

NATIONAL CONFERENCE OF STATE LEGISLATURES JUNE 14-16, 2012

LEADING EDUCATION REFORM IN AN ERA OF LIMITED
RESOURCES: A SEMINAR FOR EDUCATION COMMITTEE CHAIRS



WALLACE RESEARCH AND PERSPECTIVE REPORT

Key Finding:

Their 2010 study reaffirmed their earlier (2004) conclusion, declaring that “based on a preliminary review of research, that leadership is second only to classroom instruction as an influence on student learning”



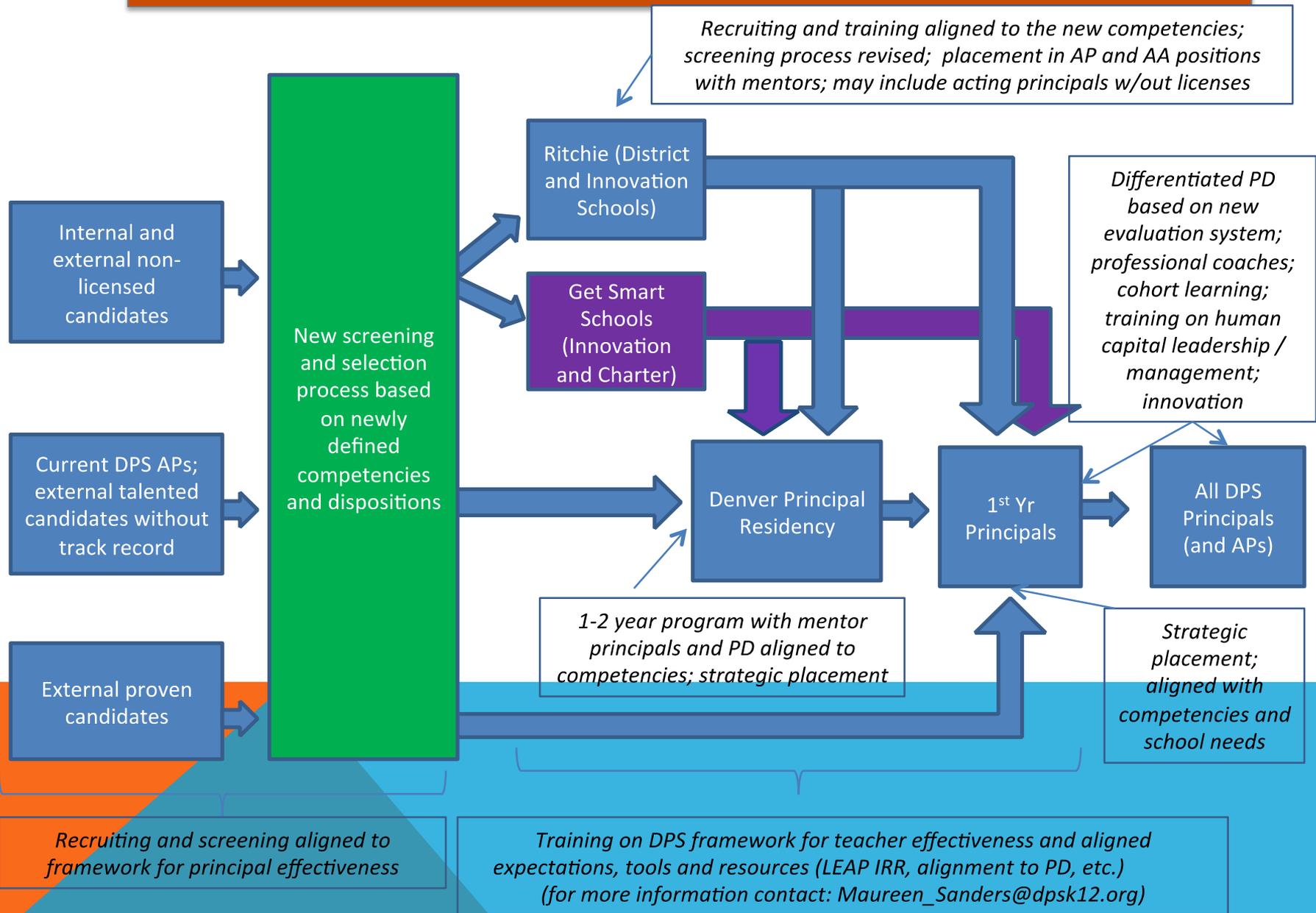
5 PRACTICES CENTRAL TO EFFECTIVE SCHOOL LEADERSHIP (WALLACE FOUNDATION, 2012)

