

HISTORY OF THE LEADERSHIP ACADEMY

A key provision of the 1985 Excellence in Education Act was the establishment of The Leadership Academy. From 1985-1993, The Leadership Academy Staff members reported directly to The Deputy Commissioner and were located on the sixth floor of the Jefferson Building. In 1993, The Leadership Academy section was moved to The Division of Urban and Teacher Education located on the seventh floor with direct reports to the Assistant Commissioner of that division. In 2001, our division became The Division of Teacher Quality and Urban Education.

From its inception, the Academy has provided quality professional development activities for school leaders statewide, as well as coordinated the mandated administrator assessment centers for certification. In 1998, The State Board of Education approved the Interstate School Leaders Licensure Consortium's (ISLLC's) Standards for building-level certification. Educational Testing Services (ETS) began managing the testing process for licensure in July, 1998. The ISLLC test has replaced The National Association of Secondary School Principals (NASSP) process for building-level certification in Missouri. Beginning in 2000, The Academy began designing professional development offerings that are ISLLC Standards-Based.

During the first few years of the Academy's existence, professional development focused on enhancing the knowledge among school administrators about *Effective Schools* based on Ron Edmonds' research. Participants attended awareness workshops on each of the five correlates of effective schools:

- Instructional Focus
- Instructional Leadership
- Climate
- Measurement
- High Expectations

In addition to awareness workshops on Effective Schools and Performance Based Teacher Evaluation (PBTE), The Academy introduced the Satellite Academy Program in 1987, The Women's Network, and NASSP Modules all of which were funded by a federal LEAD grant. One grant was issued to each state by the U.S. Department of Education.

The Leadership Academy was named the fiscal agent for the Missouri grant. This six-year grant allocated \$144,000 for the first three years, was cut in half for the remaining three years, and required that each state plan for full institutionalization of the LEAD funding to assure that the work continued. The institutionalization of these programs and the necessary funding to support the programs has been in place from the early 90's and continued through June 1998.

Established as a state initiative in July 1998, The Leadership Academy has relied on state professional development funds for financial support. A majority of the professional development activities are designed to build leadership capacities at all levels for school improvement in Missouri. These leadership opportunities also equip school leaders to design local professional development activities that positively impact classroom practice and student performance.

The curriculum design and format for delivery of professional development activities have changed considerably. No longer do we define professional development as 'sit and get' learning. We have gone beyond professional development for *awareness* only, to offering professional development for *skill building* and *implementation*, as well.

Along with The Regional Professional Development Centers (RPDCs), The Leadership Academy will continue to build capacities statewide for *awareness, skill building, and implementation*. Currently the RPDCs are prioritizing their work in school improvement by providing technical assistance on site to “Success Districts” and schools of concern within each RPDC Region. The work of the RPDCs is also customer-driven and focused on implementation of the state initiatives. In the fall of 2000, the RPDCs and The Leadership Academy collaboratively planned the 2001-2002 Professional Development Series. Continued efforts are in place for RPDC staff and Leadership Academy staff to consider ongoing opportunities for collaboration.

The Academy utilizes research about: effective schools; school improvement; teaching and learning; leadership for school improvement; change; systems thinking; assessment, curriculum, and instruction; and quality professional development when planning, implementing, and measuring professional development activities such as workshops, conferences, series, work sessions, retreats, conversations, and design team meetings. Areas of Critical Need and the ISLLC Standards approved by the State Board of Education underpin our planning efforts. Offerings are planned with the National Staff Development Council (NSDC) Standards in mind, as well.

The research from the late 90’s is much clearer about correlating professional development to student performance gains. When teachers are given time and opportunities to enhance their knowledge in content areas and improve their skills for teaching and learning, **students** benefit. When administration provides the necessary support structures for teachers to collaboratively plan, to access data, to observe other teachers, and to lead school improvement work, **teachers** benefit.

Although The Excellence in Education Act called for professional development activities for school administrators, educational research did not, at the time, correlate professional development to student outcomes; nor did educational leaders know what effective professional development could and should be. The recent research of Bernhardt, Guskey, Killion, Sparks, Hirsch, Hawley, and Valli has changed the leadership Academy’s approach, implementation, and outcomes of professional development for Missouri school leaders.

When the Leadership Academy was formed, school districts did not target significant amounts of money for ongoing administrator development. The principalship was a place of isolation. Leaders did not have a clear focus, then, like we do now for professional development and/or leadership development for improving learning and teaching. The Leadership Academy took the lead to offer professional development for administrators that went beyond the “annual conference experience” as was customary for administrator development during that era.

For decades, primarily superintendents and boards of education determined budget allotments for professional development (PD) at the district level with little or no input from administrators. In 1993, Senate Bill 380 changed the way schools plan, implement, and measure professional development.

Senate Bill 380 called for financial support for professional development and put the teachers in control of professional development monies without requiring teachers to be knowledgeable about effective professional development practices. And, although decisions about professional development at the building level are to be made in consultation with the administrator, there are schools in which that practice was not happening. Now, more than ever, the members and chairs of Professional Development Committees must be skilled to facilitate collaboration in designing, implementing, and measuring effective professional development district wide because Missouri teachers and Professional Development Committees (PDCs) were definitely charged with the primary responsibility for

professional development decision making. School administrators are being included in the decision making process for budget planning and implementation.

Therefore, The Leadership Academy has taken the lead to develop both administrators and teacher leaders on topics and skills related to effective professional development for student success. Our goal is to prepare school leaders at all levels with the knowledge, skills, and processes needed for continuous school improvement and for enhancing student achievement statewide. School principals, especially, must have effective, focused professional development in order to become qualified, instructional leaders in this new era of accountability.

Although an advisory committee gave input to the early work of the Academy, that formal advisory committee is no longer utilized for continued direction of the Academy. Instead, direction is solicited from design teams comprised of RPDC Directors, DESE Staff, and practitioners including higher education faculty, central office staff, principals, assistant principals, teachers, staff developers, and association representatives.

From the beginning, the Academy staff has designed activities using a cost recovery policy. Since 1993, however, participants pay fees to cover meals, refreshments, and materials only. Leadership Academy funding covers expenses not covered by participant fees.

Since 1985, The Leadership Academy has served over 25,000 school leaders in professional development activities on a variety of topics including:

- Effective Schools Series
- Performance Based Evaluation for Teachers
- Performance Based Evaluation for Principals
- The Principal's Role in Evaluating Teaching and Learning
- Time Management
- Transportation Issues
- Peer Coaching
- Career Ladder
- Skills for New Superintendents
- Special Education Evaluation
- Skills for Special Education Administrators
- Effective Instruction Series
- Financial Management
- Building Budgets for Hard Times
- School Law
- Total Quality Management
- Professional Development Committee Work
- Satellite Academy Program
- Satellite Academy Reunions
- Continuation for Satellite Academy
- Advanced Academy
- The Network for Women in School Administration
- NASSP Modules:
 - Springfield Development
 - Leader 123
 - Let's Talk

- LEAP
- Middle School Series
- Service Learning
- Curriculum Series
- Miscellaneous Topics—one-time sessions
- The 4th ‘R’ of Schooling
- Parent Involvement in Schools
- Discipline with Dignity
- Discipline Design Team
- Franklin Planner
- Covey Facilitator Trainings
- Covey’s *Seven Habits of Highly Effective People*
- Covey’s *First Things First*
- Covey’s *4 Roles of Leadership*
- Professional Writing Skills
- Grammar/Oral Grammar
- The Professional Development Series
- The Professional Development Portfolio
- Substance Abuse Detection Skills
- The Profession of Teaching
- Building a System to Serve Learners
- The Future of Professional Development:
What’s in it for Missouri School Leaders?
- Evaluating Professional Development for 21st Century Schooling: What every PDC Member and School Administrator Needs to Know
- A New Design for Student Success
- Focused Teaching to Align the Show-Me Standards
- Evaluating the Effectiveness of Professional Development
- Collaborative Work Groups for Building Community in the Classroom
- Introduction to the New, Updated Guidelines for Professional Development
- Emotional Intelligence and Brain Compatible Teaching
- Developing Capable People Through Times of Change and Conflict
- Putting the Pieces Together: Designing, Implementing, and Measuring Effective Professional Development
- The Adaptive Organization: Leading and Facilitating Collaborative Groups
- Celebrating Learning: The Heart and Soul of Staff Development
- Self-Evaluation: Helping Staff and Students Get Better At It
- Model Professional Development Featuring the 1999 National Best Practices
- Enhancing Professional Practice
- Cognitive Coaching
- Safe Schools Design Team
- Leadership for Safe Schools
- Divergent Ideas, Compatible People
- Data-Driven Dialogue
- Character Education
- Parent Involvement for Student Success
- Assistant Principals Design Team

