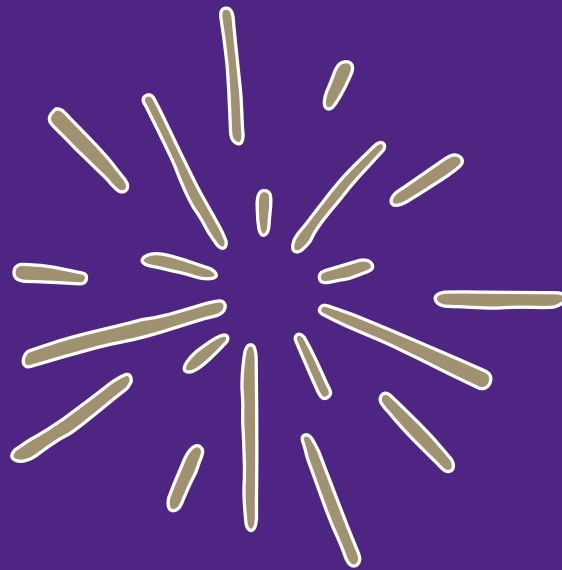


**KANSAS STATE**  
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College of Education

Celebrating KSU/School District Academies

*Partnering to Develop  
Teacher Leadership Capacity  
1999-2018*



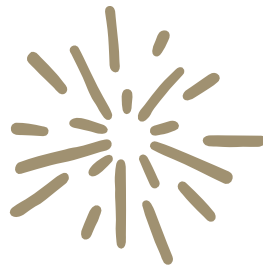
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*Partnering to Develop  
Teacher Leadership Capacity  
1999-2018*



Nearly 20 years ago, a small group of university and school district leaders began a difficult conversation about the future of leadership in Kansas schools. After much discussion and planning, a new approach to preparing school leaders was born, seamlessly merging theory and practice and based on true university/school district partnerships. Since that brave beginning, to date some 419 teachers participated across a total of 25 partnership academies with plans for more in the future. On September 27, 2018, participants, contributors, and those benefitting from the leadership capacity produced from these partnerships came together to celebrate.

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

*– Dan Yunk, 2018*

*Celebrating KSU/School District Academies  
Approaching 20 Years of Partnering to Develop Teacher Leadership Capacity*

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*September 27, 2018 Agenda*

**Welcome and Introduction to the Celebration**

*Dr. Debbie Mercer, Dean, Kansas State College of Education*

*Dr. Randy Watson, Kansas Commissioner of Education*

**Trailblazers**

**Kansas State University Faculty and Geary County, Manhattan-Ogden, Salina Leaders  
First Class – Professional Administrative Leadership Academy (PALA)**

*Dr. David Thompson, Chair, Department of Educational Leadership*

**Charting the Course with Academy Partners**

*Dr. Mary Devin, Department of Educational Leadership*

- Geary County (2000, 2003, 2006, 2008, 2010, 2013, 2015, 2018)
- Topeka Public Schools (2012, 2014, 2016, 2018)
- Wamego (2016, 2018)

*Dr. Rick Doll, Department of Educational Leadership*

- Marysville (2003)
- Rock Creek (2003, 2018)
- Shawnee Mission (2017)

*Dr. Robert Hachiya, Department of Educational Leadership*

- Manhattan-Ogden (2000, 2005, 2015, 2018)

*Dr. Donna Augustine-Shaw, Department of Educational Leadership*

- Salina (2000, 2008, 2011, 2015, 2018)
- Dodge City (2007, 2011, 2016)
- Garden City (2005, 2016)

*Dr. Alex Red Corn, Department of Educational Leadership*

- Osage Nation (2016)

**Introduction of Special Guest – Dr. Mary Devin**

***Dr. Linda Lambert***

*Professor Emeritus, California State University, East Bay, and President, Lambert Leadership Development*

***“The Importance of Teacher Leadership/Response to Partnership Academy Model”***

**Special Presentation – Dean Mercer, Dr. Thompson, Dr. Devin**

**You Can't Do It Alone – Valuing Partnerships – Dean Debbie Mercer**

**Why Choose to Partner on Multiple Teacher Leadership Academies**

*– Dr. Beth Hudson, Interim Superintendent, Geary County*

**Academy as a Career Launching Pad**

*– Greg Hoyt, Principal, Manhattan High School (Member PALA and academy mentor 2015, 2018)*

**Going Bravely Where Others Haven't Gone: Sharing Beyond our Boundaries**

*– Dr. Ann Clapper, Professor, North Dakota State University*

*– Dr. David Flowers, North Dakota Education Innovation Liaison*

**Adjourn – Dean Debbie Mercer**



**HONORED GUEST:**

***Dr. Linda Lambert***

Dr. Linda Lambert, professor emeritus, California State University, East Bay is a former teacher, principal, director of professional development and state envoy to Egypt. She is also a best-selling author of eight books on leadership, an international consultant and novelist of historical fiction. Her work on leadership capacity has been translated into Chinese, Malay, Spanish, Hebrew, Turkish and Lithuanian.

