



PARTNERING
to BUILD *the*
LEADERSHIP
You Need



True partnerships produce outcomes no single source can produce alone.

The essence of partnership – working together to merge theory and practice to create something new – is clearly at the core of these evolving applications of KSU’s leadership in partnering to build leaders for today and tomorrow.

The Department of Educational Leadership is nationally recognized for working collaboratively with school districts to customize masters and doctoral degree leadership preparation programs and services to meet the unique needs of school districts and educational agencies and entities.

These partnerships fall into four major areas –

Partnerships to develop building level leaders

Using a framework of true university/ school district partnerships, Masters in Educational Leadership Academies seamlessly merge theory and practice to develop capacity in aspiring teacher and building level leaders. To date more than 450 teachers have completed this innovative preparation program, participating in over 30 different partnerships with 10 different school districts and the Osage Nation. Today those graduates hold various positions of important responsibility from the building level through the superintendency.

Partnerships supporting district based doctoral cohorts

New knowledge related to educational leadership is created in specially designed university/district sponsored cohorts designed to target specific research areas of interest and need while addressing accessibility obstacles.

School districts select top leadership prospects who desire doctoral degrees and partner with the university to deliver and co-teach tailored degree programs that serve the district’s leadership succession interests.

Partnerships Make the Difference!

PARTNER

Partnerships to develop adult learners and leadership

Adult education partners with many organizations to build capacity in military leaders, to make research available to the public through the Adult Education Research Conference, to build leadership succession through a doctoral program for community college executives, and other projects such as working with the American Association of Industry Veterinarians focusing on growth in human dimension skills.

Partnerships with local districts providing intensive one on one mentoring support to novice leaders

Kansas State University hosts and co-sponsors the Kansas Educational Leadership Institute (KELI), a system of collaboration and sharing of resources to support new leaders in their first and second years in leadership positions including principals, district directors, superintendents, and assistants. The KELI mentoring program is endorsed by the Kansas State Department of Education and in 2017 was recognized at the Gold Standard of Accreditation by the International Mentoring Association.

The new landscape requires a new approach to the leadership development of not only aspiring leaders, but of veteran leaders. One that departs from previous methods of discussing leadership theory in isolation to combining theory with actual practice.

– Dr. Randy Watson, Kansas State Commissioner of Education



SHIPS

Partnerships developing building leaders – Teacher Leadership Masters Academies

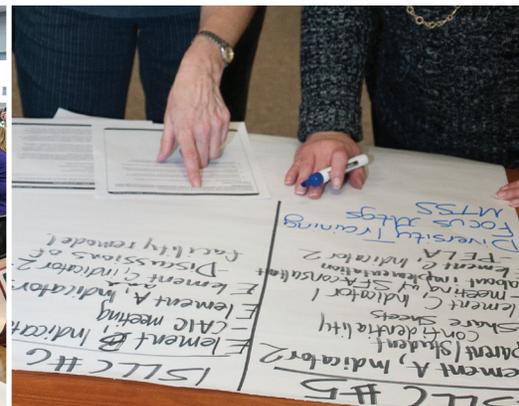
Isn't it wonderful when the spark of an idea develops, becomes a plan, and the plan actually works better than ever anticipated!

– Academy Planner

Partnership Masters Academies are Different by Design

A partnership masters academy is a two year commitment between a school district and the university that seamlessly merges research-based theory and standards with authentic best practice and current context-related challenges in order to build leadership capacity at the school building level. As partners, district and university leaders collaboratively identify a curriculum and plan a delivery structure that embeds university leadership standards in the context of the district's own mission, goals, priorities, and leadership challenges. Now in the second decade of implementation, this preparation model is widely recognized for successfully preparing those who choose to lead from classroom assignments or to enter other support or administrative roles.

The most significant difference is the active role of each partner. A true partnership begins by seeking new benefits from mutual interests and exploring new commitments, creating something new to both partners, as opposed to one working for “buy in” from the other. Among five core tenets of a needed new leadership model development, Kansas Commissioner of Education Randy Watson advised leadership development must be grounded in understanding culture, timing, and environments; in theory and research with practical application of theory in the field; and in the belief that leadership is not positional. KSU Masters Academy partnerships are designed to directly meet those measures.



