance to closely examine root causes of problems and research-based solutions within their schools.

### What *shouldn't* you expect to get from this module?

This module provides some review of basics of data collection and analysis, but assumes that participants already have a basic knowledge of this area.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

The following modules are *suggested* prerequisites for this module: *Using Data to Focus Improvement* and *Creating a High-Performance Learning Culture*. While not having attended these modules will not be a barrier to mastery of the course objectives, participants who already have attended these two modules will have a richer understanding of the concepts in this module. It is essential that participants have a basic understanding of how to interpret and analyze data.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending three separate follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up sessions.

### Big Ideas in This Module

- Nationally, there is neither achievement equity nor programmatic equity. This is true for every state.
- There are groups of children who fall through the cracks, never achieving their full academic potential.
- Some schools have been able to reduce achievement gaps among groups of students. Research reveals that this is due to school and classroom practices that other schools can duplicate.
- The foundation for improvement is a 4E Culture (Engagement, Equity, Expectations and Efficacy).
- Through the savvy use of data, you can identify inequities in achievement and their root causes, in order to determine what changes *you* can make to reduce those inequities.
- It is very difficult to discuss inequities in programs, achievement and teacher quality. Such discussions may make people very uncomfortable as they involve deep feelings related to race, culture, policy and history.
- Data provides a way to somewhat neutralize emotions and help you focus on facts and options within your control.
- Some of your school traditions — or traditional ways of thinking — may limit your ability to identify and implement practices that can make a difference. Trying harder is not the answer; trying *differently* may be the answer, but it requires us to take risks and look at data in ways we have not yet tried.
- Effective school teams continually use data in a planned, thoughtful way to determine how to improve implementation of a strategy and whether to continue pursuing that strategy.

**Module Design.** *Using Root Cause Analysis to Reduce Student Failure* is a five-day workshop (2+1+1+1). It also includes prework and homework assignments. Each section is described below.

**Prework.** Participants read two articles about school and classroom practices that make a difference in student achievement. They also gather disaggregated data related to student engagement and achievement and review their school improvement plans.

**What is a Culture of High Performance? (five hours, 15 minutes).** In this section of the training, participants are exposed to case studies, research and data that clearly show that school culture can and should be shaped to ensure that all students achieve to their potential and aspirations. Discovery learning techniques are used to ensure that participants gain a deep understanding of the effects of a variety of school practices on student learning. Working in small groups, participants use these different sources (case studies, research and data) to develop their own constructs of the practices that influence equity and achievement.

**Who is Failing? How? (five hours, 15 minutes).** School teams begin the process of analysis — specifying, gathering and analyzing data to answer the questions: Who is achieving? Who is not? What school and classroom practices contribute to gaps in achievement?

**Homework.** School teams choose an area of focus (a red flag issue) that will help them address inequities and work on the school's improvement plan. They gather data to better understand and define the red flag issue.

**How Does Our School's Culture Contribute to Student Success/Failure? What Practices Need to Change? (Day Three).** In this section, school teams begin the process of analyzing root causes of their red flag issue. Working in school teams, they form and organize hypotheses. They have a chance to share their work and get feedback from other teams.

**Homework.** School teams begin gathering data from multiple sources to confirm or dispute the suppositions in their root cause analysis.

**Application: Analysis and Planning for New Practices (five hours).** School teams have a chance to share their efforts to date with the trainer and other schools, getting feedback and initial third-party ideas about additional work. This day includes school team presentations and feedback, followed by several mixed-group activities designed to encourage further analysis and reflection. By the end of this session, they have an implementation plan.

**Homework.** School teams work on implementing their plan and gathering data related to its effectiveness.

**Are We On the Right Track? How Can We Tell? (four hours)** The enthusiasm and ideas that participants gain in training may fade as they face everyday school tasks. In order to ensure that new ideas take hold, professional development efforts must be sustained and embedded. For this reason, teams return for a final session. They present and discuss their work to date, and hear how other schools are doing. Participants then learn about monitoring strategies and how to formatively and summatively evaluate their efforts.

## *Providing Focused and Sustained Professional Development*

### **What can you expect to get from this module?**

Professional development means different things to different people. To some, it means one-stop workshops and in-services. In this module, participants learn of much richer ways to enhance professional learning that make a difference in student achievement. Participants learn to identify, develop, nurture and monitor a variety of different professional development experiences that are tied to school improvement.

### **Who should take this training?**

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to include district staff involved in curriculum and professional development.

### **Other SREB Leadership Curriculum Modules that support this module:**

This module is most appropriate for those who have a strong background in data analysis, assessment and instruction, curriculum, and culture (SREB foundational modules).

### **What will you have to do to get the most from this module?**

Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment and attending two follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### **Big Ideas in This Module**

- There are many different types of professional development experiences, but most of us have had exposure to just a few. We get stuck with defining professional development as traditional training workshops.
- Professional development is much more than faculty in-service training. Study groups, mentoring, peer observation, action research and many other strategies should be part of the professional development system. If you are part of a school improvement team, you are addressing not only your own learning needs, but also those of the organization. Learning does not require direct instruction.
- It isn't easy to change people's thinking about professional development!
- There are barriers to effective professional development that are rooted in our routines, our relationships, our systems and our culture.
- About change — in some ways, we should “just do it.” Too many times, we get so bogged down in change management that we get nowhere. Make a change, communicate it, stick with it — don't wait until everyone supports you.
- There are many professional development strategies, but you need to use them correctly to see the intended benefits. Provide support, make sure teachers know the guidelines, keep it going for a sufficient period of time and measure results!
- A top-notch schoolwide professional development plan is created by a collaborative team effort. It is realistic, schoolwide, clear, detailed and tied to the school's student achievement goals.
- You must plan to evaluate your professional development efforts based on their impact on student achievement.

**Module Design. *Providing Focused and Sustained Professional Development* is a four-day workshop (2+2). It also includes prework and homework assignments. Each section is described below.**

**Prework (two hours).** First, participants create index cards listing experiences that encourage professional growth. Second, participants describe a satisfying learning experience and a frustrating learning experience. Last, they read three articles and reflect on the characteristics of effective professional development (PD).

**The Opportunity to Make a Difference (six hours, 30 minutes).** Participants learn about what makes some professional development efforts fail while others result in improved student learning. Participants gain a firm understanding of the philosophy and nationally recognized standards that guide effective professional development. Then, participants reflect upon their own practices.

**Homework.** Participants first list their concerns about trying new professional development approaches in their schools. Then, they read two articles and think about how commitments, competing interests and assumptions influence an organization's ability to change.

**Change: Yes, You Can! (30 minutes).** Participants reflect on and practice using two models for analyzing factors that affect change adoption (extending the homework assignment). This process begins in the homework from Day One and continues with group discussions.

**Learning Cultures that Support PD (one hour, 45 minutes).** Participants examine best practices and identify ways to close the gap between the existing culture and a top-performing culture.

**Creating a Team and Setting Goals (one hour, 50 minutes).** After this section, participants are prepared to organize their teams and lead them through a goal-setting process. The focus is on creating an effective team structure to lead schools' professional development efforts.

**Homework.** Participants form/reform their school's professional development team and lead the team through the process of using data to determine professional development needs and assessing the school's learning culture, keeping journals of these efforts. Working in study groups, they explore two of the following methods: action research, whole-faculty study groups, mentoring, peer coaching, Japanese lesson study, journaling, self-assessment, examining student work, portfolio development, conversation, immersion and tuning protocols.

**Review of Homework (one hour, 40 minutes).** Participants work in small groups to organize their homework assignments. Each group walks the rest of the large group through their process, getting feedback through a critical friends' circle.

**PD Strategies (four hours, 40 minutes).** In a series of study groups, participants explore the strategies from Day Two homework. Each study group creates a guide sheet for one strategy and presents their guidelines to the large group. School teams determine the best strategies for their school's professional development plan.

**Creating a PD Plan (three hours).** Participants take a critical look at existing school plans and identify their strengths and weaknesses based on a list of criteria presented in class. They discuss ways to increase the chances of success and create a "plan to plan" that specifies next steps and outlines critical success factors for moving forward at their schools.

**Evaluating Your Success (one hour, 45 minutes).** Using Guskey's levels of evaluation, participants discuss initial monitoring efforts and next steps.

**Summary and Portfolio Assignments (40 minutes).** Participants, working as a team, must lead the effort to facilitate the school's professional development plan.

## Organizing Resources for a Learning-Centered School

### What can you expect to get from this module?

This module helps participants understand how elements of the school environment (time, space, people and financial resources) impact student achievement. They learn that they have the ability as leaders to shape the learning environment in ways that promote student achievement.

### What *shouldn't* you expect to get from this module?

This is not a time management or a classroom management module. There is not a great deal of focus on how to manage one's personal workload or time; instead, the focus is on looking at the learning environment schoolwide.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's professional development team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

This module is most appropriate for those who have a strong background in data analysis, curriculum, assessment and instruction, and culture (SREB foundational modules).

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Time, people, space and resources are all entities that leaders can organize in ways that detract from or maximize student achievement.
- Time spent by school leaders, other school personnel and students may be value-added, necessary, or wasted. You can systematically identify which activities fall into each category and take steps to maximize value-added time, minimize necessary time and eliminate wasted time.
- For school leaders, examples of value-added time include professional development for staff, effective meeting management and instructional leadership.
- The physical environment should be assessed against criteria validated by research to have an impact on student learning.
- The ability to create and maintain a quality teaching and learning environment in a school is limited not by teacher supply, but by high turnover among the teachers who are already there — turnover that is only aggravated by hiring unqualified and under-prepared replacements who leave teaching at very high rates.
- Data should be used to determine the most effective way to assign teachers to students and classes in such a way as to maximize achievement for all students.
- “Because we have always done it this way” is not a good rationale for the allocation of resources. Research provides you with many options on how to increase and reallocate resources to improve student achievement.

**Module Design.** *Organizing Resources for a Learning-Centered School* is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

**Prework (four to five hours).** The prework assignment revolves around organizing time. Participants read several articles and reflect upon activities that add value and increase student achievement. They also keep a one-week time log and (based on the readings) categorize how they spend their time. Finally, they do some research to determine state and local policies/laws governing local authority on decisions affecting the organization of the learning environment.

**Introduction (one hour).** In this introductory section, participants get to know one another, get an overview of the course and explore the goal of organizing the learning environment as well as some barriers to meeting this goal.