- MCCTA Design Team
- Enhancing Instructional Strategies
- Critical Issues for School and Community Climate
- Leadership for Multiple Intelligences
- What Works in the Middle?
- The School Portfolio Toolkit
- Data Analysis for Comprehensive School Improvement
- How Staff Development Impacts Student Achievement
- S.M.A.R.T. Goals
- Data Driven School Improvement
- Leadership for Learning
- Teacher Portfolios
- Understanding Children of Poverty
- Learning Structures
- Commissioner's Award-Winning Districts' Best Practices
- Strategies for Successful Grant Writing
- Satellite Academy Facilitator Team Training
- Harvard Summer Institutes for Superintendents and Principals
- Harvard Reunion for School Leaders
- Superintendents Summer Institute
- Superintendents Work Groups

THE PURPOSE

The Professional Development Initiative, MOLEAD, has become the primary funding source for financing development activities and resources coordinated and provided by The Leadership Academy that are not covered by participant fees. Since the Academy's core budget was eliminated June 30, 1998, it is essential that this source of funding continue. The purpose of the Academy is to develop school leaders who will confidently demonstrate leadership skills for 21st Century Schooling that result in student achievement gains.

Now, more than ever, school principals need to demonstrate knowledge and leadership skill for student and staff learning. All activities conducted by the Academy are for the development of school leaders for the specific purpose of positively impacting student performance in rural, suburban, and urban school districts. School leaders must develop and demonstrate leadership skills for school improvement. The ISLLC Standards adopted by the State Board of Education for licensure in Missouri call for practitioners to articulate knowledge, hold dispositions, and demonstrate behaviors aligned to the six ISLLC Standards:

Standard 1: A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Standard 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

The need for professional development and financial support for development was recognized and established by Missouri legislators. Both the 1985 Excellence in Education Act and the 1993 Senate Bill 380 called for professional development activities for school leaders. Neither piece of legislation, however, allocated monies for administering the activities. Therefore, MOLEAD is necessary for conducting all professional development activities designed, implemented, and measured by The Leadership Academy. The type of activities have been determined by:

- Study Groups
- Conversations
- Collaborative Planning Meetings
- Design Teams
- Professional Development Research
- Research-based Practices
- Site Visits
- External Consultation
- Feedback from Evaluations
- Duties as assigned by the Commissioner, Deputy Commissioner, DESE Teams, and DESE Committees
- Trial and Error

RESEARCH SUPPORT

All of the research within the last decade continues to reinforce the defined work of the Academy and the new designs of Academy offerings. The research continues to align with the Academy's mission, the mandates of SB 380, The State Board of Education's Thirteen Critical Needs, and the ISLLC Standards.

For example, Sparks and Hirsch (1997) define professional development as job-embedded learning and suggest that staff developers think about a new vision for staff development that includes activities designed around three themes: results-driven decision-making, systems thinking, and constructivism. In their book, A New Vision for Staff Development, Sparks and Hirsch site case studies of outstanding staff development practices nationwide that reflect this new vision. Our goal is to support Missouri school leaders who are creating their own successful case studies by using school data and their district Comprehensive School Improvement Plan (CSIP) to design professional development that

positively impacts classroom practice and school improvement. We are supporting continued efforts from PDC Chairs and members to create one plan for both school improvement and professional development. We recommend that this one focused plan be driven by the district's vision. (Bernhardt, 2001)

Professional Development can be correlated to student outcomes (Guskey 1994; Killion, 1999.) In order for student performance to be positively impacted by teacher behaviors, teachers must be given varied opportunities to grow, develop, and add to their repertoire of skills and strategies (Bennett, 1991; Fullan, 1997; Bernhardt, 1999.)

According to Fullan and Hargraves in their second trilogy book, What's Worth Fighting For in the Principalship (1997), ten guidelines for individual action are suggested. They reference a 1995 comprehensive study of 800 schools involved in restructuring, conducted by Newmann and Wehlage, who found that "school-wide teacher professional community affected ... classroom pedagogy, which in turn affected student performance."

The third guideline (Fullan and Hargraves, 1997) that reads, *Focus on fundamentals, curriculum, instruction, assessment, and professional culture*, provides an additional direction for the Academy's design work. Case studies cited by The U.S. Department of Education, DuFour, Eaker, Sparks, Hirsch, Fullan, Block, Everson, Guskey et.al., are serving as examples and models for school improvement.

Richard DuFour and Robert Eaker (1998), authors of Professional Learning Communities At Work-Best Practices for Enhancing Student Achievement, have correlated ongoing student success to the collaborative improvement efforts made by staff participating in the professional learning communities created and supported by school leaders. Study groups for aligning school improvement efforts with state mandates utilizing research-based strategies, for example, are more likely to motivate teachers to work interdependently on behalf of students' needs because they are supported through a positive school climate. Programmatic efforts do not necessarily guarantee that classroom practices will improve; nor do they guarantee that students will be the ultimate benefactors of teachers' implementation efforts of those new programs. Rather, job-embedded learning and reflective conversations about teacher work are most likely to make a positive difference for student success. When the school wide or district wide system implements these practices, all students benefit.

In addition to leadership development for school improvement, The Academy offers repeated opportunities for skill development and follow-up sessions for conversation, networking, and feedback. "Staff development without follow-up is malpractice" (Sparks and Hirsch, 1996). The Academy staff continues to design follow-up activities that provide opportunities for practice and feedback. The Academy will continue to support follow-up efforts in the RPDC Regions, as well as solicit follow-up support from the RPDC staff for Leadership Academy development work.

In 1999, The Leadership Academy took the lead to establish a partnership with Southwestern Bell and The Education for the Future Initiative for implementing Dr. Victoria Bernhardt's work in Missouri through the Satellite Academy Program, The Advanced Academy, and The Success Team Leadership Development Program. This partnership has afforded participants continual, sustained opportunities to learn, practice, and receive technical assistance on developing a school portfolio, data collection and analysis, and understanding databases.

According to Victoria Bernhardt (1999), a comprehensive framework for school improvement through the development of a school portfolio can be both a planning guide and an assessment tool. The continuums provide a framework for determining leadership skill dimensions, correlation of professional development to both leader development and teacher development, and levels for measuring quality

planning, information and analysis, student achievement, and partnership development, as well as continuous quality improvement and evaluation. Both of her books, The School Portfolio and Data Analysis for Comprehensive School Improvement have been distributed by the Academy to Success Team Members, Satellite Academy participants and facilitators, Advanced Academy participants and facilitators, RPDC Directors, RPDC Assistant Directors, and association leaders. The School Portfolio domains align very well to the Third Cycle Missouri School Improvement Process (MSIP) standards and indicators, and The National Staff Development Council (NSDC) standards.

In 2000, The Academy began supporting in-depth work with Dr. Bernhardt in the Columbia School District. The Columbia School District is establishing a new data management system that will be accessible to administrators and teachers. To-date, all elementary buildings have developed school portfolios. The process has begun at the secondary level.

