

SREB Learning-Centered Leadership Program

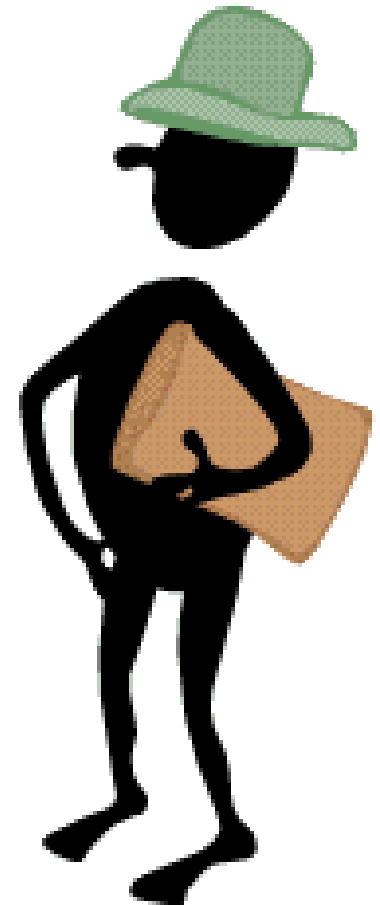
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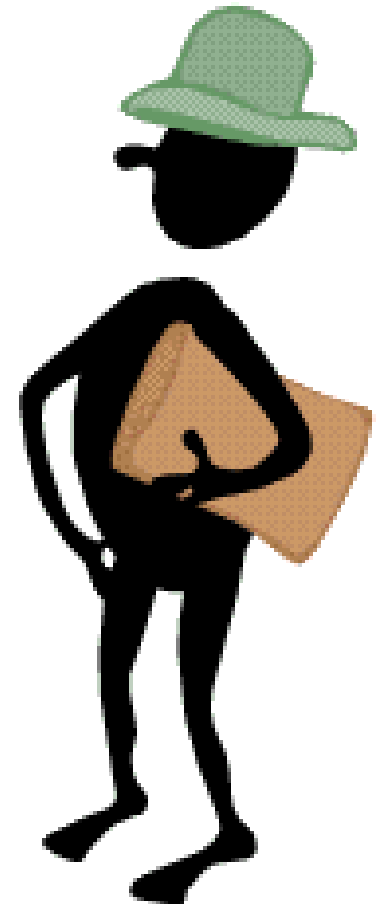
Leadership Curriculum Module

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

- Introduce yourself to someone you haven't met and complete the following statement: *One benefit our students should receive from a successful university-district partnership is...*



- Report benefits you heard to your team.
- Choose one benefit from among those discussed.
 - *If we could achieve one benefit, we would like...*
- *Choose a spokesperson.*
- *Spokesperson: Tell who is represented in your partnership and tell your hoped-for benefit.*



The goals for today are:

- Demonstrate a willingness and eagerness to change, as individuals and organizations, in order to meet the stated purpose of developing learning-centered principals.
- Demonstrate how to identify and create “enabling conditions” for successful partnerships.
- Demonstrate how to create and implement a process that will result in a successful partnership to select and prepare learning-centered principals.

- Cell phones
- Restrooms
- Breaks
- Lunch
- Punctuality
- Sharing



- Listen with an open mind.
- Work toward solutions.
- Meet commitments or let others know if you are struggling to do so.
- Represent organizations, not personal interests.
- Think of what is best for students and schools.



- What can we do *collaboratively* to identify and create the *conditions* that will help us to *select and prepare learning-centered leaders* who will meet the *needs of the district(s)*, and how can everyone benefit from such a collaboration?



What does “working together” mean?



**Called “Co-construction”
by Stein & Gewirtzman**

Co-construction is working together within the richness and against the limitations of multiple knowledge domains to create new knowledge.

- Harnessing the knowledge of both systems
- Developing a deeper understanding of both systems
- Abandoning belief structures that might impede the co-creation of new knowledge
- Having honest conversation, on-going reflection and transparency of work

- Neither universities nor districts can single-handedly provide the breadth of experiences needed to adequately prepare school leaders.