**Organizing Time (four hours, 30 minutes).** As a follow-up to the prework, participants work on synthesizing this information and reflecting on ways to improve their use of time. Then, they look at ways to make four tasks (staff meetings, supervision, common planning/professional development and parent conferences) more efficient. They are given a selection of readings to help with this task. Finally, they look at student time, in terms of how school leaders can schedule time for increased student achievement.

**Homework.** Participants form study groups and look at various schedule alternatives for their schools.

**Organizing Space (one hour, 10 minutes).** This section helps participants to see what aspects of the physical environment have an impact on learning and how their own schools stack up against standards. Participants complete a large-group activity on facts and myths related to the physical environment. Next, the participants are given a series of instruments that they can use to evaluate their school environments, and they complete one of these tools in class.

**Organizing People (two hours, 15 minutes).** *No Child Left Behind* requires “a highly qualified teacher in every classroom.” What does this mean? How are teachers assigned to students and courses now, compared to what would be most effective for boosting student achievement? These are issues that participants grapple with in this section.

**Organizing Financial Resources (one hour, 30 minutes).** Participants first think of the resource issues related to the goals they have set for time, space and people, and the principles related to best practices in resource allocation in schools. Then they answer several questions — some of which they have posed on their own — about what they can control when allocating resources.

**Homework.** Throughout Days One and Two, participants keep a list of possible action items based on what they learn. Their assignment between Days Two and Three is to prioritize this list and choose a few items to start working on. They bring to Day Three a description of their progress and issues, along with learning points from the process.

**Day Three (five hours, 15 minutes).** Day Three follows up on and extends the work of Days One and Two. Participants work more on the physical environment and participate in critical friends groups to help them reflect on their own work to date and plans for the future. Finally, they complete a case study and prepare for their portfolio assignments.

## *Building Instructional Leadership Teams That Make a Difference*

### **What can you expect to get from this module?**

The purpose of this training is to provide a series of workshops that first, will help principals lay the groundwork for building an instructional leadership team (ILT) that can share the work of instructional leadership in the school, and secondly, will help the ILT learn how to function smoothly and focus on their goals. The module focuses on how to form such a team, how to help them define their purpose and goals, and how to work together as leaders of a Professional Learning Community. Leading, learning and influencing are themes that run through the module.

### **What *shouldn't* you expect to get from this module?**

This module does not address the needs of grade-level or subject-specific teams and committees, instead focusing on an area of great potential impact — schoolwide instructional improvement.

### **Who should take this training?**

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### **Other SREB Leadership Curriculum Modules that support this module:**

There are no formal prerequisites for this SREB module. Instructional leadership teams that attend will identify further learning needs for themselves and for their school; this decision-making progress will help them decide which other SREB leadership modules might be appropriate for follow-up training.

### **What will you have to do to get the most from this module?**

Principals should attend a one-day workshop and also attend, with their instructional leadership teams, six half-day sessions. Teams must also commit to completing the prework, attending all sessions, and completing homework assignments. It is important for teams to have time between the sessions to reflect upon and apply what they have learned.

### **Big Ideas in This Module**

- Leadership can be a role, but more importantly, it is a function that can be developed and shared.
- Principals can accomplish more as instructional leaders by sharing leadership and decision making with others.
- Teachers can be effective leaders if they have a supportive culture, a principal who leads and shares leadership, and opportunities for professional development.
- Shared leadership empowers teacher leaders to see their jobs as more meaningful.
- School teams can do more to improve instruction than one individual can.
- Building effective teams takes courage and persistence.
- The purpose of the instructional leadership team (ILT) is to improve instruction schoolwide to improve student achievement.
- When setting up an ILT, the principal must be purposeful and intentional to get the right people on the ILT team bus.
- The principal must establish a vision for the ILT and boundaries within which they work.
- An ILT should lead the school in becoming a functioning professional learning community.
- The ILT is a positive agent of change within the school.
- ILTs work within an overall school context that both influences them and is influenced by them.
- The ILT must always be looking at ways to sustain their work of improving instruction beyond the tenure of any given team member, including the principal.

**Module Design.** *Building Instructional Leadership Teams That Make a Difference* includes a one-day principal workshop followed by six half-day sessions for the instructional leadership team (1+6 half days). It also includes prework and homework assignments. Each section is described below.

**Principal prework.** Principals complete several short readings on leadership and teacher teams and answer some study questions. They also reflect on the current organization of teams and initiatives at their schools.

**Principal Workshop (five hours).** In this workshop, principals have a chance to discuss, with other principals, their beliefs about shared leadership and teamwork through a series of activities. They also look at current team functioning and school culture to determine what they need to do to lay the groundwork for an instructional leadership team. They develop criteria useful for selecting members for the team, which they will bring to the subsequent sessions.

**Team prework.** Participants complete several short readings about teacher leadership and the conditions that support teacher leadership in schools.

**Workshop 1: Teacher Leadership (half day).** Participants explore beliefs about teamwork and leadership, and learn about the qualities of an effective ILT. They construct a leadership timeline for their school so that they better understand the context in which they are working.

**Workshop 2: Our Purpose and Responsibilities (half day).** Participants differentiate the purpose of an ILT from other teams in their school and develop a focused purpose statement. The principal facilitates a discussion about current initiatives in the school, and the team discusses their overall responsibilities in sharing the role of instructional leader with the principal. Finally, they discuss stages of team development and relate them to establishing team norms, communication strategies, and decision-making procedures.

**Workshop 3: Context for Improvement and the Team Charter (half day).** Building from the previous workshop, participants complete a self-assessment of the context for improvement within their schools and discuss how the ILT influences the context and vice versa. They learn about the value a team charter can bring to the team, and they begin developing one.

**Workshop 4: Agents of Change (half day).** Team members develop a chronology of change initiatives in their school and use it to gain a better understanding of change management. They then look at some case studies and develop a model of how to effectively lead change. Given various change management tools, they chart a course into the future.

**Workshop 5: Building the Learning Community (half day).** Based on homework completed between workshops, participants collaborate to define the attributes of a professional learning community. They look at some exemplars of effective learning communities and identify strategies for promoting adult learning in their schools in ways that improve instruction.

**Workshop 6: Building Sustainability (half day).** Participants work with a set of indicators that help them assess their functioning and impact within the school context. They develop a monitoring plan with the aim of building and sustaining the work over time.

## Communicating to Engage Stakeholders in School Improvement

### What can you expect to get from this module?

In high-performing schools, everyone is “singing the same tune.” This requires a strong, well-articulated communication plan. With whom do you communicate? What messages are you sending and receiving? How do you communicate? What is the best way to refine your messages, identify key parties with whom to communicate and choose the best methods? This module explores these questions at the individual and organizational levels as participants analyze and plan communication strategies that lead to improved student achievement.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school’s instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

This module is most appropriate for those who have a strong background in data analysis, curriculum, assessment and instruction, and culture (SREB foundational modules).

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending three training days and completing homework assignments. It is important for teams to have time to reflect and apply what they have learned between the training days.

### Big Ideas in This Module

- A good number of studies identify communication as a key leadership responsibility that, when combined with other leadership responsibilities, has a strong impact on student achievement. Successful school leaders encourage meaningful dialogue around student achievement.
- Although school leaders say that they believe communication is two-way, and that communication between the school and the community/parents is just as important as that within the school, they *act* as if they don’t believe these things.
- The first step in effective communication is understanding what it is that you wish to communicate.
- Successful school leaders get all members of the school community focused on high expectations for all students. A high percentage of communications reflect this focus.
- Successful school leaders use a variety of venues (meetings, discussions, staff development activities and school visits) to make their points and to reach out and involve others.
- Successful school leaders have a clear, consistent message.
- Successful school leaders let members of the school community know what is going on, sharing both good news and bad news.
- Everyone in the school community should be able to state (in their own words and in a way that is meaningful to them) the school’s vision, goals and key current priorities.
- Listening is arguably the most important communication skill.

**Module Design.** *Communicating to Engage Stakeholders in School Improvement* is a three-day workshop. It also includes prework and homework assignments. Each section is described below.

**Pework (about four hours).** Pework includes organizational communications surveys, a personal communications survey, reading assignments, a communication log and gathering of communication artifacts. Some assignments are completed as a group and others are completed independently.

**Introduction (one hour).** Participants reflect on their communication goals as a springboard to introducing themselves to the group.

**Communications in High-Performing Schools (one hour, 50 minutes).** Participants learn communication practices that are associated with high-performing schools. Through a series of small-group activities, they identify these practices, as well as ones that detract from student achievement.

**Key Messages (two hours, 35 minutes).** Participants identify key messages that are important to student achievement. They also work on identifying which methods are best for various messages and various people/groups. Finally, they reflect on their own personal and organizational practices.

**Day Two Introduction (20 minutes).** Participants review the content of Day One in a fast-paced activity.

**What Good Communication Looks Like (two hours).** In study groups, participants identify characteristics of effective communication as presented in the prework readings and then work in their teams to create a single list that combines the learning points from all the articles. They evaluate communications in several scenarios, and then they create their own communication plans.

**Analyzing Personal and Organizational Communications (three hours, 10 minutes).** Participants work through a series of reflective team activities to identify strengths and weaknesses in organizational communications. Activities include an exhibit of their school's communication artifacts, an analysis of survey results and completion of the communications grid. They select a key message, identify strategies to communicate it and then reflect on personal strengths and weaknesses.

**Improvement Planning (50 minutes).** Participants create a plan for improving their personal communication skills.

**Day Three Introduction (30 minutes).** Participants complete an activity that helps them to see that a wide variety of characteristics and experiences influence their ability to understand others and the way they see others and the world.

**Active Listening Skills (three hours, 15 minutes).** Participants learn the fundamental skills required for excellence in communication: active listening skills. They focus on how good listening skills can enhance communication. For each active listening skill, participants learn what it is and how to do it. This section includes six valuable role plays.

**Dealing With Challenging Communication Situations (two hours).** Participants synthesize information they have learned and apply it to situations they can expect to face in their schools, such as parent conferences and team meetings.

**Portfolio assignments (20 minutes).** The portfolio assignment for this module involves implementing a plan for improving school and individual communications.

## Leading School Change to Improve Student Achievement

### What can you expect to get from this module?

This module helps school teams understand the different human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams work on identifying a vision of *adaptive change* — change that is deeply rooted in the culture. They also work on applying a framework for sustainable implementation.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the module *Building Instructional Leadership Teams That Make a Difference*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments, and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up sessions.