New districts that have requested work through the partnership in 2001-2003 include: Adair County R-I, Atlanta C-3, Aurora R-VIII, Bolivar R-1, Branson R-IV, Camdenton R-III, Eldon R-I, Fort Osage R-1, Francis Howell R-III, Green City R-1, Greene County R-VIII, Hickman Mills, Humansville R-IV, Jefferson City, Lamar R-1, LaPlata R-II, Lebanon R-III, Lee's Summit R-VII, Lewis County C-I, Macon County R-IV, Moberly, Monett R-I, Monroe City R-I, Mountain View-Birch Tree R-III, New Bloomfield R-III, Nixa R-II, Northwest R-I, Parkway C-2, Putnam County R-1, Republic R-III, Ritenour, Rockwood R-VI, Scotland County R-I, Scott County R-IV, Shelby County R-IV, Special School District of St. Louis County, Springfield R-XII, Union R-XI, Warren County R-III, Webb City R-VII, Wellston, Wentzville R-IV, Willard R-II, and Winfield R-IV. Southwest Charter School in Kansas City has also requested partnership status. Superintendent Consortiums in the Northeast and Kansas City areas are also benefiting from the partnership.

The Academy has taken a comprehensive approach to implementing these concepts statewide. For four years, the Academy has sponsored awareness sessions to introduce Dr. Bernhardt's work to school leaders. To-date nearly 3000 school leaders have learned from and utilized her books in various professional development and learning community settings. While building statewide capacities of understanding about data and Dr. Bernhardt's school portfolio continuums, important implementation work has officially begun in the districts mentioned above. Partner districts are receiving on-site consultation and technical assistance, as well.

With 46 partners enrolled in the partnership work, the Academy is potentially impacting 371 schools, 18,792 staff, and 223,129 students through the School Portfolio Implementation Process. Four "Success Districts" are included in this work, as well as academically deficient schools and schools of concern. There are many additional schools included in the work as of spring of 2003.

In addition to awareness sessions with Dr. Bernhardt and in-depth work in districts, The Academy has sponsored "Train the Trainers" sessions for leaders who can begin to consult with districts that are interested in beginning the school portfolio process. Trainers have had level I training on the use of "The School Portfolio continuums." Level II training in February 2001 focused on third cycle MSIP program alignment. Level III training in September, 2001, focused on Dr. Bernhardt's newest book, The School Portfolio Toolkit. Dr. Bernhardt has conducted several sessions on the Toolkit since its publication.

The work of Dr. Tony Wagner, Harvard University, has also become a focus and a basis for leadership development through the Academy. Dr. Wagner's research on "Change as Collaborative Inquiry," focus groups, and building community among stakeholders has been an integral part of our learning and capacity building. The Leadership Academy staff often facilitates meetings for state leaders using focus questions to frame the dialogue.

In 1999, the research of Dr. Linda Lambert on teacher leadership was introduced to school leaders statewide. Dr. Lambert's work aligns nicely to the work of Dr. Vickie Bernhardt and Dr. Rick DuFour. Her work focuses on building leadership capacities among teachers in order to ultimately impact student success through supportive school wide structures. Teachers who perceive themselves as leaders and who are treated and supported as leaders by administrators have the most direct influence on student performance gains. The Academy supports the work of Dr. Lambert and is collaborating with the Columbia RPDC and the Accelerated Schools Leadership Center for Powerful Learning to afford school leaders ongoing opportunities to learn from Dr. Lambert.

According to Mizell, (1997), however, "drawing a connection between staff development and student achievement is a daunting venture. Traditional research designs fall short of demonstrating the relationship between staff development and student learning. Educators must be prepared to devote considerable effort and resources to demonstrating the link between teacher learning and student achievement."

The Academy's greatest challenge to-date is to successfully evaluate impact on teacher practice and principal practice. The second greatest challenge is to correlate that impact directly to student outcomes. During the 2002 fiscal year, an evaluation component was added in order to document effectiveness of The Satellite Academy Program. In 2003, strategies for triangulating the data were added to assure that participants expected to learn ways to correlate their learning to student achievement impact. Through the work of Killion and Everson, research-based strategies were introduced to leaders of the state initiatives.

Hein (1997) states that "a key to demonstrating the link between staff development and student achievement is to look for evidence of change in teacher behaviors and attitudes that result from staff development. These changes should be documented over time in order to establish the connection between student learning and teacher development. This type of research is very expensive and could explain the virtual absence of research that establishes a relationship between teacher and student learning." DuFour, Bernhardt, and Bacon (2001) emphasize the importance of creating a shared vision that focuses staff efforts to improve student learning.

In 2002, The Academy introduced the work of Dr. Ruby Payne on understanding Poverty. He team has presented through Academy offerings to a variety of practitioners and has become an integral part of our development for both teachers and principals. In order to improve teaching practices, staff members need to know about formal and informal language registry, as well as learning structures in the classroom for engaging students in learning for understanding.

TARGET AUDIENCE

Leadership Academy activities are designed to benefit educators and school leaders at all levels. Teams of leaders representing local schools and/or districts are encouraged to attend activities sponsored by The Leadership Academy. The Academy also provides development opportunities for the Regional Professional Development Center Directors and their staff members, as well as the facilitator team members for The Satellite Academy Program.

The Academy has also taken the lead to sponsor and support development sessions for leaders responsible for implementing state initiatives. During 2000-2001, The Academy has collaborated with other state initiatives' leaders to co-sponsor development work for leaders statewide. For example, The Academy has co-sponsored professional development opportunities with leaders of The Success Team Initiative, RPDCs, and the Leadership Center for Powerful Learning.

“Success District” School leaders are frequently encouraged to attend Leadership Academy sessions. Often their registration fees are waived and/or discounted team prices are offered to them. Academy Staff members have served on The Success Team Design Team, and work collaboratively with Department of Elementary and Secondary Education Staff to serve “Success District” Leaders. Leaders in academically deficient schools and schools of concern are also included.

EXPECTED RESULTS

The Leadership Academy staff expects to build capacities of understanding, skill building, and implementation among school leaders for correlating professional development to school improvement efforts. The ultimate outcome is to inspire and develop qualified school leaders that are equipped to facilitate and supervise learning and teaching. Leadership for student performance is our primary goal.

DESCRIPTION OF ACTIVITIES AND RESOURCES

The following pages describe some of the activities and resources listed above. The Activities and Resources funded by this grant will include but not be limited to:

- The Professional Development Series
- Satellite Academy Program and Alumni Activities
- Facilitator Development Activities
- Summer Institutes
- The Leadership Academy Workshops
- Covey Facilitator Training and Refresher Training sessions
- Regional Professional Development Center Staff Development Activities and Resources
- The Network for Women in School Administration
- Vertical Teams Marketing Project
- The Durham Partnership
- New PDC Chairs and Committee Members’ Development Activities
- The Teaching and Learning Conference
- ISLLC Awareness Sessions
- State Action for Educational Leadership Project (SAELP)
- Leadership for Educational Achievement in districts (LEAD)
- National Staff Development Council (NSDC) Consultation
- Missouri Staff Development Council (MSDC) Consultation
- Staff Development Leadership Council (SDLC) Consultation
- Superintendents’ Summer Institutes
- Advanced Academy Pilot Program
- The National Board for Professional Teaching Standards
- Regional Professional Development Center (RPDC) Retreats
- DESE University Activities
- Success Team Members’ Development Activities
- Design Team Meetings
- Study Groups
- A Resource Library
- Training and Development Tools, Equipment, and Materials

THE PROFESSIONAL DEVELOPMENT SERIES

During the past four years, The Leadership Academy staff has designed and implemented “The Professional Development Series for Missouri School Leaders.” This ongoing series is designed to provide *awareness*, *skill-building* strategies, and *implementation* content and strategies for PDC Committee members and chairs; District-level and building-level administrators; Regional Professional Development Center (RPDC) staff; and other interested school leaders involved in implementing school improvement initiatives statewide.

The purpose of the series is to offer a knowledge base and technical assistance to school leaders who are either new to staff development responsibilities or are continuing to update their knowledge and hone their skills. The Academy has also created subsets of the series’ strands during this past year for the purpose of deepening knowledge, and enhancing skill on the basic themes of the series. These follow-up activities will focus on leadership for school improvement, professional development, and student achievement.

