

Partnering

for a new generation of

Leaders

K-STATE
COLLEGE OF
EDUCATION



Leadership Matters!

In an era dominated by higher standards and greater accountability for America's schools, the right response is to prepare great leaders at all levels who know how to implement change.

The key to success is partnerships for wide and lasting impact. For more than two decades, Kansas State University has partnered with schools and other educational organizations to provide leadership training that has touched the lives of thousands of schoolchildren around the nation and world. Using a Leadership Academy model, K-State has:

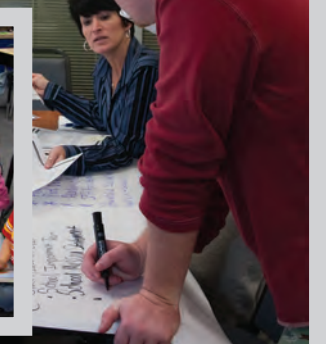
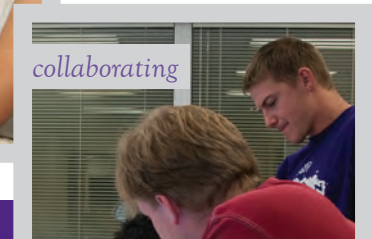
- ▶ Partnered with the Negro Leagues Baseball Museum to create a doctoral-level leadership academy which designed the NLBM eMuseum, with virtual tours of the museum world-wide using the *NLBM Field Trip Guide* created by academy participants and funded by K-State and Ford Motor Company.
- ▶ Partnered with a large military-impacted school district to create multiple masters degree-level leadership academies for training new principals and teacher leaders, affecting thousands of children who attend schools with predominantly military populations and economically disadvantaged profiles.
- ▶ Partnered with school districts serving rural migrant populations to create multiple masters-level leadership academies for diffusing leadership skills to the classroom level, positively affecting children who attend schools with economically and demographically diverse profiles.
- ▶ Partnered with schools to create multiple post-masters leadership academies for enhancing the leadership skills of practicing school leaders, impacting schoolchildren in urban settings.

These partnerships, and many more, have led to one conclusion: *Leadership matters, and partnering for a new generation of leaders* produces better results by focusing on the different leadership needs associated with variable contexts—conditions best met when university leadership training programs are matched with clearly identified needs in the field.

"University/school district collaboration produces leaders ready to work through very complicated administrative or teacher leader experiences with a solid research-based background. We have hired many academy graduates in administrative and teacher leadership roles. Their success is a direct reflection of the program."

– Ronald Walker, Superintendent, Geary County Schools (KS)

Partnering for a new generation of Leaders



past

The K-State Leadership Academy model was born in direct recognition that neither universities nor school districts could independently satisfy the need for highly trained leaders at all levels. Universities had the advantage of deep theory and reflection, while schools and other educational organizations held the advantage of real-world practice and faced the immediacy of high stakes outcomes and other pressures.

In 1987, K-State partnered with the Topeka Public Schools to provide advanced leadership training to practicing school principals. The model soon widened to other school districts based on a critical shortage of new school principal candidates, both in terms of quantity and quality of applicants for vacant positions. Subsequently, K-State partnered with Kansas school districts (Manhattan/Ogden, Geary County, Salina, Dodge City, and Garden City) to identify and train internal administrative candidates who were carefully selected for academy participation. That same model soon expanded to embrace understanding that leadership actually needs to occur at all levels—district, building, and classroom. Both the university and the schools saw that *partnering* for the purpose of candidate identification, selection, delivery, and evaluation would translate into improved learning for schoolchildren.

“The Kansas State University and District partnership during my years as superintendent of the Topeka Public Schools added significant support to our own administrative professional development initiatives, and district/building administrators had very practical and timely training opportunities through this relationship.”

