

Leadership

Our belief is that strong students and school districts begin with knowledgeable, skilled principals. With that conviction in mind, we are pleased to present the Illinois Distinguished Principal Leadership Institute, a prestigious, professional learning opportunity designed to foster leadership training at the highest level for educators.

The Leadership Institute will focus on maximizing student performance through administrative efforts.

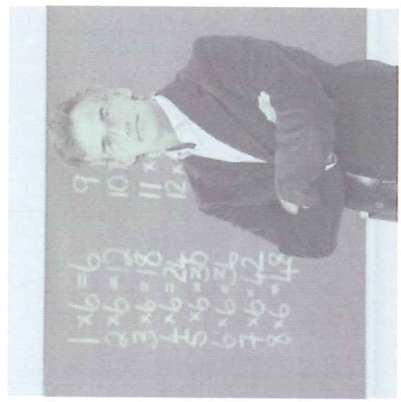
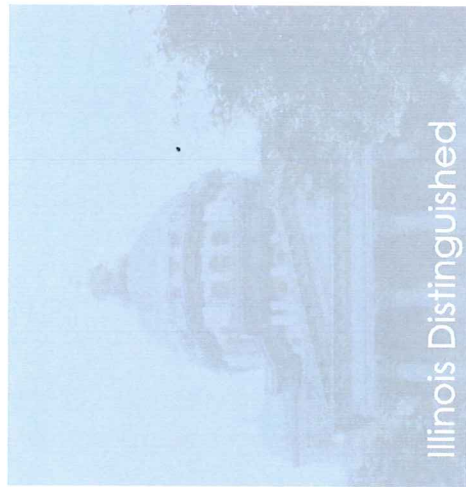
Principals will have the opportunity to hone their directional skills in maximizing student achievement and engaging the support of the community at large.



ILLINOIS DISTINGUISHED PRINCIPAL LEADERSHIP INSTITUTE

Illinois Distinguished

Principal Leadership Institute



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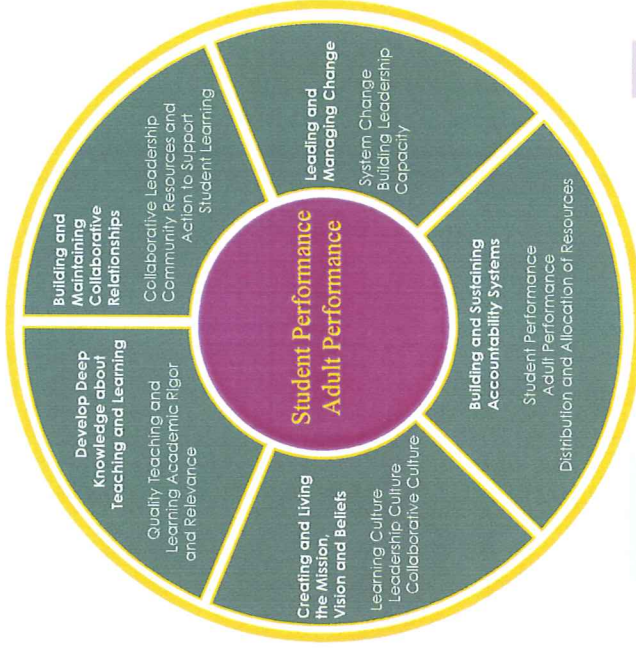
Mission

Improve student performance by expanding the leadership knowledge, skills and attitudes of principals.

Beliefs

1. We believe all adults are **accountable for improving individual student and adult learning.**
2. We believe in **continuous learning for students and adults.**
3. We believe **actions must be consistent with an articulated vision of quality teaching, learning and leading.**
4. We believe **rigorous and relevant curriculum and instruction must be guided by research, evidence and effective practices.**
5. We believe building capacity of all stakeholders is needed to take **efforts to scale: depth, breadth, sustainability and ownership.**
6. We believe to change others you **must change yourself.**
7. We believe all adults must model **ethical behavior.**
8. We believe in modeling a **collaborative work culture that embraces diversity** of perspectives, people, ideas and experiences.

Leadership Performance Strands



What's In It For Participants?