### Big Ideas in This Module

- Change is constant, but deliberate efforts at change are often fleeting and shallow. In many cases, the more things change, the more they remain the same.
- Technical change is trendy, superficial, relatively easy and confined to specific areas.
- Adaptive change, or deep change, involves a cultural shift, questioning beliefs, messiness, taking risks and committing to sustained, long-term differences. Deep change is not a “program” that one can start and finish.
- Often, significant resources are devoted to start-up, then enthusiasm, support and resources drop off. It should actually be the reverse, with more support kicking in during implementation.
- Change is a learning process. We must provide support for ongoing, embedded professional development.
- Leaders are key to articulating a shared vision and planning and providing resources. A strong focus is essential.
- Relationships are key to the leader's success in leading change. Successful change requires many leaders. These leaders must be able to handle uncertainty, respect resisters, keep an eye on the future while responding to current situations, plan for success by providing resources, and understand and value the process.
- To implement adaptive changes (the goal of this module), many pieces must be assembled, as in a jigsaw puzzle. School leaders must develop, articulate and communicate a clear and compelling vision of change; plan and align all resources to this vision; identify and deal with people's concerns; provide ongoing coaching and learning opportunities; celebrate short-term successes; and ultimately, anchor the change in the school culture.
- Use data to refine your vision, create a sense of urgency, make decisions and monitor progress.

**Module Design.** *Leading School Change to Improve Student Achievement* is a three-day workshop (2+1). It also includes a prework assignment and homework assignments. Each section is described below.

**Prework (about 3 hours).** Participants read five articles related to leading change and answer three questions related to change in schools, factors that impact success and the role of school leaders in leading change. Then they gather information related to a current or past change effort at their school and reflect on their efforts.

**Understanding Change (six hours).** Participants begin by thinking of two major change efforts in their schools. They begin to think about factors that drive/resist change. Then, participants work in small groups to review the prework articles, furthering their knowledge of driving/resisting forces. They examine the Hall and Hord model for leading change and then apply it to a case story and to their own school situations. Participants develop a good idea of how people react to change and components of a successful change model.

**Role of the Leaders (two hours, 45 minutes).** Participants begin by broadly defining school leadership. They relate these concepts to the Day One case story and to their own schools. Then participants discuss the eight symbolic roles of leaders identified by Deal and Peterson. They also look at the 12 roles of “change masters” identified by McEwan. A short inspirational exercise follows, in which participants imagine the advice of successful change leaders. Finally, they apply all these concepts to a self-assessment of their schools.

**Data and Problem Solving: Building Blocks for Defining the Vision of Change (three hours, 15 minutes).** Participants begin with a review of key concepts from the *Using Data to Focus Improvement* module, which is a suggested prerequisite for this module. They read and discuss an interactive story called the “Drill-down Process” as a way to orient themselves to a problem-solving method that uses data to focus on key issues in a school. Then, they take another look at their own school improvement plans to see if they have an appropriate focus and solution set. Finally, they present their plan to another team through a critical friends

process.

**Homework.** School teams study the Innovation Configurations tool to create a shared vision of the change. Teams create maps that describe/show what different parts of the innovation will look like at various levels of implementation, and then they reflect on the experience.

**Strategies and Approaches (three hours, 30 minutes).** After a discussion of continued learning from Days One and Two, participants share key learning points from the homework on Innovation Configurations. Then, each school team works on next steps for using organizational change processes such as Stages of Concern and/or Levels of Use.

**The Human Side of Change (two hours, 15 minutes).** Participants begin by looking at Kouzes and Posner’s five practices and determining what strengths they bring to the team. Teams then describe some of the challenges that they are facing at their schools and ask partner groups to identify appropriate leadership styles and behaviors to address the situations. As teams, participants then discuss which people have strengths in different styles and how this can be harnessed to the benefit of the school.

## Coaching for School Improvement

### What can you expect to get from this module?

This module seeks to build in coaches the attitudes, beliefs and behaviors that are facilitative, helping the school team learn, uncover and build on their strengths while productively addressing their weaknesses. Ironically, the best coach may be the one about whom a school leader says, “Jim helped, but we pretty much did everything ourselves.” By the end of this module, participants will be able to establish a clear, trusting, productive relationship with school teams in which the coach is a facilitator of change, helping teams to learn and grow so that they may diagnose problems, identify opportunities, choose appropriate strategies, implement strategies and monitor continuous improvement.

### What shouldn't you expect from this module?

This module does not include information for content coaches, such as literacy coaches or teachers who are focused primarily on helping fellow teachers with instructional practices.

### Who should take this training?

This module is designed for people who serve as external coaches focused on school improvement. These are people who are working with school teams within the larger context of the school to raise student achievement.

### Other SREB Leadership Curriculum Modules that support this module:

This module is most appropriate for those who have a strong background in data analysis, curriculum, assessment and instruction, and culture (SREB foundational modules).

### What will you have to do to get the most from this module?

Participants must commit to completing a prework assignment and attending three days of training. The three training days are held about six weeks apart, with homework assignments between them. It is important for participants to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Coaches should not be directive, pushing for certain solutions. Instead, they should be facilitative, helping schools identify their own values, goals, opportunities and approaches.
- Coaches should be well-versed in the school improvement process, so they can go into a situation and quickly diagnose where the school is and what the appropriate next steps should be.
- Coaches should aim to work themselves out of a job, building capability within the school so that new leaders emerge who can sustain improvement.
- Coaches should be very clear — in their own minds and with their clients — about their roles.
- Coaches need a toolbox of strategies and techniques to facilitate teams and individuals.
- Effective coaches are confident, committed to team collaboration, inspiring and hopeful, disciplined, honest, passionate about learning, well-versed in using data, comfortable asking hard questions, patient but persistent, self-motivated, curious and assertive.

**Module Design.** *Coaching for School Improvement* is a three-day workshop (1+1+1). It also includes prework and homework assignments. Each section is described below.

**Prework (about three hours).** Participants read several selections and answer questions about the role of the coach, the potential value of a school improvement coach, expectations of others and the key attributes, behaviors and skills that define a successful coach. They also reflect on their current strengths and the areas they would like to explore more.

**Introduction: The Opportunity to Make a Difference (one hour, 20 minutes).** Participants hear a story about a school in need of help. Drawing on their thoughts from the prework reading, they think of personal strengths that they could bring to the school if they were the school improvement coach. Then, participants think of various people/functions involved in the school improvement process and complete a four-corners activity to determine how each of them would define success.

**The School Improvement Process (two hours, 10 minutes).** Participants look at a flowchart that maps the school improvement process and identify the “look fors” in each step. Then, they look at some case stories and ask themselves, “Where is this team in the school improvement process?” and, “What are the most important issues they face?”

**The Role of Coaching in the School Improvement Process (five hours, 30 minutes).** Participants work in small groups to sort through a variety of definitions of coaching and a list of possible roles. They identify which roles are most appropriate for school improvement coaches and construct a metaphor for school improvement coaching. Next, they complete a jigsaw activity on three phases of coaching and a carousel activity around four different coaching styles. They pull all this information together by looking at the case stories

and determining appropriate roles, styles and steps.

**Homework Between Days One and Two.** Participants research one of three strategies: communications and creating dialogs, helping faculties work collaboratively, or facilitating the school to stay focused on important issues. Along with others, they prepare a 10-minute presentation on their topic.

**School Improvement Coach’s Toolbox (six hours).** Participant groups give their presentations from the homework. After the presentations are complete, the whole class discusses how these strategies would apply to a case story. The focus then shifts to techniques. Based on a series of prompts, participants determine an appropriate technique to address a given situation, and the group that studied that technique role plays a demonstration, with other participants playing members of the school community.

**Homework Between Days Three and Four.** Participants research one of six sections in the Coaching Toolbox and prepare an overview or demonstration of one or more of the techniques in the section to present on Day Three.

**Putting It All Together (one hour).** In closing, participants create a personal development plan.

## Prioritizing, Mapping and Monitoring the Curriculum

### What can you expect to get from this module?

This module helps participants gain a deeper understanding of the state and/or national standards they use and then apply that knowledge to classroom practice. In school teams, participants prioritize, map and monitor the curriculum.

### What *shouldn't* you expect to get from this module?

This module does not provide detailed information on any particular state or national curriculum standards; instead, it focuses on broad concepts that apply to a variety of state contents.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to include district staff involved in curriculum support.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module; it is considered one of the foundational modules for the SREB leadership series.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending two separate follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up sessions.

### Big Ideas in This Module

- In our zeal to cover as much content as possible and rush through our course materials, we sometimes lose sight of which skills and knowledge are most critical for all students to master.
- To improve student achievement, you must prioritize and then focus on the most important standards.
- To truly have an impact, a prioritized curriculum must clearly communicate exactly what each standard means and how important it is.
- Constructing essential questions is a way for a school team to clarify the meaning of each standard.
- Curriculum maps are like road maps that communicate what a given group of students has been learning, what they are working on now and where they are going. Maps can help identify gaps between what is essential and what is taught. Maps are great tools for vertical alignment.
- There is a near-endless variety of formats for curriculum maps. Different maps can be used to structure, record and communicate any aspect of the curriculum teams want to work on.
- At any given school, there are four possible curricula: the one that is planned, the one that is taught, the one that is learned and the one that is tested.

**Module Design.** *Prioritizing, Mapping and Monitoring the Curriculum* is a four-day workshop (2+1+1). It also includes prework and homework assignments. Each section is described below.

**Prework.** The prework has three assignments. First, participants ask 10 fellow teachers to complete a survey about curriculum standards — their importance, their use and student mastery of them. Second, participants read an article on how standards can improve student achievement, and answer questions about it. Third, they are asked to bring a copy of their curriculum to training.

**Introduction: The Opportunity to Make a Difference (two hours, 30 minutes).** In this overview, participants learn about the research that supports the idea of a prioritized curriculum. They learn why prioritization is critical to their school's success in student achievement. Methods used in this section include discussion of a video ("Failing Grade"), a reading, a discussion of research findings, an individual reflection and a group summary. In an activity, participants learn about standards from a student's perspective.

**Prioritizing the Curriculum (six hours, 30 minutes).** This section extends from Day One through Day Two. Participants learn key elements of a prioritized curriculum, what a curriculum looks like when it is properly prioritized, supporting structures that must be in place for a prioritized curriculum to be effective and how to facilitate the process. They also learn about the importance of essential questions, how to construct them, and how to use that information as part of the unpacking process that helps teachers to understand, prioritize and teach to curriculum standards. Participants examine examples of each step in the process and then practice, using the curriculum standards that they brought with them. By the end of this section, participants will have a plan for working with the rest of the school to prioritize the entire curriculum.