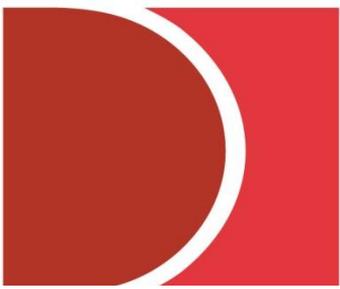
1. Shaping a vision of academic success for all students, based on high standards;
 2. Creating a culture hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail;
 3. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
 4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
 5. Managing people, data and processes to foster school improvement
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WALLACE PIPELINE INITIATIVE - 2012

- The Wallace Foundation Principal Pipeline Initiative builds upon previous research
- Charlotte-Mecklenburg in North Carolina; Denver; Gwinnett County (near Atlanta) in Georgia; Hillsborough County (near Tampa) in Florida; New York City; and Prince George's County (near Washington, D.C.) in Maryland. Charlotte-Mecklenburg in North Carolina; Denver; Gwinnett County (near Atlanta) in Georgia; Hillsborough County (near Tampa) in Florida; New York City; and Prince George's County (near Washington, D.C.) in Maryland
- The foundation selected these 6 districts from 90 candidates because they already have efforts under way to groom qualified principals and thus are best able to put strong, complete pipelines in place

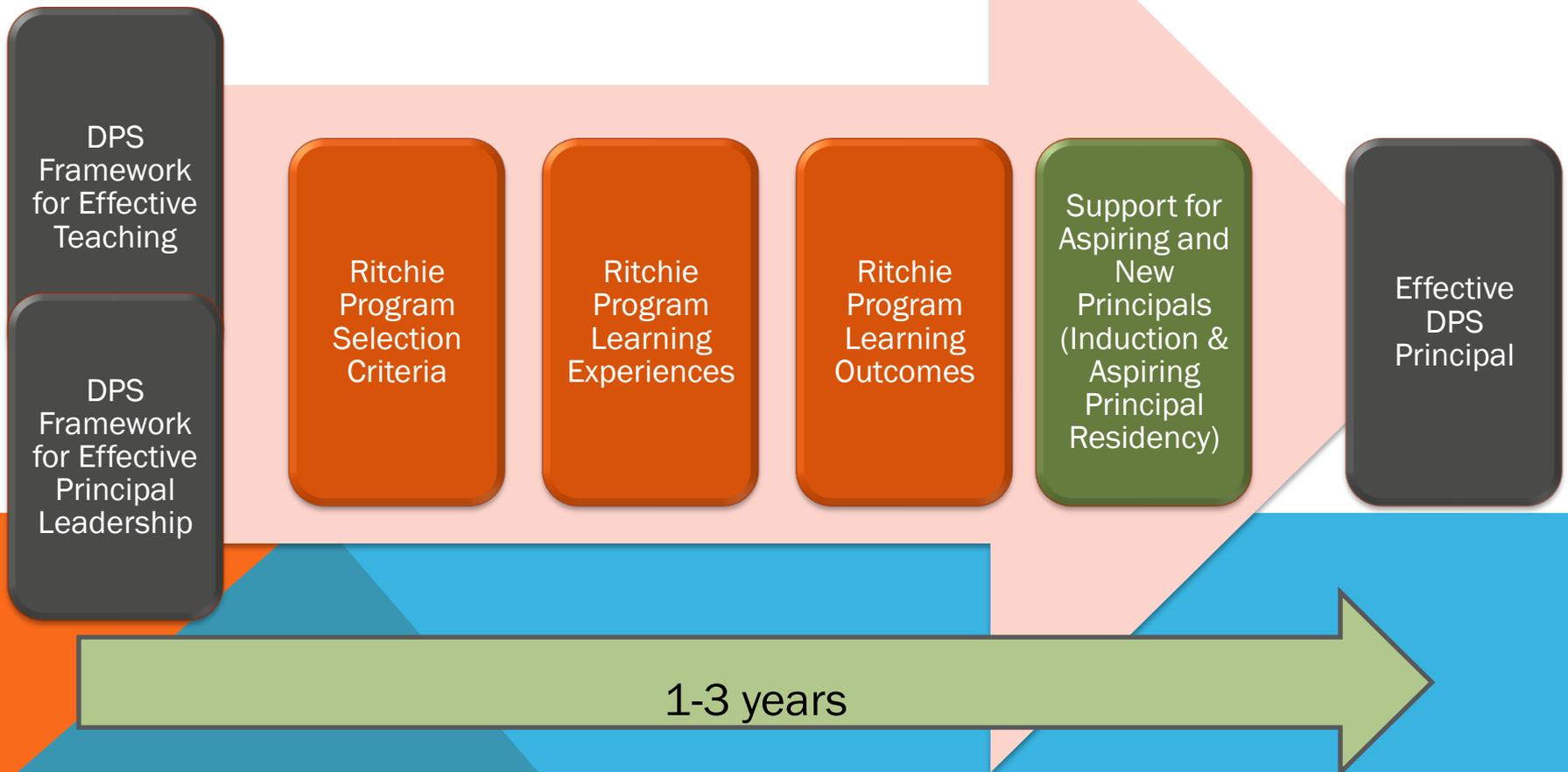
DPS Future State Principal Lifecycle





MORGRIDGE
College of Education

RITCHIE PROGRAM: PIPELINE ALIGNMENT



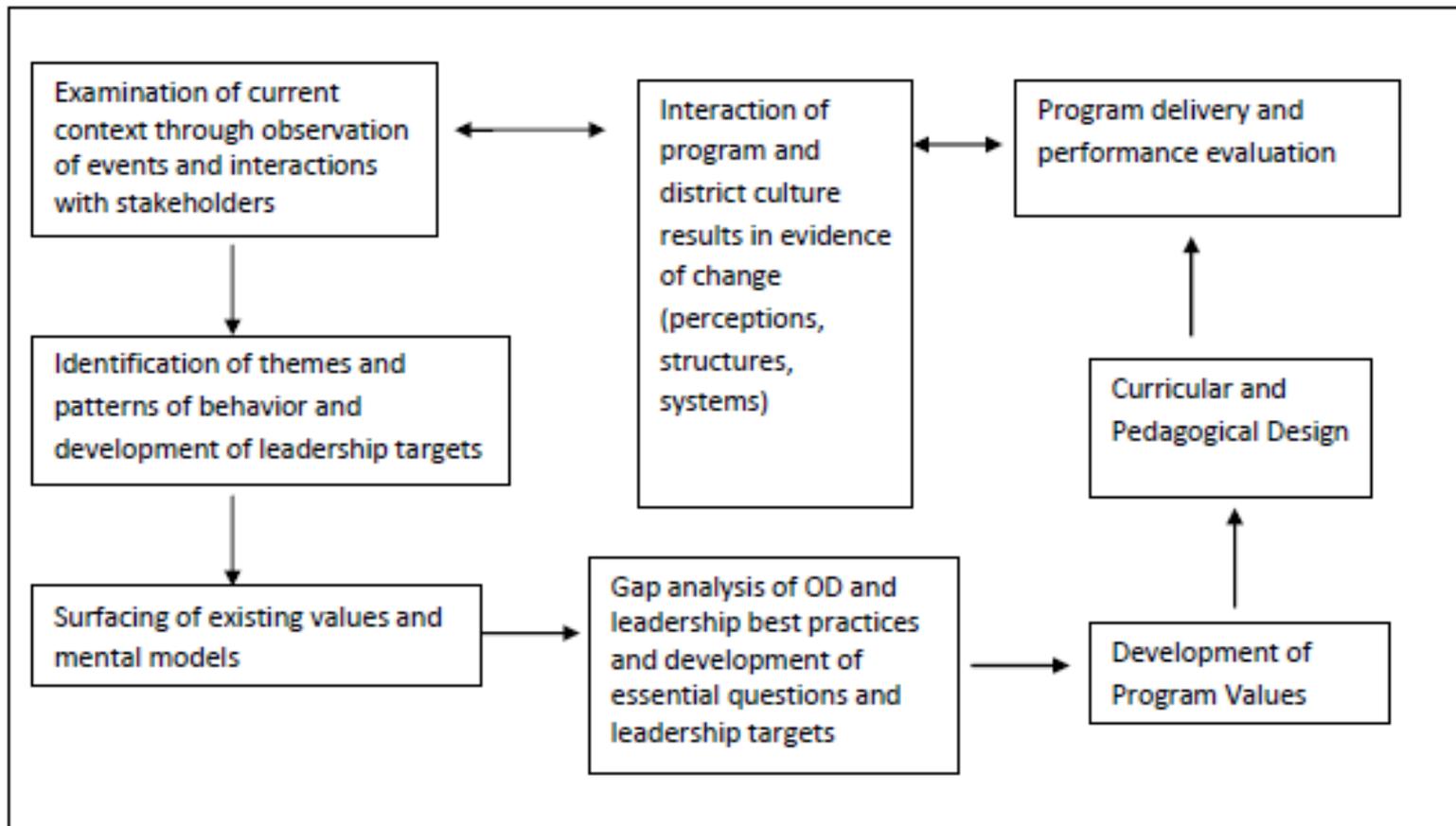
For more information contact Susan Korach, DU skorach@du.edu