I have literally felt myself changing, evolving, thinking differently about my practice and planning differently for my future. – from a participant, now a principal

Who the partners are

- Those who believe in the importance of leadership and commitment to the collaborative process for developing leadership capacity at all levels.
- Practicing and aspiring leaders interested in being part of a culture of learning for all.
- District and university leaders interested in sharing ideas to bridge the gap between research and authentic educational practice.
- Districts willing to give aspiring leaders the opportunity to address real challenges in their schools and district.

What the program looks like

- Planning is matching leadership standards with local context where the leadership will be put to use. District leaders bring specific challenges presently facing their districts and partner with university faculty in aligning that context with research-based standards of the leader preparation program.
- An integrated, spiraling curriculum replaces discrete course delivery and remains continuously open to new research as well as sensitive to changes in context of best practice.
- Students immediately practice new skills through meaningful involvement in current school improvement work in their own environment, keeping strong connections between theory and practice in implementation.
- Topics reappear in the spiraling curriculum and the level of leadership application deepens.
- Current contemporary materials reflect issues in a rapidly changing environment. The safety net of the academy experience allows participants to branch out and experience growing pains. They learn from both the failures and successes of their own practices and of others.
- Each student is assigned a successful practicing mentor for the two years. The role of the mentor is to guide, instruct, support, and nurture the aspiring leader.
- Students apply and the district selects those with demonstrated leadership potential.

ACADEMIES





District Leaders' Comments:

- Materials are selected specifically to address priorities of the partner district. Class assignments and projects are tied directly to school district initiatives.
- Teachers change the way they think about themselves, recognizing leadership potential.
- Classroom practices change as participants make meaningful contributions to district and building priorities as they learn.
- Participants take a system view to issues and collaborative problem solving. They see themselves as part of the solution that benefits all instead of focusing on only their personal position.
- Learning is a benefit to all involved – aspiring leaders in the academy, the practicing school leaders who mentor them, and district leaders who work with development of the curriculum and activities.
- The academy experience contributes to the school and district culture by reinforcing mission, goals, and priorities.
- Academies establish a pipeline for teacher leadership positions, for administrative positions, and for other leader roles. District decision makers can observe the growth of potential future leaders over a two year time frame.

- Academy partnerships often lead to other kinds of university/district partnerships to address areas of common interest.

Students' Comments:

- **Personal Reflections:** Improved self-efficacy, high impact learning experiences, organizational and systemic thinking, comfortable leaders, improved professional performance.
- **Professional Advancement:** Extended time frame to demonstrate growth and performance skills.
- **Application of Learning:** Assignments and projects connect to current responsibilities and interests, increasing personal leadership skills and adding value to current assignments.
- **Professional Satisfaction:** Reduces the sense of isolation through increased networking and understanding of the district as an organizational system. Support networks established extend far beyond the two academy years.

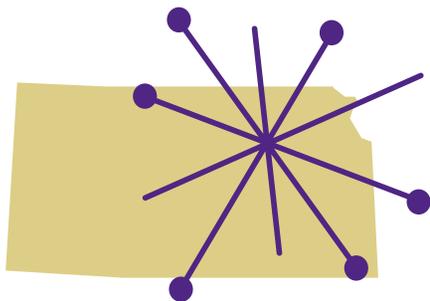
University Faculty Comments:

- University faculty see real-world education scenarios first hand.
- Networking with the district leads to additional opportunities for collaboration beyond academies.

For more detailed information on Partnership Teacher Leadership Masters Academies, go to the Department of Educational Leadership website coe.ksu.edu/edlea

Working together to merge theory and practice to create something new...

MODEL INFLUENCE BEYOND BORDERS



The influence of the KSU partnership masters academies extends beyond state borders – the Osage Nation in Oklahoma and to North Dakota State University (NDSU).