- Principals will extend their knowledge and skills in **five leadership performance strands.**
- Principals will examine **leadership** through a variety of lenses and experiences (e.g., public and private sector conversations, readings and site visits).
- Principals will strengthen their knowledge and skills in **leading and managing job embedded professional development** as they apply their learning directly to student and adult learning issues in their school.
- Principals will help form and sustain an **ongoing professional learning community** of principals.
- Principals will become skilled at using Interactive Illinois Report Card to analyze **data** with the goal of changing teaching methods to improve student achievement.
- Principals will learn **tools** to lead and manage schoolwide changes that increase student and adult learning. Principals will be able to train others in the use of these tools.
- Principals will engage in **action research** with their staff (and conceivably with staff of other schools) to reach students who are *falling through the cracks* and determine effective teaching practices that can be used throughout the school and district.
- Principals will create a **professional development plan** to increase knowledge and skills in the five leadership performance strands.
- Principals will learn to **communicate and engage** multiple community sectors to support student learning.
- Principals will learn how to examine if the change efforts at the school have been taken to **scale: depth, breadth, sustainability and ownership.**



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Curriculum Framework

1. Performance Strand: Creating and Living the Mission, Vision and Beliefs

1.1 Learning Culture

- 1.1a Shared mission, vision and beliefs
- 1.1b Learning environment for students
- 1.1c Learning environment for adults

1.2 Leadership Culture

- 1.2a Set strategic directions
- 1.2b Use data for decisions
- 1.2c Align policies and procedures
- 1.2d Accountable for results
- 1.2e Adhere to code of ethics

1.3 Collaborative Culture

- 1.3a Interactive communication and shared language
- 1.3b Collaborative architectures
- 1.3c Diverse people, ideas, perspectives and experiences
- 1.3d Open access to information

2. Performance Strand: Leading and Managing Change

2.1 System Change

- 2.1a Strategic results-based framework
- 2.1b Integrated system for systematic improvement
- 2.1c Change process and tools
- 2.1d Political, social, economic and legal context
- 2.1e Efforts at scale: depth, spread, sustainability and ownership

2.2 Capacity Building

- 2.2a Leadership philosophy
- 2.2b Assessment of adult leadership skills

3. Performance Strand: Developing Deep Knowledge about Teaching and Learning

3.1 Effective Teaching and Learning

- 3.1a Vision of quality teaching and learning
- 3.1b Best practices
- 3.1c Interventions
- 3.1d Learning tools

3.2 Academic Rigor and Relevance

- 3.2a Standards
- 3.2b Curriculum
- 3.2c Assessment
- 3.2d Student relevance

Curriculum Framework (continued)

4. Performance Strand: Building and Maintaining Collaborative Relationships

- 4.1 Collaborative Leadership
 - 4.1a Working relationships among students and adults
 - 4.1b Collaborative architectures supporting learning and work
 - 4.1c Multiple shareholder feedback and interactive communication system
- 4.2 Community Resources and Action to Support Student Learning
 - 4.2a Community leadership
 - 4.2b Community engagement of multiple sectors
 - 4.2c Community economic and political support

5. Performance Strand: Building and Sustaining Accountability Systems

- 5.1 Student Performance
 - 5.1a Disaggregated data
 - 5.1b Achievement gap targets and data
 - 5.1c Instructional strategies
 - 5.1d Performance monitoring systems
 - 5.1e Public reporting
- 5.2 Adult Performance
 - 5.2a Alignment of standards, curriculum, professional development and assessments
 - 5.2b Instructional capacity building determined by student learning data
 - 5.2c Teaching practices result in students achieving standards
 - 5.2d Reflective practice and continuous learning
- 5.3 Distribution and Allocation of Resources
 - 5.3a Alignment of human resources to support student learning needs
 - 5.3b Alignment of financial resources to support student learning needs
 - 5.3c Alignment of time management to support student learning needs

Source: Arkansas Leadership Academy, Master School Principal Program, University of Arkansas, Fayetteville, Arkansas, *Curriculum Framework*, Revised 10/29/06.

