EDUCATIONAL LEADERSHIP LEARNING COMMUNITY MEETING

Developing Collaborative University-District Partnerships
To Prepare Learning Centered Principals

Southern Regional Education Board
Alexandria, Louisiana

November 18-19, 2009

AGENDA

NOVEMBER 18, 2009

7:30 – 8:15 BREAKFAST

8:30 – 12:00 Welcome and Introductions

Welcome and Introductions to University-District Partnerships
Setting the stage for the next two days - Expectations of outcomes
Introductions – using module materials
How does this fit into follow-up visits - Core Conditions Scoring Guide
Who are we? What do we hope to accomplish? (Review of rationale)
Benefits, Characteristics and Goals of Partnerships, successful Partnerships
Our Goals and Our People
Membership and Vision

10:15 – 10:30 BREAK

10:30 – 12:00 Debrief and share vision statements

What is in it for us?
What Skill Sets Do Our Principals Need?
Understanding District Needs
Set the stage for partnership work after lunch

12:00 – 12:45 LUNCH
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AGENDA (CONT’D)

12:45 – 5:00
- Work on skill set development
- Enabling Conditions
- Homework assignment and Wrap-Up
- Follow-up visits- Schedule

NOVEMBER 19, 2009

7:30 – 8:15  BREAKFAST

8:30 – 12:30
- Welcome and Transition Activities
- Wrap up of Enabling Conditions
- What are Best Practices in Selecting and Preparing Learning Centered Principals?
- Best Practices: Selection and Preparation
- Our Goal Practices: Selection and Preparation

12:30 – 1:15 LUNCH

1:15 – 3:00
- Best Practices
- Review of MOU
- Wrap Up and Looking Forward

Accomplishments for two days:

- Designed a team to assume responsibility for outcomes of redesigned program
- Developed district goals and developed a vision for change
- Discovered the self-interests of both parties – district & university
- Identified the benefits of the proposed redesigned program
- Identified needed skill sets for principals
- Identified strengths of district and university to bring about change
- Identified and developed “enabling conditions” for successful collaboration
- Identified what conditions the district and university need to change in order for the collaboration to succeed
- Identified best practices in selection and preparation of Learning Centered Principals
EDUCATIONAL LEADERSHIP INSTITUTE:
CREATING THE RIGHT CONDITIONS TO FURTHER ENHANCE THE QUALITY OF
EDUCATIONAL LEADERSHIP PREPARATION PROGRAMS IN LOUISIANA

JUNE 20, 2008 (9:30 AM – 2:30 PM)

AGENDA

9:30 AM – 10:50 AM

A. Welcome

B. Objectives of Meeting
   • To share lessons learned by district/university partnerships to recruit, select, and prepare effective educational leadership candidates.
   • To identify conditions that will help enhance the effectiveness of aspiring and new educational leaders.
   • To acquire information pertaining to new educational leadership plans for 2008-09.

C. Video: Louisiana Educational Leaders Network – The Leadership Journey

D. Panel #1: Lessons Learned about Recruiting, Selecting, and Preparing Cohorts of Candidates

   Questions: How did you recruit and select candidates for your cohort?
   Panel Members: Dr. Gerald Carlson – Lafayette/ULL; Dr. Diane Allen – Region 2/SLU

   How did members of your cohort work together to address real school-based problems and what were the advantages of candidates working together as cohorts?
   Panel Members: Lois Jones – Orleans/RSD/SLC/UNO; Jan Mercer – (ULM); Meosha Galmon – (EBRP/SUBR)

   How did the district enhance or impede the selection process and what conditions need to exist in order for cohorts to work more effectively in the future?
   Panel members: Charlotte Placide (EBRP/SUBR); Sharon Clark (Orleans/RSD/SLC/UNO)

   Team Input: What lessons have you learned within your own partnerships?

10:50 AM – 11:00 AM

Break
E. **Panel #2:** *Lessons Learned about Educational Leadership Residencies*

**Questions:** What criteria did you use to select mentors and schools for the educational leadership residencies?

*Panel Members:* Dr. Nathan Roberts – Lafayette/ULL; Dr. Katina January – EBRP/SUBR

What experiences were of the greatest value in the educational leadership residencies and what were some of the greatest challenges? Was it worth the effort?

*Panel Members:* Lois Jones – Orleans/RSD/SLC/UNO; Jan Mercer – (ULM); Lakesha Reese (EBRP/SUBR)

What were some of the challenges faced by the districts and universities when implementing the residencies and what conditions need to exist in order for candidates to develop to the fullest extent possible while participating in well developed residencies?

*Panel Members:* Pat Williams – Region I/SLU; Dr. Juanita Haydel (Orleans/RSD/SLC/UNO)

**Team Input:** What conditions would need to be addressed in your university/district partnership if you implemented educational leadership residencies?

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12:00 PM – 1:15 PM

**Lunch**

1:15 PM – 2:15 PM

F. **Panel #3:** *Future Plans for Educational Leadership During 2008-09*

**Questions:** How will a new grant from The Wallace Foundation enhance educational leadership in Louisiana during 2008-09?

*Panel Members:*

- Scope of Grant & Louisiana Leader Fellows Program: Dr. Janet Broussard (SDE); George Rice (UL-M); Dr. Ruth Ray (LSU-S)
- Vanderbilt Assessment of Leadership in Education: Sharon Southall (ULS)
- Core Conditions and Indicators of Program Redesign & Research Opportunities: Dr. Jeanne Burns (BoR & Governor’s Office)

**Team Input:** What else would your team like to see occur during 2008-09?

2:15 PM – 2:30 PM

G. **Closing and Evaluation**
Agenda
Grambling University Educational Leadership Redesign Facilitation Visit
May 20, 2009

9:00- Introductions
9:10- Review agenda and discuss any necessary changes (additions or deletions)
9:15 - Small group activity
   Review recent research on selection criteria, university district partners, preparation content, field experiences/internships and program evaluation.
   Each team of 2-3 (depending on size of group) will take one set of white papers for a topic, review them, discuss with each other, record (on chart paper) what stands out as impressive and report out to the group as a whole. (Take breaks as needed)
11:00- Review your original plan against what you see in the newest literature.
12:00- Working Lunch
   Continue discussion on your program compared to the research.
12:30- Score the core competencies guide-individually and then discuss scores collectively
   Knowing that substantial progress means you are doing everything you need to be doing for your program to produce high quality instructional leaders how would you score yourself.
1:00- Developing a plan for change
   Needs assessment
   Data needed- Surveys etc. collecting information
   Support needed
   Resources Needed
   Who should be involved in decision making?
   What professional learning might be needed for faculties and stakeholders?
   Other concerns
2:00- Next steps
2:30- Adjourn

Materials needed:
Copies of original program approval document (one for each participant or at least one for every 2-3 people for group work)
Copies of the Scoring Guide for Core Competencies
White papers on university-district partnerships
White papers on selection criteria
Module crosswalks with ISSLIC and critical success factors
White paper on internships
Schools Can’t Wait: Accelerating the Redesign of University Principal Preparation Programs
The Principal Internship: How Can We Get it Right?
Mentoring: Good Principals Aren’t Born---They’re Mentored
Principal Training on the Ground