The series offers sessions with internationally recognized staff developers who have introduced participants to current research about the correlation of effective professional development to enhanced student performance. Participants have studied with national experts including **Dr. Ruby Payne**, Aha Processes!; **Dr. Mike Schmoker**, Denver, Colorado; **Dr. Doug Reeves**, Center for Accountability; **Dr. Joellen Killion**, NSDC; **Dr. Tom Guskey**, University of Kentucky; **Dr. Victoria Bernhardt**, Executive Director of Education for the Future Initiative; **Dr. Ann Lieberman**, formerly with Columbia University’s Teachers College; **Dr. Robert Garmston**, premier facilitator for National Staff Development Council; **Dr. Susan Toft Everson**, Education Consultant; **Dennis Sparks**, Executive Director, National Staff Development Council; **Stephanie Hirsch**, Associate Executive Director, National Staff Development Council; **Sandee Crowther**, past president of National Staff Development Council; **Carolee Hayes** and **Jane Ellison**, Klaidescope Associates; **Dr. Carl Glickman**, University of Georgia; **Dr. Rick DuFour**, Superintendent, Lincolnshire, Illinois; **Kathryn Blumsack**, Past President of National Staff Development Council; **Dr. Linda Lambert**, Professor, California State University; **Dr. Bruce Wellman** and **Laura Lipton**, consultants on the facilitating data-driven decision making sessions; and **Dr. Charlotte Danielson**, consultant on Teacher Development, ETS; **Ceri Dean**, Senior Consultant, McRel.

Statewide presenters have included: **Georgia Archibald**, **Dr. Scotty Scott**, **Dr. Susan Toft Everson**, **Dr. Jody Wood**, **Gene Vinson**, **Dr. Paul Pitchford**, **Dr. Jerry Waddle**, **Dr. Kathy Jensen**, **Dr. Dave Bethel**, **Dr. Joyce Flowers**, **Dr. Sandy Eckert-Stewart**, **Wayne Turner**, **Dr. Dave Bristol**, **Dr. Doris Ridder**, **Dr. Paul Mack**, **Dr. Wayne Walker**, **Darl Davis**, and **Dr. Doug Miller**.

Participants were also afforded opportunities to dialogue about important topics related to effective professional development such as:

1. “A New Vision for Staff Development”
2. The New, Updated Missouri Professional Development Guidelines for Student Success
3. Building Community in the Classroom
4. The Adaptive Organization: Leading and Facilitating Collaborative Groups.
5. Evaluating the Effectiveness of Professional Development
6. A New Design for Student Success
7. Focused Teaching to Align the Show-Me Standards
8. Charting Our Course for Student Success

9. Putting the Pieces Together: Connecting National, State, and Local Efforts
10. Constructing Student Success
11. Celebrating Learning: The Heart and Soul of Staff Development
12. The School Portfolio and Data Analysis for Comprehensive School Improvement
13. Evaluating Professional Development for 21st Century Schooling: What every PDC Member and School Administrator Should Know
14. Developing Professional Learning Communities
15. Model Professional Development Featuring the 1999 National Best Practices
16. Teacher Evaluation to Enhance Professional Practice
17. The Principal's Role in Evaluating Teaching and Learning
18. Third Cycle Missouri School Improvement Process
19. Leading and Learning from Professional Development Program Evaluation
20. A Framework for Understanding Poverty and Learning Structures
21. Assessing Impact: Evaluating Staff Development
22. Divergent Ideas, Compatible People: Developing Data-Driven Dialogue Capacities

The cost to attend the series is \$595 per person or \$495 per person for teams of three or more. The fee covers meals, resource materials, facilities and speakers. The Leadership Academy has absorbed expenses not covered by tuition fees and will continue to do so.

Each participant has received a three-ring binder notebook with handouts appropriate to each session. When possible, participants receive books authored by presenters. Other materials have been provided such as NSDC's Standards for Staff Development. Upon completion of the program, each participant receives a certificate as a Leadership Academy Staff Developer. College credit is available for anyone who is interested and willing to pay for credit hours from state universities.

THE SATELLITE ACADEMY PROGRAM

The Satellite Academy Program, introduced in 1987 by The Leadership Academy, Department of Elementary and Secondary Education, is a yearlong program for Missouri school leaders. Each class member develops and enhances leadership skills for school improvement, student performance, and staff development. For fifteen years, participants have worked to accomplish four major goals in leadership and instruction:

Professional Growth. Participants improve their educational leadership skills and knowledge.

School Improvement. Participants use validated change strategies and practices to strengthen their own school improvement efforts locally.

Collegiality. Participants establish a network to encourage and support each other in clarifying their roles and implementing changes.

Continuous Improvement. Participants commit to embrace life-long learning for growth and development.

Beginning in July, 2001, The Satellite Academy Goals became the six ISLLC Standards. A school administrator is an educational leader who promotes the success of all students by...

- ...facilitating the development, articulation, implementation, and stewardship of a *vision* of learning that is *shared* and supported by the school community.
- ...advocating, nurturing, and sustaining a school *culture* and instructional program conducive to student *learning* and staff professional growth.
- ...ensuring *management* of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- ...*collaborating with families and community* members, responding to diverse community interests and needs, and mobilizing community resources.
- ...acting with *integrity, fairness*, and in an ethical manner.
- ...understanding, responding to and influencing the larger *political, social, economic, legal, and cultural context*.

The primary purpose of the program is to support administrators in their efforts to improve student performance while creating a positive school climate for teaching, learning, and professional development. Research indicates that school success and student achievement are directly related to both the instructional leadership of the building principal and to classroom practices. Continued success is motivated and affected by the over-all school culture for which the school leader is ultimately responsible and held accountable.

Beginning in July, 1998, participants attending the program were introduced initially to a greater emphasis on leadership for school improvement, professional development, and student achievement. Participants were asked to bring copies of their district comprehensive school improvement plans to the first statewide meeting in July. School data was provided to each participant for his/her respective districts. Participants have also developed skills and acquired strategies for collecting and analyzing that data.

Understanding change processes and systems thinking has been another major component studied by participants. Unless support structures are in place to empower teachers to learn and practice instructional skills and strategies, new theoretical approaches will not be applied to teaching and learning practices (Guskey, 1998).

In Missouri, and throughout the nation, school improvement efforts are redefining the school administrator's role. The pressure is on to provide a quality education for ALL children. In these dynamic times, administrators must have opportunities to develop and expand their skills and strategies for instructional leadership while learning effective ways to establish and support learning communities. (DuFour, Eaker, 1998).

By the end of the year, each participant is encouraged to develop a personal improvement plan that is based on assessment data and feedback about his or her leadership style. Participants also acquire basic knowledge about school improvement and professional development. Using their district's Comprehensive School Improvement Plan (CSIP), participants are continuing to develop or hone their school improvement plans.

The building-level principal is the instructional leader of the school who is responsible for promoting and facilitating ongoing systemic changes that will directly or indirectly meet The Missouri State Board's thirteen critical needs. Therefore, The Leadership Academy assures that, to the degree it is financially possible, any school leader who desires to become a more effective school leader and is not

supported financially by his/her own school district, may participate with assistance in Leadership Academy offerings.