**Homework.** Participants must implement the plan that they developed and return to Day Three with a prioritized curriculum, complete with essential questions.

**Mapping the Curriculum (five hours, 30 minutes).** On Day Three, participants first share their homework learning points and prioritized curricula. Then they learn the many ways that curriculum maps can be used and how they help ensure that the prioritized curriculum is followed. The next step is for participants to learn a process for leading a school team in mapping the curriculum. Participants are exposed to many different mapping samples that address different purposes. They are asked to evaluate each map in terms of whether it meets criteria for effective curriculum maps and then apply that same process and criteria to their own curriculum mapping.

**Homework.** Participants leave Day Three with an assignment to go back to their school and facilitate the curriculum mapping process. They are instructed to bring their results, along with learning points from the process, to the final day of training.

**Monitoring the Curriculum (three hours, 30 minutes).** Participants spend the first 90 minutes of Day Four acting as critical friends, as they share the results of their curriculum mapping. They learn how to effectively monitor the curriculum, and then they learn basic ways to gather evidence and create their own plans.

**Summary and Portfolio Assignments (one hour).** Participants submit a portfolio that contains team products as well as individual reflections and narratives on curriculum monitoring.

## Designing Assessment to Improve Student Learning

### What can you expect to get from this module?

The purpose of this training is to help school teams re-think the way they use assessments in the classroom and the school as a whole. Schools that take an active role in designing and implementing assessments that address the needs of all users of assessment information can promote learning and higher achievement. The module draws on the work of Rick Stiggins, among others, and includes in-depth discussion and application in the areas of assessment OF learning (AOL) and assessment FOR learning (AFL).

### What *shouldn't* you expect to get from this module?

This module focuses on the design and use of assessments and assessment systems in the school, but does not provide detail in analyzing data. It is recommended that participants already have a basic familiarity with data analysis.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the modules *Using Data to Focus Improvement* and *Creating a High-Performance Learning Culture*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending two separate follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Classroom assessments should be aligned to state/district standards.
- Information from classroom assessments should be used to guide instructional decisions.
- Balanced assessment is an integral part of a comprehensive assessment system — a way of gathering and using different data to make a variety of decisions.
- No single test holds all the answers. By using different assessment types, we have a richer picture of where we are, where we need to go, and how we can get there.
- Whenever educators use the results of an assessment to diagnose, to make corrections or revisions, or help students understand what they need to do, it can be considered AFL.
- There is a role for both AOL and AFL, and most schools need more emphasis on AFL.
- The keys to quality assessments FOR learning include: clear purpose, clear targets, sound assessment design, good communication, and student involvement.
- Part of our work in creating a balanced assessment system is developing high-quality classroom assessments that help students advance toward clear targets.
- Effective feedback is specific, relates to the learning target, provides a pathway for improvement, is given in age-appropriate language, and is prompt.
- The use of zeros is mathematically unsound.
- Grades are summative assessments, not formative ones.
- Grades should communicate the student's level of achievement toward grade level standards. Other factors should be noted separately.
- Grades should reflect achievement at end of grading period.

**Module Design.** *Designing Assessment to Improve Student Learning* is a four-day workshop (2+1+1). It includes prework and homework assignments. Each section is described below.

**Prework.** Participants read four articles about current issues in assessment and take notes based on study questions. They also obtain the required text to bring to the first session.

**Introduction and Overview (one hour).** Participants introduce themselves and discuss some of the “hot button” words in assessment. They also begin to complete the prompt, “A perfect assessment system is...”

**Building an Understanding of Balanced Assessment (remainder of Day One).** Participants discuss the relationship among curriculum, assessment, and instruction, and the vital role assessment plays in a standards-based system. Then, they look at the purpose and uses of different types of assessment. They differentiate assessment *of* learning (AOL) from assessment *for* learning (AFL) and learn how both are needed to make decisions in a balanced assessment system. They refine their answers to the prompt, “A perfect assessment system is...” and discuss how well-balanced assessment is in their buildings and how they can improve their assessment systems.

**Homework (self-paced).** Participants, assigned to groups, read information about a particular type of assessment in preparation for a participant-led activity on Day Two.

**Keys to AFL and Different Types of Assessments (six hours).** Participants learn about the “keys to assessment FOR learning,” and they apply these concepts as they create their own assessments. During a “lunch and learn” activity, they prepare presentations on the different types of assessments in Stiggins’ book. They then use a rubric to evaluate different types of assessments.

**Homework.** Participants distribute surveys, conduct interviews, and gather assessments to get a better picture of assessment at their schools. There is also a short reading in preparation for Day Three.

**Feedback to Improve Learning (six hours).** Participants look at how to provide effective descriptive feedback — feedback that makes a difference in learning and student achievement. They also share the work they did between Days Two and Three and practice giving each other descriptive feedback. Finally, they develop a feedback rubric and create a plan for improving feedback at their schools.

**Homework.** School teams gather a variety of feedback samples from their schools and conduct targeted teacher and student interviews about feedback practices. The team discusses their findings from all these sources and prepares a short presentation on their findings, to be presented on Day Four. There is also a short reading in preparation for Day Four.

**Grading Practices (six hours).** Participants share their work to date, then complete a series of exercises to explore the how and why of grading. Grading issues explored through small group activities and readings include the purpose of grades, what to include in final grades, and the use of zeroes. School teams synthesize this information to determine what grading practices should change at their schools and how to lead this change.

## Aligning Teacher Assignments and Student Work to Rigorous Standards

### What can you expect to get from this module?

This module teaches participants how to use The Education Trust's six-step *Standards in Practice*<sup>™</sup> process to make sure that assignments and assessments match standards. This process also serves as a vehicle for professional development and school improvement, as teacher teams look critically and think deeply about the work they assign, the scoring guides they use and the standards to which they are accountable. The six steps in the process are modeled, and participants work through samples as well as examples from their own practice.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to include district staff involved in curriculum, standards and instruction.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the module *Prioritizing, Mapping and Monitoring the Curriculum*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment and attending one follow-up day. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Students can do no better than the assignments they are given.
- A study by Dataworks of California showed that 98 percent of assignments given to fifth-graders were below level, requiring a level of work that most closely matched national standards for grades two and three.
- Teacher teams that use the *Standards in Practice*<sup>™</sup> process usually find that the rigor of their assignments increases, and so does student achievement.
- The *Standards in Practice* process gives you a way to calibrate your assignments and grading practices against your own standards and those of the state and nation.
- By working as a team, you not only improve the assignment you're looking at, but you also gain skills in improving other assignments.
- By requiring you to create a scoring rubric, the Standards in Practice process helps you to gain a common understanding of what is "proficient" work related to any given standard.
- Teachers often gain insights simply from observing other teachers completing an assignment that they have given to students.
- The final step in the *Standards in Practice* process — planning a course of action based on findings — is where the rubber meets the road. Participants may identify changes needed in expectations, the assignment, a unit of study, or grading. They also may identify schoolwide, districtwide or statewide issues.

**Module Design.** *Aligning Teacher Assignments and Student Work to Rigorous Standards* is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

**Pework (about three hours).** Participants read two articles, “Curriculum Calibration” and “Youth at the Crossroads: Facing High School and Beyond.” They are also asked to bring an assignment that teachers have given students, 10 representative samples of student work from that assignment, related assignments from the same unit, the course text and related curriculum standards.

**Introduction (three hours).** The training begins with a reenactment of a middle grades assignment which will feel familiar to most teachers. Through this activity, participants gain an appreciation for the difference that the *Standards in Practice*<sup>™</sup> (SIP) process can make in the quality of assignments. Participants discuss the prework calibration article and learn what the SIP process is and how it can be used to improve instruction and assessment in their schools. They are introduced to the steps in the process through a video.

**Demonstration of the SIP Process (about six hours).** In this section, participants gain a better understanding of the process as they work through it as participants. The trainer acts as coach and facilitates the entire process, with time for discussion and processing before, during and after each step. This section starts on Day One and continues to Day Two.

**Practicing the SIP Process (five hours, 30 minutes).** Participants practice going through the process. They have three hours to practice in class using materials brought as part of the prework, and then they go back to their schools and practice there. When they return (on Day Three), they have two and one-half hours to discuss tips, strategies and questions related to their at-home practice.

**Homework between Days Two and Three.** Participants gather a group of interested teachers who share a common planning period (or who are willing to meet before or after school) and work through the process once a week. Participants should return to class prepared to discuss questions and strategies that were tried and tips for others.

**Leadership and the SIP process (about one hour).** Participants discuss the steps they need to take as school leaders to bring the SIP practice to their schools and use it to raise achievement. Topics discussed include making time for meetings, getting the right team and the role of administrators.

**Summary and Portfolio Assignments (one hour, 30 minutes).** Participants complete an action plan that will show how they are going to get the SIP process up and running. They also work as a team to identify three keys to success for bringing their knowledge, skills and process back to the school. Their portfolio assignment is to implement that plan. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

## Personalizing School to Engage Students in Learning

### What can you expect to get from this module?

This module helps participants and school teams engage in deep reflection about extra help, advisement, engaging instruction, and student and family relationships, all with the goal of improving the participants' ability to work in ways that motivate students and make learning meaningful for them. Participants examine the research, apply it via self-assessment, examine case examples of various practices and create plans for improvement.

### What *shouldn't* you expect to get from this module?

This module does not provide detailed information on differentiation strategies, forming small learning communities or specific instructional strategies.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to include district staff involved in curriculum, standards and instruction.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the modules *Creating a High-Performance Learning Culture* and *Using Root Cause Analysis to Reduce Student Failure*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment and attending one follow-up day several weeks after the initial session. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Realigning the curriculum and setting higher expectations is all well and good, but it will only lead to frustration unless you find ways to help students meet these expectations. This means identifying strategies to help students with a wide range of styles, difficulties, interests and strengths. "Personalization" is structuring experiences and building relationships that make learning meaningful to a given student.
- You can keep students *engaged* with instruction that has the following qualities: relevance, clarity, big ideas, active involvement, caring and working on the work.
- In order to be effective, *extra help* must be offered early, frequently and regularly. It must be easy to access. The system must be closely planned and monitored, or it will not be as effective as it could be and students will not reach their goals. Effective tutoring relationships are extended and consistent.
- Teacher advisement can provide students with timely one-on-one advice on goals and strategies, helping them before they fall behind. However, it also can be poorly conceived, inconsistent and unorganized. It takes planning, time, effort, training and dedication to make sure that it is effective.
- Small learning communities (SLCs) can contribute to a personalized learning environment, but they are not right for every school. Converting to SLCs is a comprehensive, whole-school reform.
- Most educators feel that they are doing all they can to involve parents and families in the school lives of their children. However, creative thinking and effort can lead to partnerships that enrich all involved. The same can be said for relevant instruction.