KSU works with colleagues at NDSU as they customize the KSU academy model to meet the needs for preparing leaders in North Dakota schools.

NDSU is in its third generation of academy model implementation and has received state recognition for its innovative approach to preparing leaders and for introducing the academy model to other higher education sources throughout the state.

Partnering with American Indian Communities and Stakeholders

The Department of Educational Leadership has developed a partnership with the Osage Nation of Oklahoma, has supported the revival of the Kansas Association for Native American Education (KANAE), and acted as a lead sponsor in the development of the K-State Indigenous Peoples Day Conference.

KSU's partnership with the Osage Nation has been built around the development of an Osage Nation Educational Leadership Academy (ONELA). This masters degree level educational leadership academy is an adaptation of the model that KSU has traditionally used to partner with school districts, but modified to meet the place-based learning needs of the Osage Nation. With this in mind, the purpose of this partnership is to build the capacity of the Osage Nation to enact its sovereign rights to be involved in the education of its own people and build culturally responsive programming to meet that goal. In 2018,

ONELA graduated 9 students with a master's degree in educational leadership, and a second cohort (ONELA 2) began in Spring 2019.

The Department of Educational Leadership has also fully supported the revival of the Kansas Association for Native American Education (KANAE), and now serves as the host institution for this organization. KANAE is focused on building a state-wide community of practice by creating a network of stakeholders involved in the education of Native American students who can advocate for culturally responsive educational practices across various institutions. With this mission, faculty in the Department of Educational Leadership have worked to develop partnerships with Title VI Indian Education coordinators, Johnson O'Malley program directors, Tribal Education Department directors, Bureau of Indian Education employees, cultural education

leaders, American Indian teachers and allies, and more. While KANAE is focused on building relationships with American Indian education stakeholders in Kansas, it also collaborates with leaders in the National Indian Education Association (NIEA), the Tribal Education Department's National Assembly (TEDNA), and various Indian education leaders working in federal and state education agencies across the country.

KSU's partnerships are truly a two-way learning experience. The faculty acknowledges the unique and varied diversity across American Indian communities, and acknowledges that there is often just as much that they learn from American Indian partners as their partners learn from the Department of Educational Leadership.



Expanding models are different because the purpose and the needs of the stakeholders served are unique to those circumstances and locations.

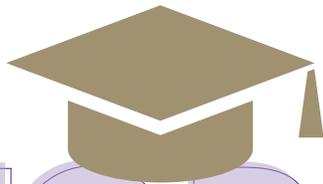
Partnerships supporting Doctoral Cohorts



Internal partnerships among faculty, staff, and students are also very important to the Department of Educational Leadership. The Department acknowledges that 1) doctoral students who build a strong network among their peers tend to have a more enjoyable and successful experience, and 2) visualizing doctoral research and dissertations for the first time can be difficult and confusing. With this in mind, the EDLEA Doctoral Student Support Network (DSSN) has been organized to help students begin to visualize what their research paths might look like, while also connecting with peers who are close to the same point in their doctoral journey.

The primary goal of this EDLEA Doctoral Student Support Network is to start building relationships among a flexible cohort of educational leadership doctoral students and have regular gatherings each semester throughout their doctoral studies as they build toward their dissertations.

K-State's Department of Educational Leadership understands that many doctoral students are full time educators living away from campus. The Department uses innovative strategies to bring graduate programming to these students. To preserve the valued personal interactions and relationship building with both Department staff and doctoral program peers, faculty regularly use teleconference technology to connect students from across the state so that students can network with and provide support for each other throughout their degree programs. On request the Department partners with specific school districts to form local doctoral cohorts that allow faculty to shrink the distance between university campuses and the students, further opening up access to doctorate level programming.



DOCTORAL

*KSU's doctoral cohort model
has extended border to
border in Kansas wherever
the need has arisen.*

ADULT LEARNING

Partnerships supporting Adult Learning and Leadership

Supporting Adult Education

Adult Basic Education Leadership Academy

The Adult Basic Education Leadership Academy, funded by the Kansas Board of Regents Adult Education Office, was a three-year leader development program for directors and coordinators at Kansas' adult basic education centers.