- Members of the partnership should feel “ownership” for both process and product results of the group.

- The partnership should have a clear, shared vision and goals. The vision clearly communicates the focus of the group and leads toward desired results.

- Both the membership and the vision of the partnership must be periodically revisited.

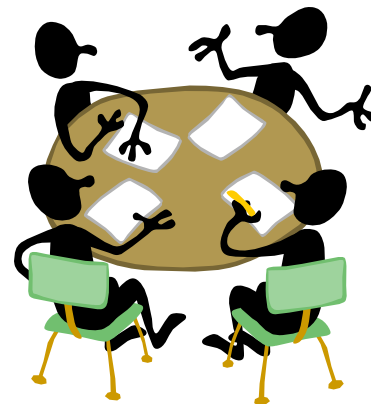
- Self interest is not good or bad

- Partnerships should benefit all

- It is important in a partnership to have openness and honesty

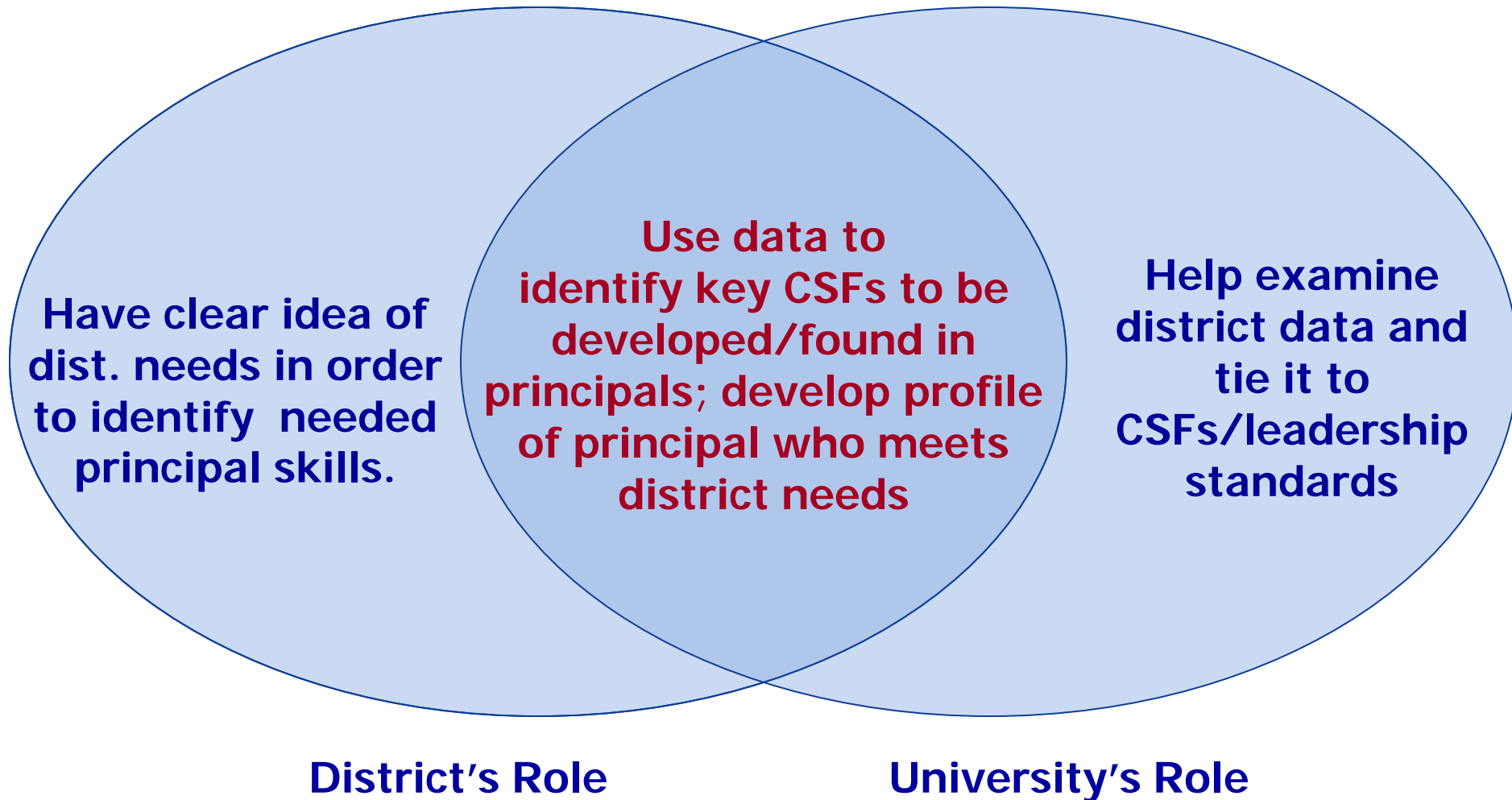
- Partnerships have to consider organizational culture, power and position