Major areas of Satellite Academy programming at either the state level or the regional level include *awareness*, *skill development*, and *implementation* around such topics as:

- The At-Risk Student
- Parent Involvement
- Curriculum Frameworks
- Assessment
- Safe Schools
- Missouri School Improvement Initiatives
- Building Community in Learning Organizations
- Instructional Leadership
- Instructional Strategies
- The Skillful Teacher
- School Improvement
- Professional Development
- Public Relations
- Time Management
- Conation
- Site-Based Decision Making
- Data Analysis
- Professional Learning Communities
- Thoughtful Education
- School Culture
- Collaborative Community Services
- Caring Communities
- Conducting Focus Groups
- Understanding the Change Process
- Interdependent Leadership
- Change as Collaborative Inquiry
- The School Portfolio
- Performance Based Teacher Evaluation
- Leadership for Accountability
- Accountability for the New Millennium
- ISLLC Standards
- Recruitment and Retention of Quality School Leaders
- National Perspectives on School Leadership
- Data Analysis for Comprehensive School Improvement
- Quality Instruction for Student Learning
- Standards-Based Leadership Development
- Teacher Quality
- Standards-Based Teacher Development
- Supervision for Accountability
- Protocols for Looking at Student Work: Structures for Professional Learning Community Dialogue
- Aligning the Curriculum for Accountability

- The Harvard Perspective on Accountability
- The 4 Roles of Leadership
- What Principals Can Do to Impact Student Performance

The role of the principal is foundational to supporting classroom practices designed to meet the critical need areas designated by the State Board of Education. Unless the building-level school leaders are developed and skilled to support innovations, lead school improvement initiatives, and manage change, capacity-building for student and staff success is unlikely.

The program format emphasizes four statewide meetings that are generally held at the Holiday Inn, Lake Ozark. During the school year, participants meet in regional groups at sites near or at the Regional Professional Development Centers. Participants determine meeting dates. The Satellite Academy Program is currently a yearlong program with approximately 18 days of commitment required from participants and 22 days required from facilitators. Participants earn six CEUs for participation in the yearlong program. Certificates of completion are granted at the June Satellite Academy Meeting.

Practitioner facilitators earn a base stipend for their services and are reimbursed for their necessary expenses. Regional Professional Development Center Directors serve as both facilitators and advisors. In addition, each region receives an amount for regional programming. Each region is autonomous and can, therefore, determine programming based on participant needs. Effective, July, 2001, nine regional groups emerged. Each is connected to a major State University, and include the following: Southeast, Heart of Missouri, Kansas City, Northeast, Northwest, Rolla, Southeast, St. Louis, and Central.

ALUMNI ACTIVITIES

Alumni Activities are held for the graduates of the program. Participants have studied with nationally known presenters such as **Dr. Roland Barth**, Harvard Principals' Center; **Dr. Jim Kern**, Spring Branch, Texas; and **Wayne Hulley**, Toronto, Ontario. In addition, alumni have studied with state experts such as **Carole Kennedy**, The U.S. Department of Education; **Dr. Al Burr**, St. Louis; **Caesar Soete**, Washington; and **Dr. Scotty Scott**, St. Louis. In September, 2001, Alumni gathered for their 15th year reunion.

An Outdoor Leadership Experience may be planned for the future that will be designed for alumni only. Alumni have had continual opportunities to be trained as facilitators for the Outdoor Leadership Experience.

FACILITATOR DEVELOPMENT ACTIVITIES

The Facilitator Team is comprised of members regionally representing practitioner leaders, higher education faculty, and the Department of Elementary and Secondary Education (DESE). This unique leadership team design has been a cornerstone in the success of the program. Effective July 2001, nine Regional Groups emerged. Each is connected to a major State University. They include the following:

- Southeast
- Heart of Missouri
- Kansas City

- Northeast
- Northwest
- Rolla
- Southwest
- St. Louis
- Central

RPDC Center directors will continue to be more directly involved in leadership roles for the Satellite Academy Program. Their involvement further supports our desire to utilize the expertise of higher education faculty, practitioners, and DESE staff.

The purpose of facilitator development is to build capacities among team members for leading regional satellite academy program meetings that will focus on developing leadership skills for school improvement, professional development, and student achievement. Facilitators receive a basic stipend for their services plus reimbursement for their necessary expenses.

Facilitator team members have input on the collaborative development design. Since the primary focus of these activities will be on leadership development for school improvement and professional development, it is imperative that the Academy provides the necessary training to equip facilitators for new, major responsibilities.

SUMMER INSTITUTES

The purpose of these activities is to select representative Satellite Academy Participants and Facilitators who have demonstrated skill and commitment to leading school improvement efforts to attend national summer institutes held in conjunction with universities nationwide. Examples include university summer institutes sponsored by Harvard University, Vanderbilt University, and St. Louis University.

In 2000, The Leadership Academy sponsored four regional teams to the Harvard Summer Institute, *Focus on Accountability*. Each team consisted of Satellite Academy Facilitators, practitioners, and/or Regional Professional Development Center Staff. Sample reflections from participants are available.

In 2001, representative facilitators and their district school improvement team members attended a summer institute sponsored by the National Education Services (NES). This institute titled *Professional Learning Communities at Work* focused on strategies and tools for supporting learning for all.

Alumni activities for participants who have attended summer institutes have been planned, as well. At least one activity a year has been held. During 2000-2001, participants from the ‘Accountability’ institute met to process and plan implementation strategies for Satellite Academy Programming.

LEADERSHIP ACADEMY WORKSHOPS

The Academy has continued to design, implement, and measure a variety of workshops on topics related to school improvement and student success. Past offerings for school and district teams include:

- Durham Institutes

- Violence Prevention
- Discipline with Dignity/Train the Trainers Session
- Budgeting for Professional Development
- A New Design for Rural Districts
- The Missouri Professional Guidelines for Student Success
- Orientation to Professional Development for New
- PDC Members and Chairs
- New Models of Assessment for Staff and Students
- The School Portfolio
- Data-Driven Dialogue
- Democratic Schooling
- Problem Based Learning (PBL)
- Self Evaluation for Students and Staff
- Character Education
- Portfolio Development
- Building Leadership Capacity
- The Teaching and Learning Conference
- Leadership for Learning
- Quality Professional Development
- Strategies for Grant Writing

COVEY FACILITATOR TRAINING AND REFRESHER TRAINING SESSIONS AND NEW WORKSHOPS

In 1995, The Leadership Academy facilitated the training of practitioners statewide on Covey's *Seven Habits of Highly Effective People*. The Leadership Academy has planned, developed, implemented, and measured ongoing Covey Workshops for school leaders, as well as facilitated follow-up development activities for the twenty-seven trained facilitators.

The primary purpose of Covey offerings is to promote a philosophy and a belief about leadership based on unchanging principles. In order to build capacities of understanding and skills among Missouri school leaders for positive interdependence, ongoing development opportunities on Covey's materials will be offered and/or co-sponsored with RPDCs. This work supports the research that advocates teaming and collaboration for student success. Relationship building among staff members is very important to student success and to a healthy school climate. Synergy is the result of diverse teams recognizing their individual member's worth to the team's success-success that is much greater and more significant because of this valuing of different contributions made by the group members working together.

The Covey principles, therefore, are foundational to effective leadership for student success. As teachers are demanding that administrators allow them to become more collaborative in their work, the Covey principles reinforce this belief. Moving from isolationism requires that leaders have a high degree of integrity and are able to demonstrate trust for colleagues, thereby treating and supporting teachers as professionals (Hargraves 1989).

In order to build capacity among Missouri Educators for understanding this work, more sessions were offered and development opportunities granted to trained facilitators. Refresher sessions have been offered, as well as new offerings on *Principle-Centered Leadership* and/or *The 4 Roles of Leadership*, for

example. Covey workshops on the *Seven Habits of Highly Effective People* will also be continued. The Academy supports the Heart of Missouri RPDC in its efforts to become a “Covey” Training site.

RPDC STAFF DEVELOPMENT ACTIVITIES AND RESOURCES

In 1993, Senate Bill 380 called for the establishment of nine regional professional development centers aligned to nine state universities. The Leadership Academy, at the direction of the Coordinator of Professional Development and the Assistant Commissioner, Teacher Quality and Urban Education, has been responsible for assisting with the establishment of those centers. In addition, The Academy staff has had a major role in planning and implementing professional development activities for the center directors.