The innovative program customized the graduate curriculum to meet the needs of these center leaders working toward earning a graduate degree from Kansas State University. In 2009 it received the Innovative Curriculum Award from the Commission of Professors of Adult Education, the national association for adult education faculty.

Adult Education Research Conference (AERC)

The Adult Education Research Conference (AERC) is an annual North American conference that provides a forum for adult education researchers to share their experiences and the results of their studies with students, other researchers, and practitioners from around the world. Through the work of the Adult Learning and Leadership faculty, a partnership was developed with AERC and the association's "home" became K-State. As the home, two faculty members from the Department are designated liaisons for the budget and website management. The website is the repository of all previous conference proceedings. Since AERC is a volunteer led association, the ability to have a home campus for funds and a repository for all proceedings which can be easily searched allows the research and work of adult education researchers to be public and easily found by others.



Developing Community College Leadership

Community College Initiative

According to the Association of Community College Trustees (*Executive Leadership Transitioning at Community Colleges, 2018*) results of a 2016 survey of presidents from associate degree granting institutions indicated 50% of those presidents planned to retire within the next five years.

In 2019, the Department of Educational Leadership opened a new national community college doctoral emphasis, establishing the John E. Roueche Center for Community College Leadership (formerly housed at the University of Texas-Austin). Designed to build concerted success in leadership succession for two-year colleges, the Center's leaders have graduated and placed hundreds of major community college presidents since the program's inception at UT-A. As of mid-2019, nearly 60 new leadership prospects were pursuing doctoral degrees at K-State under the Center's auspices.



LEADERS

Partnerships Targeting Specific Leadership Needs

Developing Military Leaders

Fort Leavenworth

Since 1998, one- and two-star generals and more than 1,000 military-affiliated graduates have completed the adult education program and consistently have reported a significant positive effect on their careers and throughout all aspects of their lives. These graduates have cited their inherent roles as adult educators as they lead, train and educate adults throughout their careers. Graduates routinely highlight that the program provides new leadership insights and helps them better understand the adults with whom they lead and work daily.

K-State's longstanding partnership with the Command and General Staff College has created opportunities to share research and teaching strategies. This program was extremely influential in the creation of the adult learning model adopted by the U.S. Army.

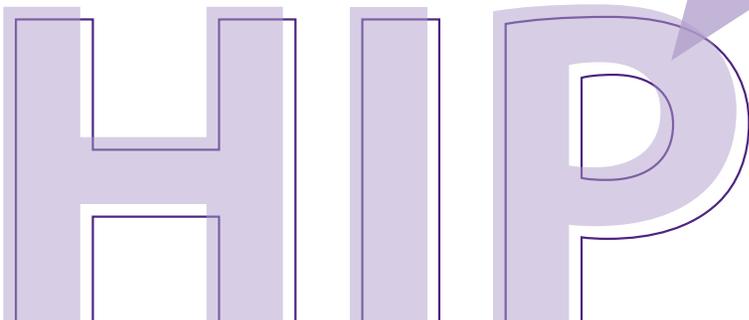
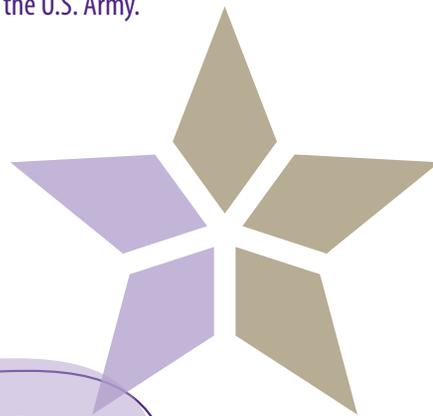
Developing Faculty and Business Leaders

K-State Olathe

Adult Learning and Leadership faculty have collaborated with numerous K-State Olathe leaders and other disciplines to create programs for their adult learners. The partnership includes assisting with program development, delivering faculty development workshops for Olathe faculty, and creating industry focused non-credit workshops for corporations in the areas of communication with adults, team and group dynamics, teaching and curriculum development, assessment, and evaluation. At K-State Olathe, department silos do not exist. Faculty from other disciplines freely invite adult learning and leadership to share information in their courses to help their graduate students to cultivate human dimension skills. Adult learning faculty collaborate on grants and do faculty development workshops for professors in Tanzania and around the world. Faculty from food science and horticulture engage and seek out assistance with teaching methods and strategies. The strengths of all are considered as each grant is written from any department.