***Redesigning Schools for High Leadership Capacity***

The concept of leadership capacity situates design in the interaction between skillfulness and breadth of participation, a matrix for emerging leadership. Redesign has multiple meanings, dependent upon the context in which it is pursued. To achieve high leadership capacity, the most significant factor in school success, it is essential for a school to consider: 1) shared values and goals; 2) the patterns of relationships; 3) team structures and roles; 4) inquiry processes; and 5) dialogue and decision-making. The dynamic of these features – together with a democratic concept of leadership – creates a design in which deep learning for students and adults thrive. This interactive workshop will engage participants in an exploratory journey into redesigning for leadership capacity.

Dr. Lambert's book, *Leadership Capacity for Lasting School Improvement* (2003) was used in every KSU/District teacher leadership academy for thirteen years. In 2017 this title was replaced with *Liberating Leadership Capacity: Pathways to Education Wisdom* (Lambert, Zimmerman, and Gardner, 2016). As of September 2018 in KSU/School District partnership academies, over 400 teachers have pursued skills based on Lambert's Rubric of Emerging Teacher Leadership.

***Rubric of Emerging Teacher Leadership***

*From* \_\_\_\_\_ *To*

*Dependent* → *Independent* → *Interdependent* → *Leadership*

**ADULT DEVELOPMENT**

**DIALOGUE**

**COLLABORATION**

**ORGANIZATIONAL CHANGE**

# *Celebrating KSU/School District Academies*

*September 27, 2018 – K-State Alumni Center*

*College of Education  
DEAN DEBBIE MERCER  
opens the Celebration.*



*DR. RANDY WATSON,  
Kansas Commissioner of Education,  
greet those present.*



*DR. DAVID THOMPSON,  
Chair of the Department of  
Educational Leadership,  
recognizes the Trailblazers and  
members of the first partnership  
academy whose work almost  
20 years ago grew into a  
ecognized leadership preparation  
model focused on partnerships  
to merge theory and practice.*







*A partnership plaque will be displayed in the Department of Educational Leadership, recognizing school district partners.*

*DR. MARY DEVIN, university academy leader, expresses appreciation to all academy school district partners and introduces partnership awards as they are presented by Dean Mercer and Dr. Thompson to Geary County USD #475 (Trailblazer District), Topeka Public Schools, and Wamego School District.*



*Dr. Beth Hudson, Geary County USD #475*



*Mrs. Billie Zabokrtsky-Wallace, Topeka Public Schools*

*DR. RICK DOLL, university academy leader, recognizes academy partnerships in Marysville, Rock Creek, and Shawnee Mission.*



*Mr. Scott Harshbarger, Principal, Westmoreland Elementary*



*Dr. Michael Schumacher, Shawnee Mission Director of Secondary Resources and District Liaison for the Masters Academy for Teacher Leadership*



*DR. ROBERT HACHIYA, university academy leader, introduces the partnership award to Trailblazer district Manhattan-Ogden.*

*Mrs. Lacey Sell, Manhattan-Ogden Executive Director of Teaching and Learning*







*DR. DONNA AUGUSTINE-SHAW, university academy leader, recognizes partner districts Salina (Trailblazer District), Dodge City, and Garden City and expresses appreciation to other academy supporters in current and previous academies.*



*Mrs. Shanna Rector, Executive Director of Administrative and Student Support Services and District Liaison for Salina Teacher Leadership Academy #4*



*Dr. Fred Dierksen, Superintendent, Dodge City Public Schools*



*Dr. Alex Red Corn recognizes the newest partnership format and partner, the Osage Nation, which graduated its first masters class Summer 2018*



*Special Guest/Honoree  
DR. LINDA LAMBERT is presented  
with a KSU Trailblazer for Teacher  
Leadership Award for the contributions  
her career of research and publications  
has made to KSU partnership academies  
and shares comments with the audience.*

*Dean Mercer introduces district leaders sharing first hand benefits from academy partnerships with KSU.*



*Dr. Beth Hudson, Interim Superintendent, Geary County USD 475*



*Mr. Greg Hoyt, Principal, Manhattan High School and member of the first masters academy class*



*Dean Mercer introduces the far-reaching impact of the KSU/School District Partnerships*



*Dr. Ann Clapper, North Dakota State University and Dr. David Flowers, North Dakota Education Innovation Liaison, share a North Dakota Governor's award with KSU for supporting efforts to adopt the KSU partnership model in their state.*







## Student Quotes



The quotes that follow are actual words of students from academies over the years. The quotes are from students from academies across the various partner districts. Some are from graduates of recent academies, some from graduates of academies several years past, and some from students in academies currently underway.

The general content continues to be similar across all groups.

The quotes are taken from student responses to actual academy assignments.

Their words have not been paraphrased or changed.

Any emphasis indicated within the thought is from the original writer.