Proposed Delivery System

Design Phase

3/1 - 7/31/07	7/1-11/30/07	10/07 - 2/08	2/08	3/28/08
Develop Plan	Marketing Recruitment	Application Process	Selection	Orientation Session

Implementation Phase: Tier 1

7/08	8/08	9/08	10/08	11/08	12/08
Face-to-Face Session Work Assignments ListServ Perf. Coach • 4 days • Performance Coaches	Work Assignments ListServ Perf. Coach	Work Assignments ListServ Perf. Coach Professional Learning Communities (PLC) Webinar	Face-to-Face Session Work Assignments ListServ Perf. Coach • 3 days • Performance Coaches	Work Assignments ListServ Perf. Coach PLC - Benchmark Visit Webinar Other Training	Work Assignments ListServ Perf. Coach Podcast Other Training
1/09	2/09	3/09	4/09	5/09	6/09
Face-to-Face Session Work Assignments ListServ Perf. Coach PLC E-Knowledge Portal Other training	Work Assignments ListServ Perf. Coach PLC - Benchmark Visit Webinar E-Knowledge Portal Technical Specialists Other Training	Work Assignments ListServ Perf. Coach PLC - Benchmark Visit Webinar E-Knowledge Portal Technical Specialists Other Training	Face-to-Face Session Work Assignments ListServ Perf. Coach • 3 days • Performance Coaches PORTFOLIO SUBMISSION And ASSESSMENT	Work Assignments ListServ Perf. Coach Podcast E-Knowledge Portal Other training EXTERNAL ONSITE OBSERVATION ONE DAY	Work Assignments ListServ Perf. Coach PLC - Benchmark Visit Webinar Technical Specialists E-Knowledge Portal Other Training

Implementation Phase: Tier 1 (continued)

7/09	8/09	9/09	10/09	11/09	12/09
<p>Face-to-Face Session</p> <ul style="list-style-type: none"> • 4 days • Performance Coaches 	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>PLC</p> <p>Podcast</p> <p>Technical Specialists</p> <p>E-Knowledge Portal</p> <p>Other Training</p>	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>PLC - Benchmark Visit</p> <p>Webinar</p> <p>Technical Specialists</p> <p>E-Knowledge Portal</p> <p>Other Training</p>	<p>Face-to-Face Session</p> <ul style="list-style-type: none"> • 3 days • Performance Coaches 	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>PLC - Benchmark Visit</p> <p>Webinar</p> <p>Technical Specialists</p> <p>E-Knowledge Portal</p> <p>Other Training</p>	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>Other Training</p>
1/10	2/10	3/10	4/10	5/10	
<p>Face-to-Face Session</p> <ul style="list-style-type: none"> • 3 days • Performance Coaches 	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>PLC</p> <p>Podcast</p> <p>Technical Specialists</p> <p>E-Knowledge Portal</p>	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>PLC-Benchmark Visit</p> <p>Webinar</p> <p>Technical Specialists</p> <p>E-Knowledge Portal</p>	<p>Face-to-Face Session</p> <ul style="list-style-type: none"> • 3 days • Performance Coaches <p>PORTFOLIO SUBMISSION And ASSESSMENT</p>	<p>Work Assignments</p> <p>ListServ</p> <p>Perf. Coach</p> <p>Podcast</p> <p>E-Knowledge Portal</p> <p>Other training</p> <p>EXTERNAL ONSITE OBSERVATION ONE DAY</p>	

Proposed Delivery System

Implementation Phase: Tier 2

7/10	8/10	9/10	10/10	11/10	12/10
Areas for Continuous Improvement and Application of 5 Leadership Performance Strands					
Face-to-Face Session • 2 days • Performance Coaches	Principal Professional Development Plan	Professional Learning Community	Benchmark Visit	Professional Learning Community	
	School Professional Development Plans				
Areas for Continuous Improvement and Application of 5 Leadership Performance Strands					
1/11	2/11	3/11	4/11	5/11	6/11
Professional Learning Community	Benchmark Visit	PLC	Benchmark Visit	Face-to-Face Session • 2 days • Performance Coaches	

Implementation Phase: Tier 2 (continued)

7/11	8/11	9/11	10/11	11/11
<i>Portfolio Development</i>				
		PORTFOLIO SUBMISSION And ASSESSMENT	EXTERNAL ONSITE OBSERVATION THREE DAY	