American Association of Industry Veterinarians (AAIV)

In collaboration with American Association of Industry Veterinarians (AAIV) leadership, adult education faculty developed and delivered workshops on impactful presentations, emotional intelligence, interactive teaching techniques, learning and cognitive styles, and neuroscience principles at the 2019 annual North American Veterinarian Conference. Over 100 participants from veterinarian clinics, colleges and universities and corporations attended each of the five sessions. This partnership continues with annual workshops and webinars. This partnership allows more people to learn about adult learning and leadership and assists veterinarians and those who work with or employ veterinarians to grow in their human dimension skills.



Partnerships supporting development of educational leaders



Kansas Educational Leadership Institute (KELI)

Collaborating and sharing resources

The Kansas Educational Leadership Institute (KELI) was established in 2011 to collaborate and share resources to support professional growth of educational leaders in Kansas schools. Born from a need to support new superintendents, KELI has grown to serve other district office leaders, building level leaders and special education leaders.

In the seven years since the program's inception, KELI has served 218 new district leaders. During a five-year period, 222 new principals and assistant principals were served and over three years, 30 new special education leaders. Sixty-three trained mentors served these new school leaders by making regular on-site visits and participating in regional cohort meetings. Mentors are empowered to build the leadership capacity of these new leaders, not just answer their questions.

I have repeatedly thanked my superintendent for enrolling me in this program.

— from a Principal participant

Serving the needs of school leaders and students

KELI is an example of how partnerships and adaptive solutions serve the specific needs of school leaders and the students in their districts. Prior to 2011, mentoring for new leaders was haphazard at best. Professional organizations were attempting to link new leaders with veteran administrators, but all too often this took the form of 'call me if you have any questions'. Also, the professional learning needs of new and veteran administrators were not being met. Through partnerships at multiple levels, the needs of leaders are now being met.

These partnerships include:

- KELI founders and steering committee members: **Kansas State University, Kansas State Department of Education, Kansas Association of School Boards, United School Administrators, and Kansas School Superintendents Association.**
- KELI advisory committee representing schools, school districts and special education entities across the state.
- Mentors from 56 school districts and 12 retired administrators.
- Mentees from 72 school districts.

The KELI principal mentoring program has given my new principals a view and input from a knowledgeable veteran administrator as well as the ability to see other schools/districts outside of their own. This provides good perspective on situations and issues. — from a Superintendent participant

KELI

The program in practice

In practice, these partnerships look like trained mentors coaching new leaders in their schools and school districts. Based on KELI guidelines, across all participants, there will be about 800 designated interactions between mentees and mentors throughout the school year and mentees will collectively accumulate approximately 100 cohort meetings where practicing administrators, under the guidance of United School Administrators, will provide professional learning and job-alike sessions.

Another example of an ongoing partnership is shown by how the member organizations finance KELI services. Fees paid by the mentees' districts only account for about half of the costs to run KELI. The Kansas State Department of Education has contributed varying funds to offset this discrepancy. By far the largest contribution to KELI has come from Kansas State University with in-kind contributions to support salaries and infrastructure.

United School Administrators and KELI continue to forge a strong partnership. During the 2018-19 school year, USA coordinated the regional cohort meetings. USA 'stepped up' because practicing administrators on the steering committee felt that mentees needed to learn more about current issues like accreditation and school redesign. For the 2019-20 school year, USA plans to reimburse school leaders a portion of their fee to join KELI if they join USA and the USA professional learning network. This is a win-win scenario as USA gains in long-term membership and KELI is able to provide mentoring services at a reduced rate.