**Module Design.** *Personalizing School to Engage Students in Learning* is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

**Prework (two hours).** The prework includes readings from three authors who describe how to personalize the learning environment. Participants work on a graphic organizer that identifies their individual and organizational strengths and weaknesses.

**Introduction: The Opportunity to Make a Difference (four hours, 30 minutes).** Participants explore the importance of creating a personalized learning environment and the various strategies that make a difference. After a series of stories and personal reflection, they organize information into a set of goals and strategies for maintaining student engagement and achievement. Participants come to the conclusion that by building relationships among school, home and community, students will be able to meet higher expectations.

**Engaging Students (one hour, 30 minutes).** Participants explore various strategies at the classroom, school and district level, for engaging students. They listen to a presentation and then create their own examples. They also complete a school self-assessment on current practices.

**Extra Help (two hours).** Participants reflect on the increased importance of extra help in an era of higher expectations. They learn about some research related to providing extra help. They work in small groups to determine whether practices in scenarios are based on sound principles and how the strategy might work in their own schools.

**Advisement (about two hours).** The idea here is to establish a personal relationship with a teacher adviser. Participants learn why so many attempts to do this fail and what the research says about keys to success. Participants help the trainer flesh out a description of the process involved in setting up an advisory system, and then small groups work to present a vision of an advisement system based on facts at their schools.

**Connecting (one hour, 45 minutes).** The two topics in this section are connecting to families and communities and providing relevant instruction. The common theme is “connections.” Most educators feel that they are doing all they can to involve parents and families in the school lives of their children. In this section, you will challenge that assumption and demonstrate the importance of partnership. The same thing can be said about providing relevant instruction. Most educators feel that they do this, but have they really explored all the ways to make instruction more relevant to students?

**Bridge From Day Two to Day Three (three hours).** Participants review the content from Days One and Two. Each school team chooses an action plan to describe to the others. After sharing, participants work on revising and renewing their action plans for continued effort in the future.

**Small Learning Communities (one hour, 15 minutes).** In this section, participants discuss how small learning communities can contribute to a personalized learning environment. They discuss whether or not this is something that their school should pursue and are referred to a more in-depth series of SREB workshops for more information.

**Summary and Portfolio Assignments (about 30 minutes).** Participants working as a team must plan and implement at least one effort to personalize the learning environment. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

## Leading Schoolwide Literacy Initiatives

### What can you expect to get from this module?

This module makes the case that literacy is everyone's job. Participants learn the importance of actively teaching students how to learn content through strategies that help them get the most from written and spoken words. Strategies that promote literacy are modeled throughout the course, and participants are encouraged to reflect upon how these strategies and others like them could be incorporated into their practice.

### What *shouldn't* you expect to get from this module?

This module does not focus on teaching young students to read. Instead, it is focused on providing a school structure to support students using reading to learn.

### Who should take this training?

This module is for school teams at the middle grades and high school levels. Elementary teams also may benefit from this training, but they should understand that the module does not address reading instruction *per se*. The teams may be permanent or ad hoc literacy teams that can provide a bridge to the rest of the faculty. They should include the principal and key teacher leaders across grade levels and content areas. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of school team being trained. In addition, it is beneficial to include district staff involved in curriculum, literacy and instruction.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the modules *Creating a High-Performance Learning Culture* and *Using Root Cause Analysis to Reduce Student Failure*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending one follow-up day several weeks after the initial two. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Literacy encompasses a range of communication skills. Two primary skills are reading and writing, but also important are speaking, listening and observing. All these skills are used to learn and to communicate what we've learned.
- Literacy in America is abysmal, both in general and in the disparity among various subgroups. Although the root cause of many academic, attendance and discipline issues is literacy deficiency, this is seldom recognized.
- Literacy is a way to maximize student learning in all subjects and at all levels. Literacy is everyone's job.
- Although there are broadly held assumptions that many factors related to student literacy are beyond the school's control, these assumptions are frequently untrue and are excuses for poor practice. All teachers and leaders can promote literacy through effective planning, assessment and instructional practices.
- Universally appropriate literacy practices include modeling reading and writing, reading aloud, making available a wide variety of developmentally appropriate reading materials that support the curriculum, requiring regular reading and writing, using literature, using "meaning-making" strategies, and maintaining high expectations.
- School leaders must be able to recognize good and poor literacy practices when they see them in their schools. They must support literacy goals and professional development for teachers in literacy practices. Success in literacy leadership means transformation, not decoration.

**Module Design.** *Leading Schoolwide Literacy Initiatives* is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

**Prework (about five hours).** Participants complete, and ask others to complete, one of three surveys about current literacy practices in their school. They also work as a team to divide five articles about literacy practice among themselves. Together, they create a graphic organizer summarizing their readings. Finally, they reflect on personal and school literacy practices.

**Introduction: The Opportunity to Make a Difference (one hour).** An icebreaker activity introduces participants to each other and to the idea that literacy supports all learning and daily activities.

**Who Cares? Why Literacy is Everyone's Job (four hours, 45 minutes).** Participants define literacy and explore good literacy practice based on prework readings. Using a viewing guide, they watch a video showing literacy practices at a school and analyze a case story. Finally, they look at their prework survey data and identify their school's strengths and weaknesses in literacy practice.

**Homework.** Participants are divided into six groups. Each group studies one reading assignment and creates index cards summarizing key ideas related to the provided essential questions.

**Bridge From Day One to Day Two (one hour, 15 minutes).** Participants reflect on questions and answers regarding the material so far. Also, they work in small groups to prepare presentations based on their homework assignments.

**The Work of the Literacy Leadership Team (four hours, 15 minutes).** This section takes the remainder of Day Two. Participants explore, in a general sense, the role of a literacy leadership team. Then they work through a series of activities in which they learn concepts and then apply them to their real work as a team. They determine what data they need and how they will get it. They also set objectives for their literacy team, identify essential components of a literacy program and plan professional development.

**Homework between Days Two and Three.** Participants should make measurable progress on implementing their action plans between the two sessions of the training. This is the "team" part of their homework. There is also an individual assignment — to select a difficult text passage and demonstrate and document a strategy to teach that content.

**Bridge From Day Two to Day Three (two hours, 15 minutes).** Participants share key learning points from the action plans that they completed related to improving literacy. Each school team chooses an action plan to describe to the others. After sharing, participants work on revising/renewing their action plans for continued effort in the future.

**Literacy Strategies for the Content Areas (two hours, 45 minutes).** Participants explore a wide variety of research-driven strategies appropriate to helping students become better learners of standards-based content curricula (pre-reading, reading and post-reading strategies for a variety of subjects and grade levels). They also explore differentiation and the need to distinguish literacy needs of all learners versus those of struggling students.

**Summary and Portfolio Assignments (about one hour).** Teams must continue to implement their literacy plan. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

## Leading Schoolwide Numeracy Initiatives

### What can you expect to get from this module?

This module is focused on *leadership* and numeracy. This means that the focus will be on schoolwide numeracy improvement efforts as well as on classroom strategies. This training is designed to address general numeracy needs and approaches for all grade levels. It is an opportunity for school teams at different grade levels to learn from one another.

### Who should take this training?

This module is for school teams at all levels of K–12 instruction. These may be permanent or ad hoc numeracy teams that can provide a bridge to the rest of the faculty. They should include the principal and key teacher leaders across grade levels. The teacher leaders should be mathematics teachers or elementary teachers who teach mathematics. Since one focus of the workshop is vertical alignment of the mathematics curriculum, the most productive training will result from all schools in a given feeder pattern being trained together. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

This module is most appropriate for those who have a strong background in data analysis, curriculum, assessment and instruction, and culture (SREB foundational modules).

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending three initial days, completing homework assignments and attending one follow-up day several weeks after the initial session. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- The typical American mathematics class is unduly burdened by too many standards and 1,000 plus-page textbooks. The end result is often that classes cover a cornucopia of topics but achieve mastery in very few.
- A clear, well-articulated K–12 mathematics curriculum is key to improved student achievement in mathematics. Teachers at any given grade should have a good grasp of the entire K–12 scope and sequence.
- High-quality mathematics instruction balances and connects conceptual understanding and procedural and computational proficiency. It requires real-world problem-solving and active engagement in the learning process. Students must be encouraged to reason and make conjectures about problems and to listen and react to others' thinking and solutions to problems. They must be able to explain and justify their thinking.
- Strong teachers of numeracy have solid knowledge of both content and teaching strategies. They love mathematics and inspire this love in their students.
- Numeracy improvement takes schoolwide commitment.
- Algebra is foundational to proficiency in numeracy and should be taught as early as the first grade. Students who have completed the equivalent of Algebra I in the middle grades show significant overall learning gains compared with students who have not.

**Module Design.** *Leading Schoolwide Numeracy Initiatives* is a four-day workshop (3+1). It also includes prework and homework assignments. Each section is described below.

**Prework (five hours).** Participants distribute and complete surveys about current numeracy practices in their school. As school teams, they divvy up four articles about numeracy practices and create a graphic organizer summarizing their readings. Finally, they reflect on personal and school numeracy practices. Participants also are asked to bring selected school data to class.

**Introduction: The Opportunity to Make a Difference (45 minutes).** An activity introduces participants to each other and to the idea that numeracy supports all learning and daily activities.

**Who Cares? Why Numeracy is Everyone’s Job (five hours).** Participants define numeracy and explore good numeracy practice. Then they analyze a case story. Finally, they look at their prework survey data and identify their school’s strengths and weaknesses in numeracy practice.

**Homework.** Participants make sure that they have all required data and documents that they will need in Day Two. They begin to think about questions related to curriculum and instruction.

**Bridge to Day Two (30 minutes).** Participants reflect on the material so far.

**What Are Our Mathematics Expectations? (two hours, 30 minutes).** Participants discuss the importance of curriculum alignment and prioritization. They view and discuss the “Failing Grade” DVD. As teams, they focus on just a single area of mathematics — algebra — and take a critical look at the standards, assessments and instruction related to it for rigor and alignment.

**What is Good Mathematics Instruction? Part One (two hours, 30 minutes).** Participants work with a checklist for improving mathematics lessons by applying it to two trainer-led demonstration lessons and then to their own work.

**Homework.** Participants read an article about differentiation and gather materials, including their current mathematics textbook and sample lesson plans.