RITCHIE PROGRAM FOR SCHOOL LEADERS

- A 10 year collaborative effort between Denver Public Schools and University of Denver
 - Began as a result of our then Superintendent, Jerry Wartgow's dissatisfaction with the quality of leaders being produced in our surrounding institutions and not meeting the needs of our schools and students
 - Became a reality due to the willingness of the then Dean of the Morgridge College of Education, Ginger Maloney, to support the development of a principal preparation program centered on the needs of Denver Public Schools
 - MOU drives the work between the Denver Public School and University of Denver
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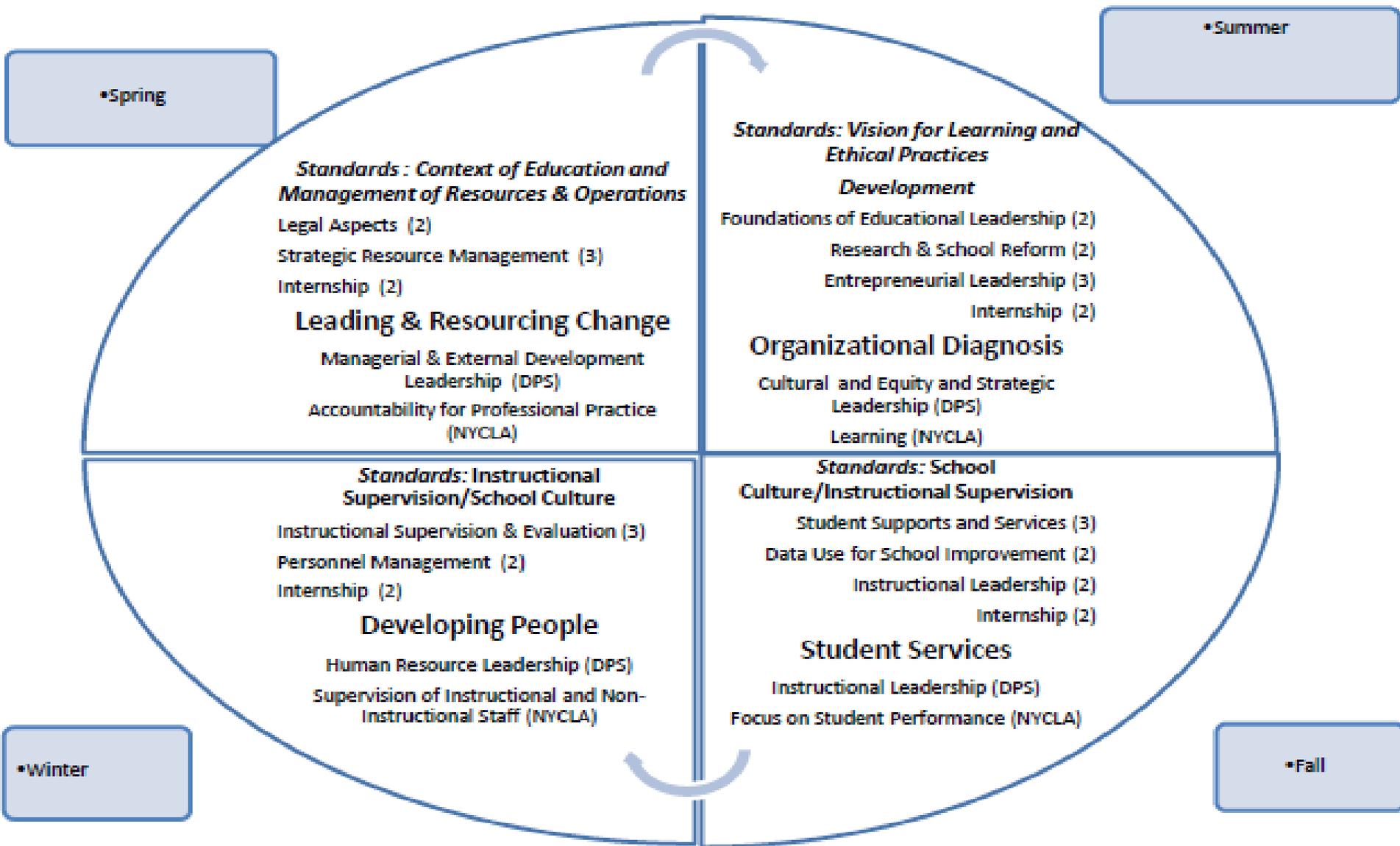
RITCHIE PROGRAM EVOLUTION