Many of the directors did not enter their positions with extensive knowledge about designing and implementing quality professional development that promotes and positively impacts student performance. Because of the Academy’s support of the RPDC Center Directors, many leaders have had the opportunity to study with national and international leaders in Education such as Tom Guskey, Ann Lieberman, Barrie Bennett, Michael Fullan, Norm Green, and Spencer Kagan, to name a few. The Leadership Academy is a major resource for these professionals, and will continue to be, as RPDC work is supervised by the Department of Education’s (DESE’s) Coordinator of Professional Development.

The purpose of this commitment is to assist the center directors in ongoing preparation efforts for implementing regional development activities and school improvement strategies. The Leadership Academy is also utilizing center directors’ expertise with The Satellite Academy Program and The Professional Development Series.

Through study of current research, textbooks, monographs, summaries, professional journals, workshops, and conferences, the RPDC Directors and their staff members are learning how to design, measure, and continually improve regional professional development activities for student success. Many of these resources are provided by and/or sponsored by The Leadership Academy.

In July, 1996, at the Commissioner’s and Deputy Commissioner’s request, The Leadership Academy created, implemented, and facilitated collaborative conversations and design activities focused on *Building a System to Serve Learners*. Facilitated by an external consultant, Susan Toft Everson, these meetings were held for state supervisors of instruction, department staff, regional professional development center directors, representatives from educational associations, and the director of Successlink. A Design Team emerged from this initial work to determine an ongoing direction for the continuation of this work. Finally, a writing team was established to create an implementation plan. Meetings were held with Dr. Everson to refine the plan of implementation. The outgrowth of the work resulted in a charge from the Commissioner to implement ‘Success Teams’ that assist districts identified through the MSIP Process as provisionally accredited in student performance based on their most recent MSIP district report.

Success Team work continues to be a high priority for RPDC Center Staff. The Leadership Academy Staff have been directly involved as team members. Staff members have also contributed significantly to the “design team” work related to Success Team Leader development. For example, The Academy has sponsored Dr. Victoria Bernhardt and her work with data analysis in collaboration with leaders in the Success Team Initiative. Another consultant, Dr. Linda Lambert, has been utilized to inform Success Team Leaders of research and strategies for building teacher leadership capacities in an effort to assist Success Team Members with Success District work.

As partners in the Success Team work, The Academy has served on various teams and committees responsible for planning workshops, conferences, and development sessions designed to assist 'Success' districts with their school improvement efforts. Design teams for Success Team Leader Development, The Superintendents Institute, and The Teaching and Learning Conference are examples.

Many expenses related to this effort were covered by The Leadership Academy. Dr. Susan Toft Everson is an independent consultant whose services were utilized for activities sponsored by The Leadership Academy, as well as facilitation services to the success teams. As previously mentioned, Dr. Everson facilitated the initial work sponsored and coordinated by The Leadership Academy called *Building a System to Serve Learners*. This work preceded the "Success Team" work.

THE NETWORK FOR WOMEN IN SCHOOL ADMINISTRATION

The Federal Lead Grant of 1987 provided for the establishment of a Network from 1987-1997 for Women in School Administration. This effort is endorsed by the research of Shakeshaft et. al. which concluded that administration is a career choice supported primarily for men by other men and by a majority of women. The need for networks to encourage women to enter higher positions in administration was studied and supported by The U.S. Dept. of Education (OERI) in the 1980's and was substantiated by the research of Lieberman, Noddings, Schmuck, and Andrews, along with the Mid-Continent Regional Educational Laboratory (McRel).

The Leadership Academy has provided a major leadership role and financial commitment to the Network from 1987-1997. The Network for Women's activities were sponsored by The Academy for twelve years. Expenses covered organizational activities (primarily a statewide conference held yearly), as well as expenses for Board Members to attend national meetings.

An outgrowth of The Network for Women in School Administration has been an internal 'Network for Women' organized in the early 90's primarily as a study group to learn from women in leadership statewide. The Leadership Academy convened a representative group of the DESE's women leaders who served as advisors and planners for professional development for women and minorities within the department of education. A subset of this advisory group served on various committees to study key issues regarding women and minorities. Primary issues studied and discussed by both the external and internal networks include:

- Recruitment and Retention of Women and Minorities in Education
- Women as Superintendents
- Aspiring Administrators
- Mentoring
- Equitable Work for Equitable Pay
- Salary schedule comparison for department employees

The External Network is in the process of becoming an independent organization. In the transition, however, the Academy is funding some of the expenses for the Network in order to assure complete autonomy with no financial setbacks. Eventually, the Network will be aligned with one or more Regional Professional Development Centers. During 1998-2000, the SWMSU Center under the leadership of Dr. Joyce Dana coordinated the planning meetings and the state conference. Dr. Dana has since moved to St. Louis University and is still very integral to the ongoing work of The Women's Network. Network activities will be coordinated through SLU.

The Deputy Commissioner provided a supportive role to both networks from 1987-1998. At the Commissioner's request, The Network has co-sponsored a reception for new superintendents in cooperation with the Commissioners' Administrator Conference during July or August.

VERTICAL TEAMS MARKETING PROJECT

The purpose of this development activity was to create, replicate, and disseminate cultural artifacts that reflect second order changes in participating school districts' organizational cultures. These deep, meaningful changes not only reflect reculturing from a research-based perspective, but they reflect the success of the Vertical Team Training, a professional development activity conducted by The Leadership Academy during the mid 90's.

According to DuFour and Eaker (1998); Glickman (1994); Fullan (1991); Miles, Saxl, and Lieberman (1988); and Rosenholtz (1989), "Developing the culture of a school is foremost in improving schools." Ken Leithwood (1993) advocates that change must be incremental to be sustained. The Vertical Team concept is one vehicle that initiates second order change. Michael Fullan (1997) offers the three "R's" of the change process:

- Retiming
- Reculturing
- Restructuring

All three "R's" are important and concomitant to effective school improvement. Cunningham and Gresso (1993) state that, "The purpose of the vertical team is to allow for the important exchange of information among individuals who share a common purpose but operate on different levels and who thus have very different organizational perspectives." (p.54)

Creating interdependent cultures through vertical teaming is essential to sustained implementation and systemic change in school cultures. Reasons include the following:

- Vertical cultures tend to have a long-term survival focus. (Quick fixes do not remedy dropout rates, reading retention, test scores, staff turnover, isolationism, etc.)
- Vertical cultures look at potential and organizational flexibility. (Horizontal cultures look at existing positions and facts.)
- Vertical cultures are visionary cultures that look to effectiveness and future challenges. (Horizontal cultures often focus on standard procedures.)

There have been fourteen college professors, nine Regional Professional Development Center Directors, one assistant superintendent, and three teachers trained as vertical team facilitators. In addition, four of the facilitators have been trained to be developers (trainers) of facilitators.

Ten vertical teams participated in the project. These include teams from an elementary school, a high school, a college, and seven school districts. Vertical teams are composed of one school board member; the superintendent; central office representative; senior high; middle; and elementary principal; teachers; and a facilitator from outside the school district.

This yearlong activity funded preparation of materials including a monograph, brochure, and video depicting current vertical teams. The Facilitators believed that a year was needed to inform school districts of the successes of vertical teaming and the importance of changing a school's culture before school improvement can occur at that site. This project has met the following context and process

standards of the National Staff Development Council as written in The National Staff Development Council's Standards for Staff Development:

1. Requires and fosters the norm of continuous improvement.
2. Includes staff, superintendent, school board members, parents, and the community.
3. Is aligned with the school district's strategic plan.
4. Is an innovation in itself that requires study of the "change process."

The target population included Regional Professional Development Center Staff, Superintendents, College and University Professors, and Professional Organization Staff. By the end of the 1999 school year, a monograph, brochure, and a video was completed.

THE DURHAM PARTNERSHIP

The primary purpose of this activity was to utilize Durham Staff expertise for developing and implementing focused, effective professional development for Missouri school leaders and Success Team Members. A secondary purpose was to strengthen a mutually beneficial international partnership for sharing best practices.