**Bridge to Day Three (30 minutes).** Participants construct a list of their top 10 learning points.

**What is Good Mathematics Instruction? Part Two (one hour, 30 minutes).** This includes additional practice with improving mathematics lessons.

**The Work of the Numeracy Leadership Team (three hours, 30 minutes).** Participants explore the role of a numeracy leadership team. They work through a series of team activities in which they learn concepts and then apply them to their real work. For example, they learn about data that may be helpful, then they determine what data they need and how they will get it.

**Homework.** Participants should make measurable progress on implementing their action plans. There is also an individual assignment — to select a mathematics concept or skill, develop a lesson based on research and tools from training, and document the process for fellow participants.

**Bridge to Day Four (two hours, 15 minutes).** Participants share their numeracy action plans. Then they work on revising their plans for continued future efforts.

**Numeracy Strategies (two hours).** Participants alternately attend and facilitate a series of concurrent sessions related to the mathematics lessons they developed for homework. They complete an activity in pairs to develop differentiation strategies for their sample lessons.

**Summary and Portfolio Assignments (45 minutes).** Teams must continue to implement their numeracy plan. Participants submit a portfolio that contains team products as well as individual reflections and narratives.

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

### What can you expect to get from this module?

Academic press, which is the way rigor is frequently manifested at the organizational level, refers to the extent to which the school community experiences a strong emphasis on academic success and specific standards of achievement. Although school leaders generally recognize the importance of rigor, many are not thoroughly and accurately measuring, monitoring, and encouraging rigor. Too often, it is a vague concept that means that instruction is “hard, tough, and sometimes boring.”

The level of cognitive complexity of expected learning (rigor) may be directly examined at the classroom level 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 determine whether rigor exists in classrooms (by evaluating the alignment among expected student learning, teaching, and assessing) and to determine whether rigor exists systemically in schools.

### Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school’s instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the modules *Prioritizing, Mapping and Monitoring the Curriculum* and *Aligning Teacher Assignments and Student Work to Rigorous Standards*.

### What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending two separate follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### Big Ideas in This Module

- Rigor is the expectation that students will be able to perform at levels of cognitive complexity necessary for proficiency at each grade level and readiness for college and the workplace. Alignment of instruction and assessment with standards/objectives that are at those levels of cognitive complexity is a critical part of increasing rigor in schools.
- Typically, the gap between the levels of cognitive complexity in the standards and the levels in assignments increases as students progress through grade levels.
- A taxonomy is a useful tool for classifying and aligning objectives, instruction, and assessment to determine level of cognitive complexity.
- The revised Bloom’s taxonomy helps us to analyze cognitive demand along two dimensions.
- Using the taxonomy can result in rich discussions about intentions, assumptions and outcomes.
- The very act of using the taxonomy can inform our decisions and motivate us toward demanding higher levels of rigor.
- Alignment (standards → objectives → assessment tasks → instructional strategies) is essential to raising the level of rigor.
- We attend to what we measure! If we are serious about raising the level of rigor in our school, we must accurately assess where we are now.
- Measuring rigor at the classroom level is a multifaceted, ongoing, collaborative process requiring a variety of strategies.
- Through these strategies, you can accomplish the dual goals of building professional expertise and analyzing the level of rigor in the classroom.

**Module Design.** *Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness is a four-day workshop (2+1+1). It also includes prework and homework assignments. Each section is described below.*

**Prework (about three hours).** Participants read a portion of the required text and also gather standards related to a single subject matter and grade level, for analysis in class.

**Instruction and Overview (45 minutes).** Participants introduce themselves and complete the following statement: “I would know that teaching and learning in a classroom or school were rigorous if...” Then, the facilitator shows a series of slides that illustrate the urgent need for school improvement.

**Building an Understanding of Rigor (five hours, 45 minutes).** This section begins with an icebreaker in which participants begin to explore the definition of rigor. This exploration continues in a jigsaw exercise. After the jigsaw, school teams work on the definition of rigor that they will present to their colleagues at their schools.

After a brief lecture on rigor, participants look at some artifacts from a hypothetical school and evaluate the message that school is sending about rigor. Next, the trainer explains how and why the revised Bloom’s taxonomy will be used as a vehicle for evaluating rigor in this module. Finally, participants apply that knowledge by categorizing a variety of objectives, instructional activity, and assessment on the taxonomy.

**Homework between the Two Days of Workshop One.** Participants read an analysis of a unit on Macbeth and a chapter in the required text on alignment and answer some guiding questions about alignment and level of rigor.

**Applying Our Understanding of Rigor (all of Day Two).** Participants continue the work of Day One by first looking at some objectives, instructional strategies, and assessment tasks in isolation and placing them on the taxonomy table. Then, after a discussion on the importance of alignment, they do the same for all the elements in a single unit of study. Finally, they look at indicators of levels of rigor and plan how to assess rigor in their schools.

#### **Homework between Days Two and Three.**

Participants extend the work to their school communities by informing them and educating them about the importance of academic press and raising the level of rigor. Second, participants continue using a collaborative process to identify rigor of standards in select grade levels and subject areas. Third, participants gather some unit materials for use in Workshop Two.

#### **Analyzing Rigor in Our Classrooms (all of Day Three).**

Participants look at the data they have gathered and work in teams to map out the level of rigor in assessments, instruction, and standards and then check the alignment of rigor in these areas. Then, they discuss strategies for increasing rigor in objectives, instruction, and assessment at the classroom level.

**Analyzing Rigor at a Schoolwide Level (all of Day Four).** By this point, participants should have a good idea of what rigor is, how to measure it, and strategies for increasing it. The focus of the discussion will shift to how to gather a schoolwide picture of rigor. Given a variety of samples and tools, participants figure out how to gather and organize schoolwide data around rigor. The workshop ends with participants planning next steps for the systematic monitoring of academic press.

**Homework between Days Three and Four.** Teams follow a structured process for planning, implementing and evaluating projects that increase rigor at the classroom level. They prepare a presentation for the final day, describing their projects and reflecting on how they can use the experience to inform others of the importance of academic press and raising the level of rigor.

**Analyze Rigor at a Schoolwide Level (all of Day Four).** Teams present their homework projects and participants discuss how each presentation sheds light on the work of assessing rigor and what next steps can be taken. The focus of the discussion then shifts to how to gather a schoolwide picture of rigor using a variety of samples and tools. The workshop ends with participants planning next steps for the systematic monitoring of academic press.

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

### What can you expect to get from this module?

The purpose of a university-district partnership for the preparation and development of principals is to provide all schools leadership that results in improved student learning. In order to be successful, both parties in the partnership will have to relinquish control over areas which have traditionally been the sole responsibility of one of the parties.

Successful university-district partnerships have the *potential* to leverage the collective capacity of both organizations *if* they are both willing and able to work together to develop — within a formal structure — a shared vision, a shared sense of urgency, mutual accountability, and shared inquiry, and *if* both parties benefit and align their work with their missions.

### Who should take this training?

This module is designed to be taught to forming or existing university-district partnerships. Decision makers and other stakeholders from both organizations must be present at the workshops.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, some participants may find it helpful to follow up this training with *Developing Internship Programs for School Leaders*.

### What will you have to do to get the most from this module?

Participants must have the right team of people present — those that have the authority and knowledge to develop a partnership between a university and a school district. Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments, attending two separate follow-up days, and completing a Partnership Agreement.

### Big Ideas in This Module

- The goal of redesigned programs is to better prepare school leaders to lead schools effectively and improve student achievement.
- Neither universities nor districts can single-handedly provide the breadth of experiences needed to adequately prepare school leaders.
- Partnering provides a way to design and deliver leadership preparation grounded in current calls for leadership qualities, better field experiences and more supportive learning structures.
- Mutual respect, understanding and trust can be built when all partners acknowledge their self-interests in light of the partnership's goals.
- Joint screening by university and school system leaders helps select the future leaders the district needs.
- Partnerships should tap potential leaders with demonstrated knowledge of curriculum and instruction.
- Program redesign should emphasize curriculum, instruction and student achievement.
- Field-based experiences should be a high priority and integrated throughout principal preparation.
- School leaders should participate in continuous learning activities closely aligned to school improvement.
- University and district partners need ongoing discussions on program results.
- Partnerships can succeed when both parties identify and develop enabling conditions that further their work.
- Well-written Partnership Agreements help to avoid barriers and remove them when present.
- Clear measures for evaluation drive improvement.

**Module Design. *Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals* is a four-day workshop (2+1+1). It also includes prework and homework assignments. Each section is described below.**

**Prework (about three hours).** Participants complete a survey of current practices in leadership development and reflect on key skills that school leaders need. They bring information on district needs to the workshop.

**Introduction (45 minutes).** Participants introduce themselves and focus on the need for and benefits of university-district partnerships.

**Who Are We, and What Do We Hope to Accomplish? (four hours, 30 minutes).** Participants begin with a review of articles through a jigsaw activity. Next, participants discuss how partnership membership evolves and who should be present to increase chances of success. Then, they look at the characteristics of partnership visions. They draft their vision/goals, determine partnership membership, and identify a facilitator for the partnership as well as a coordinator for each organization within the partnership.

**What Skill Sets Do Our Principals Need? (three hours, 25 minutes).** Participants learn that the partnership is most effective when the district has a clear idea of its needs. In a partnership activity, district partners present current information on needs and goals. Together, they construct questions that must be answered in order to get a clear, shared understanding of needs. Next, participants look at various characteristics and competencies required in school leaders. Finally, in a partnership activity, they develop a draft list of essential skills, knowledge, attitudes and experiences that school leaders should have to meet the needs of a district.

**What are Best Practices in Selecting and Preparing Learning-Centered Principals? (three hours, 50 minutes).** Participants form groups based on the readings they were assigned for homework to identify best practices in that area. Then, partnership members share findings and create a chart showing “ideal” practices. They start exploring actual practices in order to identify gaps.

**Homework: Follow-up on Workshop One.** Participants should attend the second workshop prepared to share their intervening work on decision points covered in workshop one.

**Preview/Review: Reflections on Work to Date (two hours, 30 minutes).** After a review of the “Big Ideas” from Workshop One, participants form groups based on the areas they worked on between workshops: Membership list and rationale for membership, goals/vision, school leader profile, or list of best practices in principal selection and preparation. After inter-partnership sharing, the leader probes to make sure they have thought deeply about the issues.

**Enabling Conditions (two hours, 20 minutes).**

Participants work with a tool that helps them understand and evaluate the enabling conditions present in the university and the district. They start by completing a survey independently, then they post their results for the whole partnership to see patterns. Once the results are posted, the trainer leads a discussion about their meaning. Then the partnerships work together again to re-examine the ratings and plan to share evidence.