You will grow as an educator, too! – from a Principal participant



As a new principal, you don't always know what questions to ask and when. My KELI mentor guided me through the year so that the information I received was pertinent and in a timely manner.
– from a Principal participant



An opportunity to collaborate with someone with an outside perspective was invaluable. In some cases, it reinforced the way I was thinking, and in a couple of ways it caused me to reflect deeper on my own perspectives to see situations from another vantage point. – from a Superintendent participant

Further evidence of the partnership developed through the KELI program can be found in the guidelines for completion of the mentoring program. In addition to the regular onsite coaching sessions and the regional cohort groups, mentees attend at least one meeting of their professional organization strengthening the bond between the new leader and this group. New special education administrators attend at least one meeting of the state Special Education Advisory Council, sponsored by the Kansas State Department of Education. Mentees are also required to attend several professional learning opportunities sponsored by the Kansas Association of School Boards, Kansas Board of Regents, KELI and United School Administrators. Connecting new leaders to their professional organizations is important for their continued professional growth.

Partnership under the KELI umbrella sometimes brings organizations together that don't ordinarily interact. For example, the KELI steering committee brings together all of the 'heavy hitters' in Kansas education. The mission of the Kansas Association of School Boards may differ from the mission of the United School Administrators but when they meet with KELI, all organizations are there to support school leaders. Concerns raised in these meetings offer guidance to KELI as mentors are trained to interact with mentees around current issues. For example, recent school funding decisions have placed special education cooperatives at odds with school superintendents. With this knowledge, mentors can help the new leader navigate the relationship between regular and special education and professional learning opportunities can be targeted to address this need.

I really enjoyed the cohort meetings so I could meet other new superintendents from around the area. This was very beneficial because I moved to a new part of the state and I did not know a single person in the area. After meeting the others in my cohort group, I soon had a small group of superintendents that I could contact and ask questions when needed. – from a Superintendent participant



Benefitting from the challenge

Because several organizations came together in 2011 to solve a complex challenge, school leaders have benefited greatly. Dr. Randy Watson recently stated (*Educational Considerations*, Fall 2016), that Kansas is currently experiencing a leadership challenge. As the older generation of school leaders retires, fewer leaders are trained and ready to lead, particularly at the district level. In 2015-16, 52 superintendent positions in Kansas changed hands. Young leaders are ascending to district level leadership with little experience. Fifteen of the new superintendents were only two years removed from the classroom.

Through the strong partnership developed and nurtured by KELI, even in this extraordinary environment of change, 96% of KELI mentored superintendents are still on the job four years later. The International Mentoring Association has awarded KELI its gold standard partially based on the strong partnership that supports the KELI organization.



Leadership is about contributing to, learning from, and influencing the learning of others.

KANSAS STATE UNIVERSITY

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The College of Education invites partners to commit to relationships, building together what neither could accomplish alone.



Leadership is ever-evolving. Efforts to prepare leaders, for a variety of roles, takes collaboration because schools and organizations are dynamic and diverse entities. What's unique and powerful about K-State's leadership program is we have the ability to develop leadership capacity specific to your content area. Over the decades, public and private entities have turned to the Department of Educational Leadership for our expertise, and we are thrilled to welcome new partners who are fully vested in their future. — Dean Debbie Mercer

Partnerships Make the Difference!

PARTNERSHIPS

Notice of Nondiscrimination

Kansas State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status, in the university's programs and activities as required by applicable laws and regulations. The person designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning the nondiscrimination policy is the university's Title IX Coordinator: the Director of the Office of Institutional Equity, equity@k-state.edu, 103 Edwards Hall, 1810 Kerr Drive, Kansas State University, Manhattan, Kansas 66506-4801. Telephone: 785-532-6220 | TTY or TRS: 711. The campus ADA Coordinator is the Director of Employee Relations and Engagement, who may be reached at charlott@k-state.edu or 103 Edwards Hall, 1810 Kerr Drive, Kansas State University, Manhattan, Kansas 66506-4801, 785-532-6277 and TTY or TRS 711.