Adaptive Program Development and Evaluation



(Korach, 2011, p. 670)

DPS Ritchie Program for School Leaders (2011-2012)



Leadership Standards embedded in each project and full-time internship – Ethical Practices; Personal Behavior, Resilience, Communication, Situational Problem-Solving, Leadership Development, Climate & Culture, Time/Task/Project Management and Technology - NYCLA

RITCHIE SELECTION PROCESS

- Application
- 3 Letters of support, including their current supervisor
- Essay
- Two hour interview that consists of:
 - Writing sample
 - Four rounds of Scenarios dealing with issues pertaining to:
 - Instructional Leadership
 - Culturally Responsive Leadership
 - Human Resource Leadership
 - Managerial and Strategic Leadership

THE RITCHIE NETWORK OF SUPPORT

- Cohort Based Model for 15-18 participants
 - Classes meet weekly for a 6 hour seminar
 - 4 quarter certificate program
 - Includes a multi-day Institute at the beginning
 - Classes are co-facilitated by DPS Director, Leadership Development and DU faculty
 - Classes are co-planned by the above team
 - Class content are driven by the DPS context, participant needs and leadership best practice and theory
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RITCHIE NETWORK OF SUPPORT

- **Full time paid internship**
 - **Guaranteed preferential hiring placement**
 - **High quality principal mentor**
 - **Director of LDD and DU mentor participants**
 - **Principals and participants receive mentor and mentee training: New York City Leadership Academy**
 - **Host principals receive support from Director of LDD and DU facilitators**
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RESULTS: KEY FINDINGS

The Ritchie Program has been evaluated by outside research organizations and nationally known researchers affiliated with the University system:

- Graduate survey results revealed that the Ritchie Program was rated the most highly out of 17 other top leadership prep programs based on best practices research and studies of exemplary leadership preparation programs (Orr, 2010)**
- Our program has been evaluated yearly since its inception and changes have been implemented as a result of this feedback every year**
- Focus groups have been held to seek feedback about the program and this data has been used to redesign the work**

RESULTS FOR PARTICIPANTS: 2004-2012

- **142 Program Completers**
- **17 left the district/moved out of state**
- **125 Still in District**
- **Of the 125 remaining:**
 - 35 principals
 - 53 assistant principals
 - 2 Educational Directors/Instructional Supts.
 - 72% are principals/assistant principals or IS/Educational Directors
 - 35 other positions within district

LESSONS LEARNED

- Cohort Model
- Participants take ownership of their learning
- Collaboration
- Full time internship
- Curriculum iterative and driven by theory, district direction and context
- Consistency and longevity of facilitators (school district and university)
- Superintendent Support (3 district superintendents)
- Time to attend class during the school day, once per week (1-7 pm)
- Facilitation is key
- MOU between the district and university partner

LESSONS LEARNED ABOUT LEADERSHIP DEVELOPMENT

- **Context matters**
- **The nature of preparation impacts the development of leadership**
- **Collaboration should be explicit, modeled and lived**



SUSTAINABILITY

- The university and district partnership
- Redesign the role of assistant principals
- Collaboration
- Base the work on values and standards



5 PRACTICES CENTRAL TO EFFECTIVE SCHOOL LEADERSHIP (WALLACE FOUNDATION, 2012)

Programs can live as well as teach these practices

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