**Developing a Partnership Agreement (one hour, 40 minutes).** Participants get guidelines for developing partnership agreements and samples of good ones. They then have time to start working on developing their own partnership agreement.

**Homework: Follow-up on Workshop Two.** Participants should come to the third workshop prepared to share your work on the decision points covered in Workshop Two.

**Preview/Review: Reflections on Work to Date (1 hour, 50 minutes).** After a quick review of the “Big Ideas” from Workshops One and Two, participants work in partnerships to summarize their work in several categories. Then, they form mixed groups with members of other partnerships and share ideas around a single topic. Finally, partnerships reconvene and discuss what they learned from other groups.

**Anticipating Barriers (1 hour, 15 minutes).** This section has two activities. In the first activity, participants work in small groups (not partnerships) to examine some case scenarios and figure out how to avoid or remove barriers. They will see the key role of the Partnership Agreement and Enabling Conditions through this exercise. In the second activity, participants work in their partnerships to make plans for identifying, avoiding, and/or removing barriers.

**Caring for the Partnership (2 hours, 40 minutes).** Participants complete several exercises that help them reflect on where they’ve been and think of strategies that will enable them to continue to push forward.

**Assessing Progress (1 hour).** The trainer presents key concepts related to measuring progress, and participants determine what components of program evaluation of most value to district, partnership, and university, and create a plan for collaboratively gathering and analyzing data.

## Developing Internship Programs for School Leaders

### What can you expect to get from this module?

Teams of participants attending this training will be guided through the decision-making process needed to plan and implement an effective internship program for principal candidates. They learn, from research and current literature, recommended practices for building the types of field-based experiences that help develop school leaders that make a difference in student achievement. This training is based on the idea that professional development should include authentic, real-world application. Throughout the training, teams learn general principles and then apply them to their own situation as they work.

### What *shouldn't* you expect to get from this module?

This program is for internship program designers and implementers, not mentors. See the companion program, *Mentoring School Leaders in Competency-Based Internships and Induction Experiences*, for skills development for mentors.

### Who should take this training?

This module is for teams in university-district partnerships (and any state partners as well) who are seeking to work collaboratively to develop and improve the quality of their internship programs.

### Other SREB Leadership Curriculum Modules that support this module:

There are no formal prerequisites for this SREB module. However, participants may find it helpful to have attended the module *Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals*.

### What will you have to do to get the most from this module?

Participants must have the right team of people present — those that have the authority and knowledge to develop an internship program in a university-district partnership. Participants must commit to attending two consecutive days of training, completing prework and homework and completing an Internship Program Agreement.

### Big Ideas in This Module

- A strong internship developed by a collaboration of university and district representatives provides benefits to the districts, universities, interns, mentors, students and schools.
- Regardless of whether an internship lasts a month or a year, the quality of internship learning experiences is key.
- Effective programs are focused on helping interns develop the critical success factors that are the hallmarks of principals who make a difference in student achievement.
- Obstacles are to be expected, and they are best overcome by anticipating potential problems and being prepared with strategies to deal with them.
- University leaders, district personnel, school-based leaders and others all have important roles to play in the planning and implementation of a quality internship experience. Role clarification is essential.
- A longer internship encourages interns to develop a comprehensive understanding of administrative routines and daily tasks; learn to identify and solve problems within the context of a dynamic, changing organization; see projects through to completion; and experience the consequences of one's decisions.
- Expectations for interns should revolve around the development of critical success factors for principals that make a difference in student achievement.
- Explicit learning experiences should be developmental — observing, participating, then leading — and focused on student achievement.
- An intern's learning plan should address district/school needs, intern needs and university requirements. It should be structured, supported and monitored, and it should be consistent with adult learning principles.
- Teams must work on procedures for selecting, matching and training mentors.
- Program evaluation, both formative and summative, should be planned for up front by developing a list of questions to answer and a strategy for collecting data to answer them.

**Module Design.** *Developing Internship Programs for School Leaders* is a two-day workshop. It also includes prework and homework assignments. Each section is described below.

**Prework.** Participants read the required text *The Principal Internship: How Can We Get It Right?* and reflect on the characteristics of an effective internship. They also distribute and tally a survey of current internship practices in their areas.

**Welcome and Introductions (30 minutes).** In this introductory section, participants go through an overview of the course and explore the possible benefits of a good internship program to the district, the university, the interns, the mentors and the students.

**Building a Framework for a Well-Designed Internship Program (two hours, 15 minutes).** Participants identify the qualities of a well-designed internship through a learning activity. Participants then discuss who needs to be involved in the planning and implementation of these programs.

**Developing a Well-Designed Internship Program, Part One (two hours, 45 minutes).** Participants walk through some steps required to develop an internship program. At each step, they discuss some basic principles and issues and then work as a team on that step. Steps addressed include establishing purpose and goals; defining roles and expectations for mentors, interns and university supervisors; and setting high expectations for interns and other parties involved.

**Developing a Well-Designed Internship Program, Part Two (3 hours, 10 minutes).** Day Two begins with reflections on Day One. Then, participants discuss what it means for internship activities to be “developmental and competency based.” They discuss how the Intern Learning Planner can be applied to various scenarios and to their own internship plans. Participants also outline the support materials that they will need to develop for their program (e.g., handbooks, contracts, surveys, etc.).

**Implementing and Monitoring a Well-Designed Internship Program (2 hours, 20 minutes).** Participants react to statements about selecting, matching and training mentors, and use this as a forum to discuss the principles involved. Teams then complete the corresponding decision points. Then, the group discusses how to monitor and evaluate its program. Finally, the teams work on an action plan for finalizing the University-District Internship Program Agreement.

**Summary.** Participants must work to finalize their decisions for creating a well-designed internship program. Mastery of module objectives is measured by completion of a University-District Internship Agreement.

## *Mentoring School Leaders in Competency-Based Internship and Induction Experiences*

### **What can you expect to get from this module?**

Through reflections on their own experience and literature from the field, principal mentors identify the characteristics and roles of effective mentors. They also identify novice experiences that contribute to the development of school leaders who make a difference in student achievement. Mentors will receive materials that will help them in planning and implementing a competency-based, developmental learning plan. Mentors will have the opportunity to explore a variety of scenarios to determine appropriate mentor strategies (reflection, coaching, listening, etc). They will role play mentor/novice interactions.

### **What *shouldn't* you expect to get from this module?**

This module does not address orientation to a specific internship or induction program. The university and/or district should plan an additional orientation session (preferably prior to this module) that explains the structure of the program and roles of each party.

### **Who should take this training?**

This module is for school leaders who have been selected to serve as mentors in structured internship or induction programs.

### **Other SREB Leadership Curriculum Modules that support this module:**

There are no formal prerequisites for this SREB module. It is assumed that school leaders identified as mentors will have demonstrated the critical success factors for effective school leaders.

### **What will you have to do to get the most from this module?**

Mentors should be selected through a rigorous process. They must commit to attending two initial days of training, completing homework assignments and attending one follow-up day. It is important for participants to have time to reflect and apply what they have learned between the initial training and the follow-up session.

### **Big Ideas in This Module**

- Mentors must use coaching skills, but they are more than coaches. Effective mentors engage in a process of discovery with their novices. They can ask the right questions but are not always able to provide all of the right answers.
- Mentors must devote the time needed to guide novices through experiences that help develop leaders who can improve student achievement.
- Regardless of whether an internship or induction program lasts a month or a year, the quality of the learning experience is key.
- Effective programs are focused on helping novices develop the critical success factors that are the hallmarks of principals who make a difference in student achievement.
- Explicit learning experiences should be developmental — observing, participating, then leading — and focused on student achievement.
- A novice's learning plan should address district/school needs, novice needs and program requirements, and be structured, supported, monitored, and consistent with adult learning principles.
- Mentors, novices, schools, universities and districts all benefit from effective internship and induction programs.
- Obstacles are best overcome by anticipating potential problems and being prepared with strategies to deal with them.
- Mentors should meet frequently and regularly with novices. Meetings should be guided by an agenda focused on competencies.
- A mentor/novice relationship has phases, and each phase requires something different of the mentor.
- Time spent in the early phases on setting expectations and clarifying roles and accountabilities will set the stage for success.
- Coaching and communication skills are critical in the middle phases of the relationship.
- Mentors must develop their skills in coaching, dialogue, providing and receiving feedback, modeling leadership practices, networking and praise.

**Module Design.** *Mentoring School Leaders in Competency-Based Internship and Induction Experiences* is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

**Prework.** Participants read the required prework texts and reflect on the characteristics of an effective internship or induction experience and the role of the mentor in supporting it. They also complete a self-assessment of mentor skills, experiences and characteristics.

**Welcome and Introductions (30 minutes).** In this introductory section, participants reflect on their prior experiences with mentors and novices and go through an overview of the module.

**Qualities of Effective Mentors (four hours, 15 minutes).** The section begins with clarification of the terms *mentoring*, *coaching*, *internship* and *induction*. The whole group will complete a true/false quiz that helps clear up any misconceptions. The trainer then leads the participants through a series of reflective activities in which they unearth their motivations for becoming a mentor and the behaviors and qualities of effective mentors. Finally, they review the self-assessment they created as homework and the code of ethics and make a decision about whether they wish to continue as a mentor. If so, they create a personal learning plan.

**Qualities of Effective Internship and Induction Experiences (four hours, 50 minutes).** Participants identify the qualities of a well-designed internship and induction experience through a card game. They also look at a variety of scenarios in order to identify appropriate learning goals and activities, appropriate mentor roles, how to identify and overcome roadblocks, and a sound learning plan.

**Homework between Days One and Two.** Participants study one of four chapters in the required reading that relate to the four phases of mentoring — preparing, negotiating, enabling and closing.

**The Mentoring Process, Part One: Phases and Roles (two hours, 10 minutes).** Participants learn about the qualities of effective novice/mentor meetings and create a sample meeting agenda, based on a scenario. Then participant groups present information and tips on each of the four phases of mentoring.

**Homework Between Days Two and Three.** Participants refine and work on their personal learning plans. In addition, each pair is assigned a scenario and asked to identify and learn about the interpersonal and coaching skills needed in that situation.

**The Mentoring Process, Part Two: Application of Mentoring Strategies (six hours).** Participants review their development plans in triads, giving and receiving peer feedback. Then, participants share their scenario homework with another pair and discuss possible approaches. They role play the scenario. Working as a large group, participants discuss each of the strategies by adding tips to flip charts. This work is summarized through a fish bowl role play, using a new scenario.