– Dr. Gary Livingston, Former Superintendent, Topeka Public Schools (KS) and Retired Chancellor of the Community Colleges of Spokane (WA)

present

The result has been partnering across many school districts for numerous leadership academy iterations, each with its own theme and unique purpose. Increasingly, the purpose has been leadership distributed throughout the organization and the theme has focused on some specific need such as creating an eMuseum, creating innovative school-based instructional programs, raising pupil performance profiles, or nurturing formal leader entrants. University/school district needs have been exceptionally well served, as:

- ▶ Districts select participants based on potential to meet future local needs
- ▶ An integrated, spiraling curriculum replaces discrete course delivery
- ▶ Cohort groups work together, forming strong networks and a culture of working collaboratively
- ▶ Ongoing strong connections between theory and practice are in place
- ▶ Practicing administrators and teachers learn from aspiring leaders
- ▶ University staff connect theory to authentic practice



context-based integrated curriculum

Real life is the best curriculum. School district and university academy partners design a rigorous, coherent curriculum organized to link theory and practice and to teach the skills and knowledge needed by leaders in that district. A joint planning committee outlines and monitors an integrated, spiraling curriculum based on recognized program standards and matching realities of today's schools. Problem solving, conflict resolution, situational awareness, and resiliency skills are emphasized.

Partners jointly influence the flexible content and delivery of the experiences to provide a blend of theory, research, best practice, and rigorous, engaging, performance-based activities. Instructors reinforce the concepts and move to higher levels of understanding and mastery, introducing new perspectives at increasingly rigorous levels of theory and application. Leadership responsibilities increase, as students are ready to move into more responsible leadership roles.

"I am participating in growing tomorrow's school leaders. I call upon my academy graduates who are more than willing to share and lead because of the confidence they have built from their experience. Every principal should be so fortunate to have a building staffed with teacher leaders."

- Dr. Deb Gustafson, Principal, Ware Elementary, Geary County Schools (KS) and recipient of the 2000 National School Change Award

mentoring and authentic field experiences

Relationships with mentors add to the spiraling curriculum and give it depth. Districts carefully select mentors who believe in the new vision of leadership and have the skills to guide students in appropriate and individualized field-based experiences, increasing proficiency over time in all of the collaboratively developed standards.

Reflection is an integral part of the assessment process for partnership academies. Mentors guide aspiring leaders as they make reflection an automatic activity and part of ongoing field experiences throughout the program. Reflection leads to refinements for the next practice, followed by more reflection and further improvements in practice.

"Being exposed and having access to a broad range of personalities and professional experiences from multiple school districts illuminated the essence of school leadership in a manner that traditional learning could never have accomplished."

- Greg Hoyt, Academy graduate and Principal, Eisenhower Middle School, Manhattan (KS)

Academies

inspire growth

encourage change

transform cultures

promote partnerships

support collaboration

initiate new conversations

focus on systemic improvement



Partnering for a new generation of Leaders

Creating Partnerships

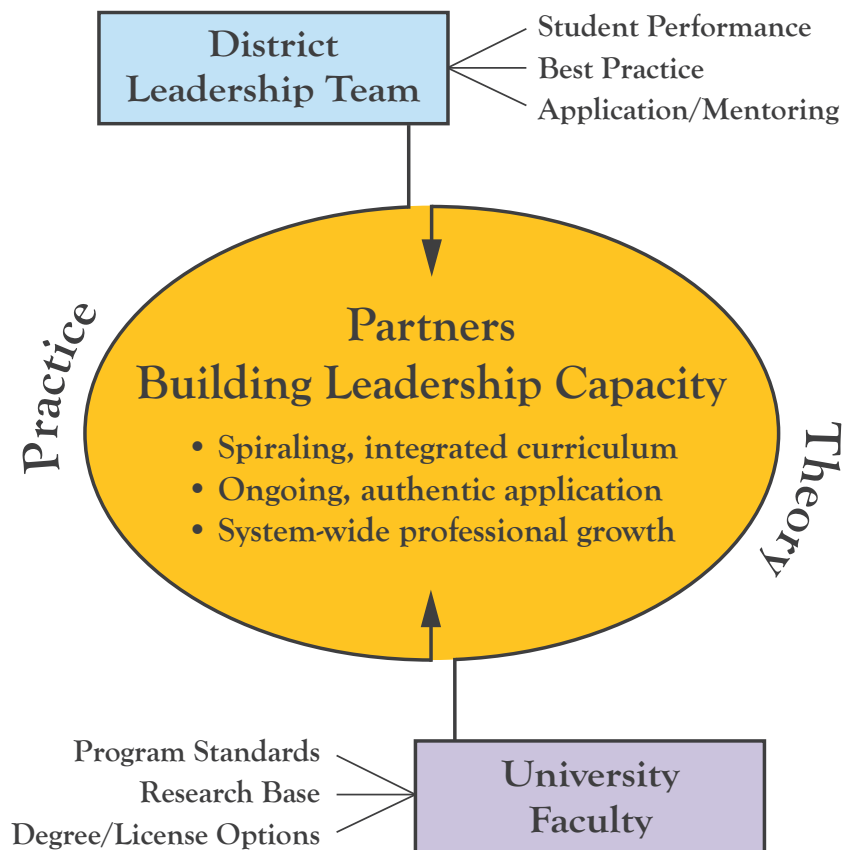
what it takes to build partnership academies