- Part 1: Work alone and reflect on the questions. (5 minutes)
- Part 2: Discuss your answers with your partners. (20 minutes)
- Action Planning (5 minutes)



- A major benefit of these partnerships is a pool of school leaders who have the essential knowledge and skills to improve schools and increase student achievement.
- Building mutual respect, understanding and trust is crucial. This can be accomplished when both partners acknowledge their own self-interests in light of the goals of the partnership.

Understanding District Needs for School Leaders



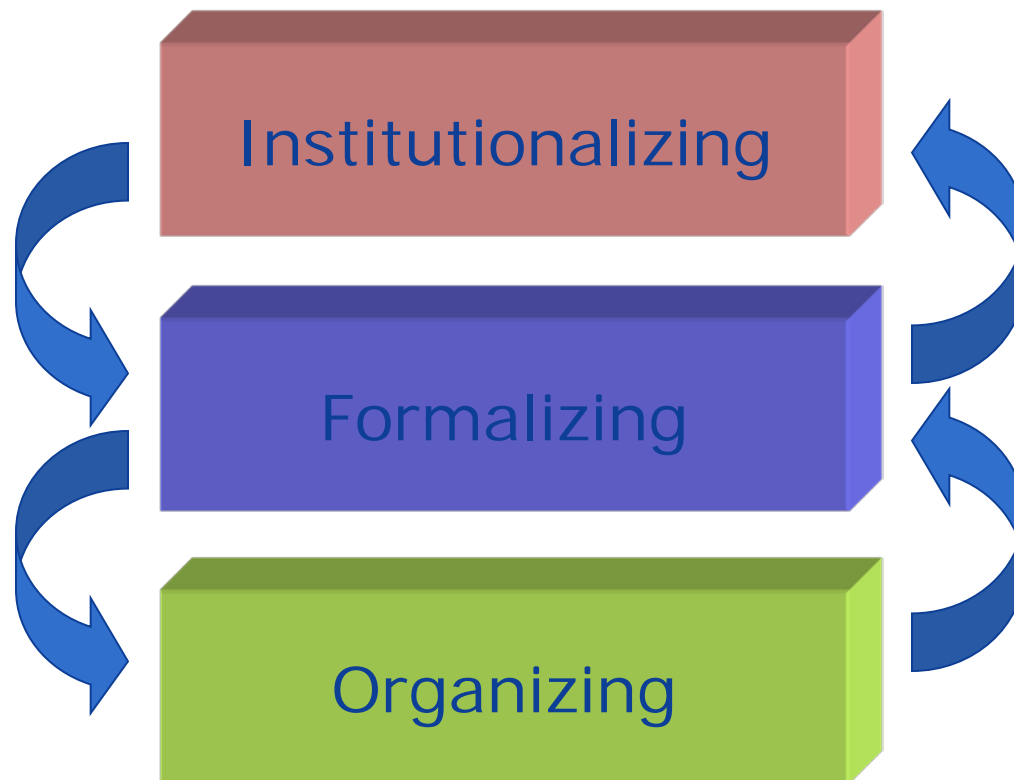
- Learning-focused school leaders should have mastery of all the critical success factors identified by SREB.
- The CSFs apply to all leaders in all districts, but a better understanding of district needs can help the partnership focus its efforts and structure courses, projects and internship activities so that aspiring leaders have an emphasis that serves the district's needs.