In 1996, The Durham Board of Education, Whitby, Ontario, recognized as the world's most outstanding school district by the Bertelsmann Foundation, a German Media Conglomerate, was introduced to Leadership Academy Staff. In 1997, The Leadership Academy introduced Satellite Academy participants and the DESE Staff to Durham's work through presentations given by Norm Green, Durham's Senior Staff Development Coordinator. Participants also met Dr. Barrie Bennett, Assistant Professor, University of Toronto, who has worked extensively with Durham staff to develop their instructional skills and strategies particularly in cooperative learning.

Norm Green and Barrie Bennett have presented for Missouri school leaders on "The Profession of Teaching" through workshops sponsored by The Leadership Academy and Regional Professional Development Centers. Dr. Michael Fullan, Dean of the College of Education, University of Toronto, has also presented his research on Durham's school improvement efforts and change processes to Missouri school leaders. He presented for the first time to Satellite Academy Program participants at the 1999 Winter Statewide Meeting.

Representative teams of practitioners, Satellite Academy Facilitators, the DESE staff, RPDC Directors, and higher education faculty have visited schools in the Durham School District to learn first hand what the attributes of Durham's successful school reform efforts are. In May, 1997, a group of Satellite Academy facilitator team members and board members for The Network for Women visited schools in conjunction with the International Principals' Conversation held in Toronto. In February, 1998, another team representing the commissioner's new 'Success Team' work visited sites. This team served as the 'design team' responsible for creating a professional development plan for 'Success Team' members.

The Durham Board has entered an international partnership with The Netherlands, Germany, Scotland, England, Norway, Australia, and New Zealand. School leaders representing these countries are determined to collaborate for student success and learn from one another.

The Leadership Academy will continue to build capacities for understanding the Durham Model and its comprehensive district-wide success. Durham focused its efforts for school improvement on teaching and learning. Changing the culture and classroom practices did not just happen. Professional

development drove the process at each level in major content areas. For nearly twelve years, professional development activities focused on developing each individual teacher's repertoire of instructional skills and strategies.

In June 1998, The Academy collaborated with DESE Curriculum and Instruction staff to design and implement the second annual Teaching and Learning Conference, "*Sharpening Our Focus on Student Achievement*." The DESE staff designed the curriculum to focus on "The Durham Story" utilizing Durham staff to facilitate the development activities for this conference. In the fall of 1998, Durham Staff conducted sessions on "Self Evaluation for All Staff and Students." In addition, Norm Green has been utilized as a consultant to the Design Team that is responsible for creating the professional development plan for Success Team members, as previously mentioned.

The goal for this partnership is to create mutually beneficial opportunities for Durham staff and Missouri school leaders to learn strategies and develop skills for designing, implementing, and measuring best classroom practices.

NEW PDC CHAIRS AND COMMITTEE MEMBERS' DEVELOPMENT ACTIVITIES

The purpose of this development activity is to train and develop educators who are new to professional development work on key components of professional development:

- How to Conduct Meetings
- Missouri Guidelines for Professional Development
- Understanding Change Processes
- The National Staff Development Council's Standards for Staff Development
- Missouri School Improvement Initiatives
- Regional Professional Development Centers' Mission and Regional Offerings
- District CSIP (Comprehensive School Improvement Plan)

This series included follow-up opportunities regionally through the RPDCs.

THE TEACHING AND LEARNING CONFERENCE

The purpose of this activity is to collaborate with other DESE staff to design and implement a school leaders' annual statewide conference for improving leadership for instructional practices through professional development. The Leadership Academy has provided technical assistance for the conference, as well as sponsored a dinner reception for presenters, committee members, and special guests prior to the conference. Staff members continue to be represented on the committee.

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM

Since the creation of the Leadership Academy, the assessment of aspiring administrators prior to initial licensure has been a major component. For a number of years, the NASSP assessment process plus a Missouri component was used to assess building-level candidates. A Missouri-developed model has been used to assess district-level participants, as well.

The Interstate School Leaders Licensure Consortium (ISLLC) organized by the Council of Chief State School Officers (CCSSO), was formed for the purpose of developing model standards and assessments for school leaders. It includes representatives of state agencies/departments of education and professional standards boards, with considerable participation by professional associates.

In addition to raising quality within the profession, it is the hope of the Consortium that the development of model standards will promote action on two fronts. First, ISLLC member-states believe that the standards will provide useful information for decision making within each state on a wide array of topics, such as program development and review, licensure, and advanced certification. Second, Consortium members expect that the creation of common standards will promote collaboration among the states on topics of mutual interest, such as reciprocity of licensure and candidate assessment.

From its early beginnings, the Missouri Department of Elementary and Secondary Education has supported the efforts of the Consortium. Representatives from the Leadership Academy participated in the design of the standards and indicators, and the School Leaders Licensure Assessment (SLLA). Current involvement includes the implementation of the SLLA, the development and pilots of the portfolio assessment that could be used for initial renewal of building-level school leaders, and the development of an instrument that could be used to assess superintendent candidates.

Missouri was one of the six ISLLC states joined together to fund the development of an innovative performance assessment designed for licensure of building-level school leaders. Delegates from the Leadership Academy served on the ISLLC Development Team. The Team met periodically throughout the assessment development process to oversee and discuss the work that was managed by Educational Testing Service (ETS). In addition to the design work, the representatives facilitated focus groups and field trials within Missouri. After approval of the Standards and the use of the SLLA by the State Board of Education, representatives from the Leadership Academy began the transition process. Prior to the initial administration of the SLLA in January 1998, The Leadership Academy played a key role in providing in-service opportunities for higher education and potential candidates. It continues to assist ETS in the administration of the SLLA and to provide opportunities to learn about the Standards, the SLLA and the SSA.

Currently, the Leadership Academy is participating in a partnership with the Missouri Professors of Education Administration (MPEA) to support professional development opportunities for the higher education staff and to develop ISLLC-focused vignettes and case studies that may be used by the faculty in their classes. The materials are on the MPEA website: <http://www.umsl.edu/~mpea>

The second phase of the Interstate School Leaders Licensure Consortium (ISLLC) development project is well under way. In Phase II, ETS developed a portfolio for school leaders based on the performances and knowledge embodied in the six ISLLC Standards. States will be able to use the portfolio for license renewal or permanent licensure purposes. Representatives from the Leadership Academy are participating as members of the Development Team. In addition, they have facilitated discussions within the state and the initial task tryout. Fifteen Missouri principals worked with the materials and provided feedback to the Development Team. While much remains to be accomplished, ETS provided participating states a product in July, 1999. A pilot project, facilitated by the Leadership Academy, was completed in January, 2002.

Missouri has indicated an interest in developing a licensure assessment for school superintendents (SSA) based on the ISLLC Standards. Negotiations for the proposed development work are to the initial contract stage. Managed by CCSSO, participating states will provide representatives to work on a Design Team. At least one representative from the Leadership Academy will be included. The plan that called for an initial administration date was implemented in October, 2002.

SUPERINTENDENTS' SUMMER INSTITUTES

Originally established in the fall of 1996, a partnership between the University of Missouri-Columbia and the Department of Elementary and Secondary Education developed the Superintendents' Institute. This institute is dedicated to identifying and supporting the present and next generation of visionary leaders for Missouri's public schools. Currently, the Institute is facilitated by the Leadership Academy and co-sponsored by the Missouri Department of Elementary and Secondary Education, the nine Regional Professional Development Centers, the Missouri Association of School Administrators, the Missouri Association of Secondary School Principals, and the Missouri Association of Elementary School Principals. The purpose of the Institute was to share new perspectives of leadership, reform and social change; to promote analytical, practical and personal skill development in order to strengthen teaching and learning in Missouri; and to support participants in their current leadership roles.

During the summer seminar, national and state presenters provided the participants exciting and meaningful experiences. They served as catalysts for building capacity of superintendents to lead and to learn in their schools and communities. A follow-up Winter/ Spring Institute provided additional opportunities for growth. Self-managed work groups have allowed the participants to engage in a self-directed professional development experiences.