**Summary and Portfolio Assignments (30 minutes).** Participants must work to develop, implement and self-assess their mentoring skills. Participants submit a portfolio that contains descriptions of the activities they completed, as well as individual reflections and narratives.

## **SREB Learning-Centered Leadership Program Initiatives**

In just six years, the SREB Leadership Curriculum Modules have received national attention for content, as well as the adult teaching strategies and professional development training methods used in each module. The modules have been showcased by educational organizations and national conferences including

- University Council for Educational Administration
- National Consortium for Continuous Improvement in Higher Education
- American Association of School Administrators
- National Association of State Boards of Education
- Hawaii International Convention on Education
- National Staff Development Council
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development

SREB's aim is to create leadership programs that prepare aspiring principals and school leadership teams to aggressively lead improvement in curriculum, instruction and student achievement. Through funding from The Wallace Foundation, the Learning-Centered Leadership Program stimulates and supports states in this effort through these major activities:

- Conducting research on the preparation and development of school principals and preparing 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.*
- Developing training modules that support aspiring principals' preparation and current principals' on-the-job application of knowledge and practices that improve schools and increase student achievement, and preparing trainers to deliver the modules through university preparation programs, state leadership academies and other professional development initiatives.
- Providing guidance and technical assistance to states interested in leadership redesign, and keeping policy-makers aware of the urgency for change, spurring them to action, and maintaining momentum by convening annual forums and disseminating publications focused on key issues.
- Assisting states to develop policies and plans for providing high-quality training and assistance to leadership teams in low-performing schools that result in improved school and classroom practices and increased student achievement.

Leadership publications listed on the following pages are available for purchase or downloading at no cost from the SREB Web site at <http://www.sreb.org>. Select "School Leadership" from the main menu.

## **SREB Learning-Centered Leadership Program Publications**

### ***SREB Learning-Centered Leadership Program: Developing and Assisting Effective, Learning-Centered Principals Who Can Improve Schools and Increase Student Achievement*** (2007)

The SREB Learning-Centered Leadership Program is an effort to redesign educational leadership preparation and professional development programs. SREB recognizes the key role leadership plays in creating and sustaining schools that help all students achieve high standards. This brochure describes the initiative's goals, critical success factors, research and modules. (07V54)

### ***Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System*** (2007)

This report calls for states to designate school leadership as a visible state, district and school priority, focused on the principal's role in leading schools toward higher student performance. It describes the progress that states should make to ensure that they have the learning-centered school leaders they need to succeed in the 21st century. By Betty Fry, Gene Bottoms, Kathy O'Neill and Susan Walker (07V48)

### ***Good Principals Aren't Born — They're Mentored: Are We Investing Enough to Get the School Leaders We Need?*** (2007)

*Good Principals Aren't Born — They're Mentored* draws on survey data from a sample of seasoned principal mentors who have guided interns in university-based principal preparation programs in the SREB region. This report describes the present condition of mentoring for aspiring school leaders and lays out a course of action for policy-makers and the leaders of universities and school districts to ensure that every beginning principal comes to the job fully prepared to make a difference in teaching and learning. This report also describes the necessary investments required to create internships that can help aspiring school principals become transformational school leaders. By Cheryl Gray, Betty Fry, Gene Bottoms and Kathy O'Neill (07V05)

### ***Schools Can't Wait: Accelerating the Redesign of University Principal Preparation Programs*** (2006)

Better-prepared school leaders are essential for implementing school reform, maintaining continuous school improvement and realizing higher student achievement. This report highlights the redesign process for principal preparation programs, and recommends a course of action for states to follow in planning and implementing successful program reform. By Betty Fry, Kathy O'Neill and Gene Bottoms (06V04)

### ***A District-Driven Principal Preparation Program Design: The Providence School Department and the University of Rhode Island Partnership*** (2005)

This case study describes how the Providence School Department in Providence, Rhode Island, and the University of Rhode Island (URI) collaborated to develop a principal preparation program that trains aspirants within the school system to become effective school leaders who are focused on improving student achievement. This collaborative effort began with the creation of a new leadership preparation program supported by the district's research-based school reform framework, rather than a reworking of the traditional university-based model. The study outlines the curriculum and major strands of study for the program, the importance of field-based learning experiences and internships, and the indicators of program quality. By Gene Bottoms, Betty Fry and Gloria Talley (05V05)

### ***The Principal Internship: How Can We Get It Right?*** (2005)

This report presents the results of SREB's survey to measure the quality of internships provided to aspiring principals in university leadership programs in the Southern states. The survey probed the extent to which principal interns are required to observe, participate in and lead activities that focus on improving curriculum, instruction and student achievement. The lack of opportunities to engage in instructional leadership and the wide disconnect between the work of today's principals and the internship experiences provided are discussed, and actions for improvement in the programs are recommended. By Betty Fry, Gene Bottoms and Kathy O'Neill (05V02)

### ***Preparing a New Breed of Principal: Leadership from the University President's Office*** (2004)

Under the leadership of President Paul Stanton, East Tennessee State University (ETSU) is demonstrating the power of higher education partnerships to improve the quality of life in local communities and to accelerate school improvement and student achievement. In this interview, Stanton describes how participation in the SREB Leadership Initiative supports ETSU's efforts to redesign its educational leadership programs to meet the leadership needs of today's schools. By Gene Bottoms, Betty Fry and Kathy O'Neill (04V15)

### ***Progress Being Made in Getting a Quality Leader in Every School*** (2004)

This report, a part of the *Challenge to Lead* education goals series, documents SREB states' progress in redesigning the preparation and development of school principals. The analyses are based on information collected in interviews with state agency personnel on six key indicators. The report also outlines actions that states can take to make progress on each indicator, describes promising practices being implemented by some states and identifies challenges states face in creating new policies that can drive more effective programs and practices. By Gene Bottoms, Betty Fry and Kathy O'Neill (04E12)

### ***Academies in the Lead: Redesigning Leadership Academies for Student Achievement*** (2003)

This semiannual newsletter reports on the progress and activities of SREB's Leadership Academy Network. This issue looks at how some states are redesigning their leadership academies to help teams from low-performing schools develop improvement efforts in curriculum, instruction and school achievement. Academy leaders, an academy participant and SREB's curriculum designer offer insights on the importance of changing the traditional view of leadership preparation and development. Also included is a brief description of SREB's Leadership Modules. By Gene Bottoms, Betty Fry, David Hill and Kathy O'Neill (03V59)

### ***Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals*** (2003)

SREB recognizes that effective leaders are essential if all students are to achieve at high levels. The SREB *Challenge to Lead* goal is very ambitious: "Every school has leadership that results in improved student performance — and leadership begins with an effective principal." This report defines six strategies that state and local leaders can use to achieve that goal: 1) single out high performers; 2) recalibrate preparation programs; 3) emphasize real-world training; 4) link principal licensure to performance; 5) move accomplished teachers into school leadership positions; and 6) use state academies to cultivate leadership teams in middle-tier schools. By Gene Bottoms, Kathy O'Neill, Betty Fry and David Hill (03V03)

### ***Leadership Newsletter — Universities in the Lead: Redesigning Leadership Preparation for Student Achievement*** (2002)

This semiannual newsletter reports on the University Leadership Development Network's progress in changing how future school leaders are taught, what they are taught, and how universities and school systems work together to prepare effective school leaders. Articles describe current research and outstanding practices in leadership preparation. By John Norton, Kathy O'Neill, Betty Fry and David Hill (02V55)

### ***SREB Leadership Initiative: Creating Effective Principals Who Can Improve the Region's Schools and Improve Student Achievement*** (2002)

The SREB Leadership Initiative is an effort to redesign educational leadership preparation and development programs so that they are aligned with the new accountability systems and standards instituted by the states. SREB recognizes the key role leadership plays in creating and sustaining schools that help all students achieve high standards. This brochure describes the initiative's goals, activities, services and publications. By Kathy O'Neill (02V51)

### ***Are SREB States Making Progress? Tapping, Preparing and Licensing School Leaders Who Can Influence Student Achievement*** (2002)

School leaders who can change curriculum and instruction are essential to increasing the economic and cultural progress of the South and the nation. States are moving in the right direction, but they need to take aggressive actions to tap, prepare, place and keep an effective leader in every school. Learn about the progress SREB states are making in identifying, preparing and assessing future leaders. By Andrea Jacobson, Kathy O'Neill, Betty Fry, David Hill and Gene Bottoms (02V50)

### ***What School Principals Need to Know about Curriculum and Instruction*** (2001)

Superintendents and local school boards can no longer be satisfied with principals who simply place teachers in classrooms, provide textbooks and get students to attend schools. Increasingly, schools and school leaders are being held accountable for the achievement of all students, not just the best students, as in the past. This means that school leaders need to have an in-depth knowledge of curriculum, instruction and student achievement. This publication provides guidelines for school leaders to understand and prepare for their changing role. By Gene Bottoms (01V51)

### ***Leadership Matters: Building Leadership Capacity*** (2001)

Building leadership capacity means using effort to elicit effort from others, and every member of the education community plays a significant role in this endeavor. This guide offers strategies for building leadership capacity in schools and helps school administrators find new ways to encourage and support effort. It answers four questions: 1) What do leaders do to push all students to higher levels of proficiency? 2) How do school leaders demonstrate that nearly all students can master challenging curriculums? 3) How do leaders encourage the efforts of others to focus on the success of every student? 4) How can leaders put these ideas into practice? By Steve Barkley, Gene Bottoms, Caro Feagin and Susan Clark (01V18)

***Preparing a New Breed of School Principals:  
It's Time for Action*** (2001)

This report, which was supported by a grant from The Wallace Foundation, is part of an ongoing study of the preparation and development of educational leaders. It reviews findings about the practices of successful leaders and how they are prepared. The report also includes SREB's recommendations for improvements. By Gene Bottoms and Kathy O'Neill (01V17)

***Leading School Improvement: What Research Says*** (2001)

This publication was supported by a grant awarded to the Southern Regional Education Board from The Wallace Foundation. This review of the literature presents much of the best thinking about practices that promote student achievement and their connection to educational leadership. It shows that there is a common consensus about what leaders need to know and be able to do to lead schools in which students are successful. By Gary Hoachlander, Martha Alt, Renee Beltranena, MPR Associates Inc., Berkeley, California (01V04)

***Making Leadership Happen*** (1996)

The SREB Model for Leadership Development.  
by Alton C. Crews and Sonya Weakley (96E02)

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