- 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 and plan quality growth opportunities for them.
- Program redesign should emphasize the core functions of the high-achieving school: curriculum, instruction and student achievement.

- Field-based experiences should be a high priority and integrated throughout principal preparation programs.
- School leaders should participate in continuous learning activities that are closely aligned to school improvement.
- University and district leaders need ongoing partnership discussions of the results of the program's selection and preparation process.

- Conditions that, if present or developed, will help the partnership reach its goals.
- Two sets, mostly parallel:
 - University
 - District

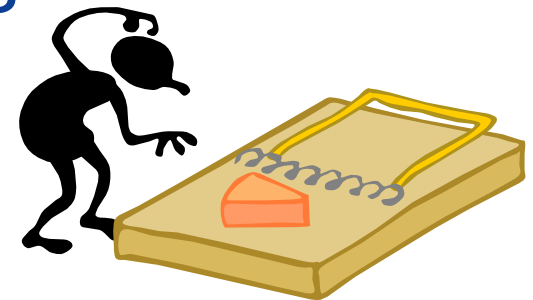
- What patterns do we see in our ratings?
What do they mean?
- In areas where there is no consensus on the degree to which the item is present, what evidence can we find and share to help everyone develop a shared understanding of where we are?
- What can we do to resolve “I don’t know” items?



- As a partnership, identify the top two “need to change” items for the district and the top two for the university.
 - Consider your stage of development.
 - Consider whether you are willing and able to make the change.
 - Consider how you can build on strengths.
- Plan out how you are going to make a change.
 - Discuss: How can we reach out to others who can help us impact conditions outside our control?

- Collaborative university-district partnerships have the greatest chance at success when both parties work hard to identify and develop the enabling conditions that will help further their work.
- A partnership agreement provides structure and accountability to our vision and goals.

- Wrong process
- Wrong people
- Partnership moving too fast or too slow
- Events outside partnership's control
- Lack of resources
- Difficulty completing course redesign
- Working with multiple partners
- No passion
- Lack of leadership



- Well-written Partnership Agreements and solid enabling conditions help to avoid barriers and remove them when present.

- What to Measure Against
 - Vision
 - Goal(s)
 - Other outcomes in Partnership Agreement



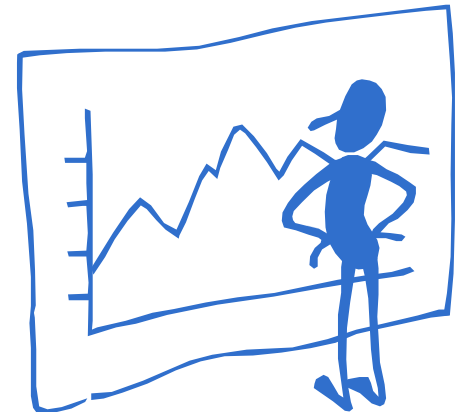
- What Can Be Gained?
 - Motivation
 - Momentum
 - Useful information for improvements



- Data About Candidates
 - Retention
 - Successful completion
 - Performance against standards/CSFs
 - Current position
 - Position(s) after completion of program



- Program Quality
 - Aligned to district goals
 - Content
 - Structure
 - Process
 - Delivery modalities
 - Staffing



- Valid, triangulated, data-driven assessment
- Effects of program structure & content on...
 - ...Retention and completion
 - ...Recruitment and selection
 - ...Placement/position
 - ...On-the-job performance



- Assign someone in the partnership to be the primary point person on evaluation and assessment.
- Include evaluation on the agenda for all partnership meetings.
- Plan for data collection early on.
- Assess throughout the process.



- One thing I learned was...

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Leadership Curriculum Module

SREB thanks The Wallace Foundation for its support of Educational Leadership and the development of Leadership Curriculum Modules to benefit schools, districts and universities in the preparation and professional development of learning-centered school leaders.

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