In 2000, participants studied with Missouri Superintendents, and Dr. William Cunningham, co-author of Cultural Leadership.

THE ADVANCED LEADERSHIP ACADEMY PILOT PROGRAM

The purpose of the Advanced Academy pilot program was to enhance teaching and learning by supporting and developing leaders who effectively and successfully guide school improvement processes that benefit students. The Advanced Academy was the vision of a yearlong design team of past participants in Satellite Academy who wanted to take a much longer and deeper look at school improvement design and implementation. This new vision for the Advanced Academy was built on a knowledge base that includes school improvement, leadership, and organizational change. The Advanced Academy addressed the attributes of leadership that support continuous school improvement and standard-based professional development. Working on administrator development alone is a limited endeavor. Knowledge of systems thinking and effective organizational change has expanded the role of leadership beyond the principal or district administrators to include teachers, parents, students, and community stakeholders.

Plans included four state meetings and nine regional meetings. Teams of educators representing a university, school district and the Leadership Academy facilitated groups.

The focus of the curriculum has been addressed in phases:

Phase 1: The first six months focused on orienting the participants about change.

Phase 2: The second six months focused on planning for school improvement with school teams for the second year.

Phase 3: The second year focused on action research.

The objectives of the Advanced Academy included:

- To enhance teaching and learning by supporting and developing leaders who effectively and successfully guide school improvement processes that benefit students.
- To orient the participants about change.
- To form school teams to focus on planning for school improvement.
- To do action research.

We recommended that potential candidates have these qualifications:

- Hold/have held an educational leadership position
- Demonstrate leadership and management skills
- Demonstrate interpersonal skills
- Demonstrate motivation towards professional growth
- Demonstrate knowledge of school improvement processes
- Have completed the Satellite Academy Program or a comparable experience
- Use an individual growth plan

A partial list of individual outcomes for Advanced Academy participants included:

- A portfolio framed by models from the Interstate School Leaders Licensure’s Standards for School Leaders (ISLLC) and Victoria Bernhardt’s *The School Portfolio*, will be developed.
- Growth plans will be written, implemented, and evaluated.
- Mentor relationships will be developed.
- Positive change will be documented at the participant’s home site.
- School improvement plans will be enhanced and improved.
- Participants’ personal goals will be met.

THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

The NBPTS was instituted in 1987 to establish rigorous standards and assessments for certifying accomplished teaching. A 63-member board of directors consisting mainly of outstanding classroom teachers governs National Board. Other members include school board members, governors, legislators, administrators, and teacher educators. Missouri is privileged to have a licensed practitioner and staff developer on the Board.

The standards established by the National Board grow out of its central policy statement, *What Teachers Should Know and Be Able to Do*. This statement describes a vision of teaching based on five “core propositions” that outline those National Board values and beliefs that should be honored in teaching. The standards are developed by committees of teachers and other experts and then are reviewed extensively, both internally and during a public comment period before being approved by the NBPTS board of directors.

Teachers must demonstrate their knowledge and skills through a series of performance-based assessments, which includes teaching portfolios, student work samples, videotapes, and rigorous analysis of their classroom teaching and student learning. Written exercises probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students. Teachers are strengthened in their practice and the beneficiaries of their improvement are the students in their classrooms.

National Board Certification is available to any classroom teacher (public or private) who holds a baccalaureate degree, has taught for a minimum of three years, and has held a valid state teaching license for those three years. Where a license is not required, they must have taught in schools recognized and approved to operate by the state.

Financial assistance, from State and Federal sources, is currently available to help at least 100 candidates with 75% of the application fee. Funding is awarded on a first-come, first-served basis. State and Federal **financial assistance is only available to teachers under contract in a public school setting.**

In November of 2002, there were 7,711 newly certified National Board Certified Teachers (NBCTs), bringing the total number of NBCTs in the US to 24,000. Missouri has 61 NBCTs with 128 candidates currently pursuing the certification.

STATE ACTION FOR EDUCATION LEADERSHIP PROJECT (SAELP)

The State Action for Education Leadership project is part of the Wallace-Reader's digest funds' larger educational leadership initiative designed to prepare, support and sustain a leadership cadre in each state that can transform schools and school systems to produce improved academic performance for low-income youth. Through this project, state government and education leaders compete for grants to support research, analysis and preparation of legislative and administrative actions that will prepare, support and sustain a group of education leaders (principals and superintendents) in each state.

Fifteen states have been awarded three-year implementation grants: Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Kentucky, Massachusetts, Missouri, Montana, New Jersey, Oregon, Rhode Island, Vermont, and Virginia.

Project management and support is provided through the Council of Chief State School Officers. The project is guided by a National Consortium comprised of the five state-based organizations whose members have primary responsibility for state education policy: The council of Chief State School officers, the National Conference of State Legislatures, the National Governors' Association, the National Association of State boards of Education, and the Education Commission of the States. In addition to enabling education leadership reforms in states receiving grants, the project benefits all states through research and findings produced and published by the National Consortium.

Missouri's SAELP supports eight demonstration project sites that implement policy for mentoring. SAELP also has as members the Missouri Professors of Educational Administration (MPEA) who are currently analyzing research on major leadership topics. Their research combined with data gained at focused forums held in each Regional Professional Development Center (RPDC) area will be synthesized into white papers. This collaborative work will be used to impact policy as it is shared with the state's major policymakers.

DESE UNIVERSITY ACTIVITIES

The Leadership Academy has assisted Human Resources and Conference Management in designing, implementing, and measuring professional development aligned to the Academy's mission and to the Department of Elementary and Secondary Education's (DESE's) mission. The Academy will offer assistance on an "as needed" basis and will assist Human Resources with implementation of development activities, when appropriate, for internal staff.

SUCCESS TEAM MEMBERS' DEVELOPMENT ACTIVITIES

The Academy staff participates in the design team's efforts for creating a long-term professional development plan for success team members' work. These professional development activities will be for all team members. (See the previous discussion about Success Team Work.)

DESIGN TEAM MEETINGS

The purpose of these activities is to convene outstanding school leaders to give input and direction regarding the future work of the Academy. By utilizing practitioners statewide, the Academy will assure ownership and quality control for activities and offerings.

The Academy will facilitate design team meetings, as needed, to determine curriculum for Leadership Academy workshops, series, and other professional development activities. The Academy will reimburse necessary expenses to practitioners for their services to the design team on which they serve.

During the 1998-1999 school year, The Leadership Academy conducted design team meetings for developing a pilot advanced academy plan. Dr. Susan Toft Everson served as the facilitator.

In 2000-2001, The Academy conducted design team meetings for the actual Advanced Academy Program that was launched in 2002, as well as an aspiring Principals Program to also be introduced in 2002. Also in 2001, design team meetings were conducted for Performance Based Teacher Evaluation (PBTE) and Performance Based Administrator Evaluation (PBAE) models. In addition, design teams have been organized for collaboratively developing the Professional Development Series, the State Action for Education Leadership Project (SAELP), and the Interdivisional Professional Development Team's charge from the Commissioner to improve communication department-wide, as well as create a professional development model for the DESE.

STUDY GROUPS

The Academy facilitates conversations, discussions, and dialogues on articles, books, current research, videos etc. for RPDC Directors, practitioners, and appropriate DESE staff. The Academy also takes the lead to promote an ongoing statewide learning organization. Expenses will be reimbursed for practitioners' participation.

A RESOURCE LIBRARY

The Academy maintains a resource library of books, videotapes, audiotapes, resource articles, magazines, etc. This library will continue to be available to the DESE staff and to educators statewide. Efforts will be made to keep the library updated with current material, including The Video Journal Library.

TRAINING AND DEVELOPMENT TOOLS, EQUIPMENT, AND MATERIALS

The Academy provides necessary tools and equipment to facilitators, staff, and other designated educators for designing, implementing, and measuring effective professional development. Examples include:

- Training Materials
- Chart Pads
- Markers
- Overhead Projectors
- Overhead pens

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