- ▶ Courageous deans and department heads
- ▶ Visionary superintendents and boards
- ▶ University faculty willing to dramatically rethink their roles
- ▶ Principals focusing on creating leadership capacity
- ▶ Participants willing to engage in new models of professional learning
- ▶ School district and university leaders sharing resources for common goals



“As a superintendent of schools, working collaboratively with K-State faculty to develop the framework and curriculum of the Leadership Academy deepened our respect and understanding of each others’ roles and needs, which in turn enabled us to create a unique and effective program. By linking academic rigor with extensive and meaningful field experiences, the individuals selected as participants were very prepared to assume administrative leadership positions.”

- Dr. Clark Reinke, Superintendent, Plymouth Schools (WI)



M. Devin, 2010

selected national perspectives

Education Leadership Policy Standards (CCSSO, NPBEA)

ISLLC 1996, 2008 Performance Indicators

21 Leadership Responsibilities (McREL)

Standards for Leading Learning Communities (NAESP)

Current Research on Practice (Leithwood, Marzano, Fullan, Reeves)

Research on Elements of Redesigned Preparation Programs (Wallace Foundation, SREB, McREL, SELI, OISE)

k-state perspectives

Miller, T. & Salsberry, T. (2008). Diversity in development: The KSU public school partnership leadership academy model. *Women as School Executives: Celebrating Diversity*. TX: The Texas Council of Women School Executives.

Miller, T., Devin, M. & Shoop, R. J. (2007). *Closing the leadership gap: How university partnerships shape effective school leaders*. California: Corwin Press.

Gustafson, D. M. (2005). *A case study of a professional administrative leadership academy*. Doctoral dissertation, Kansas State University, Manhattan.

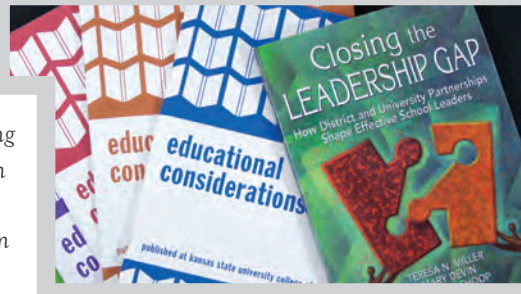
Miller, T. & Salsberry, T. (2005). Portfolio analysis: Documenting the progress and performance of educational administration students. *Educational Considerations*, 33 (1).

Devin, M. (2004). Save a place for leadership in the debate on adequacy: A new model for developing leadership for schools. *Educational Considerations*, 32 (1).

Thompson, D. C. (1988). Special Editor. *Educational Considerations*. 15 (3). Theme issue devoted to university/school partnerships.

"My participation in the Academy was a genuine life-changing experience. I look at the entire education field differently than I did before, because for two whole years I was able to view education from the lenses of some of the best administrators in education today. I was so fortunate."

- Academy graduate



Research Base

K-State Partnership Academies match research on effective leadership development programs

- ▶ active recruitment and careful selection of candidates
- ▶ guidance from expert practitioners
- ▶ a coherent blend of theory and practice
- ▶ clear focus on leadership and learning
- ▶ well-designed and skillfully supervised internships
- ▶ standards-based curriculum emphasizing instructional leadership, organizational development and change management

Source: <http://seli.stanford.edu>

Leadership Matters

“Leadership Matters. The continuous improvement of all professions is significantly enhanced by combining experience, research, best practice, feedback and guided reflection. Our K-State Leadership Academies combine the best insights of university and school-based colleagues to enhance the skills, dispositions, and behaviors of practicing and prospective school leaders. These are the reasons we are partnering for a new generation of leaders.”

- Dr. Michael Holen, Dean of Education, Kansas State University

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