*“Leadership must offer a perspective designed to invite equitable participation, engage participation, engage collaboration, and create sustainable organizations.” (Lambert, Gardner, & Zimmerman, 2016)  
This is a bold reminder that in order to foster this level of collaboration and shared leadership, we have to be operating under the belief that the expert isn’t merely IN the room, the expert IS the room.*



*It is my mission as a teacher leader to empower others in our organization to not only lead, but to continue to commit to professional growth in teaching and learning practices that ignite outcomes leading to student success, the ultimate end goal.*



*The journey into education leadership continues to be interesting, exciting, and very eye-opening. Linda Lambert best describes what I am striving to be, as I continue to grow as a teacher leader. (Lambert 2003, p. 32-33)*

*“...Those for whom the dream has been kept alive are reflective, inquisitive, focused on improving their craft, and action-oriented; they accept responsibility for student learning and have a strong sense of self.”*



*“Leadership capacity... depends on understanding the connection between participation and skillfulness... Leadership is about contributing to, learning from, and influencing the learning of others.”  
(Lambert 2002, p.vii)*



*I have worked to build capacity within my building and district. According to Lambert (2002), as leaders we are also learners, we co-learn and co-teach.*



*I was meant to grow into the role of a leader throughout the academy and that is what I feel I have been doing. I am grateful this (Lambert, 2003) was one of the first readings we had in the academy and that Lambert has been referenced frequently throughout.*



*When starting the Leadership Academy, I knew I would learn more about how to be a leader but during this process, I have ended up not only learning about how to be an effective leader, but also about myself...over and over, I realized the fact that I am capable of so much more than I ever saw before...I am forever changed and forever moved to strive to be more each and every day.”*







*I love what Lambert stated (Lambert 2003, p.3), “as principals and teachers, we must attend not only to our students” learning but also to our own and to that of the adults around us. “*



*I can not only do my best to teach, but to lead others to become the best teachers they can be. It all goes back to building capacity. As I think about that, I think back on... Lambert, 2003, p. 20), “It is what people learn and do together, rather than what any particular leader does alone, that creates the fabric of the school.” Leading and learning go together and a leader who focuses on this will know that you can not do one without the other.*



*To try and put into words what I have learned from this (academy) experience during our first academy year is not humanly possible. It goes beyond the words and discussions we have had. It goes into the authenticity of the interactions we have been introduced to that would never happen in a normal masters program. This program helps you grow in ways that you didn't realize existed at the beginning of our journey.*



*What I find most amazing is that as I see myself as a leader, those around me start to see me as a leader.*



*My new view of leadership is one of growth and is summed up best by Linda Lambert: “leadership can be understood as reciprocal, purposeful learning in a community.”*





*After completing this program, I feel more fulfilled with my career and myself as an educator than I ever could have imagined.*



*I have learned a great deal about building leadership capacity within a building or a team. As a leader, I will not be able to accomplish any goal on my own. I will need to be diligent in building the capacity in others if the building to accomplish our goals.*



*Lambert suggests we move to considering parents as leaders... When we view parents as customers it is easier to protect them from the tough problems that we face and only provide them with the good information. When creating partnerships, it means that we as educators need not hide the information that might not be completely positive.*



*Over the course of the last year, I have been blessed with many opportunities that have encouraged me to participate, to inquire, provide input and reflect on my practice and the practices within the education system. I am fully alive. Reflecting on the ISLLC Standards has me asking, "What else can I be doing?"*



*I enjoy the activities that we have done such as discussions, presentations or short assignments that we post around the room to share. Having different ways to demonstrate our knowledge makes the class period go by quickly and connect everything that we have learned.*



*I use to like to get “the job done” by myself because I was typically faster than most, but that didn’t build capacity anywhere. I was a more negative person and I didn’t fully collaborate. Now, I pay more attention to others and their needs so that they don’t burn out, I’ve stopped referring to myself as “data-driven” but instead “student-driven,” and I have limited my work week from 60+ hours a week to closer to 50. I have a foundation for leadership backed by research to go along with my experiences. I am inspired to lead and learn and am less restricted to a title of “just a...”*



*I think the highlight of our study together so far has been the connections... The leadership concepts we have been learning: shared vision, collective efficacy, communication, building capacity, the change process, and so forth have been recurring themes in our varying texts. I love seeing how the different authors approach the concept of leadership and effective schools and how it all connects together in the end... in one short semester my schema surrounding leadership in education has definitely evolved.*



*What academy practices best facilitate your learning?*

- *The opportunity to collaborate with varying group members*
- *Discussing the readings, going deeper with probing questions, connecting back to prior learning*
- *Synthesizing learning through writing, and other modes*
- *Timely feedback on assignments*
- *Studying graphics/visual representations/models*



*Our academy study so far has given me new insight and challenged me in many areas. I have gained a different perspective on what it takes to be a leader and how the decision making process works. One of the highlights has been learning how to facilitate change and helping people through the change process.*





*I appreciate that this is not a “sit and get” program. We are interacting and discussing constantly. The required activities have also broadened my perspective based on previous experiences. I continue to be reminded that “you don’t know what you don’t know until you know.”*

*I hope continuing to grow as a teacher leader and being more open and aware of others perspectives will allow me to model, encourage, challenge and inspire those around me.*



*An academy practice that best facilitates my learning is a new perspective on leadership. We have also had the opportunity to meet and hear from different leaders in our district and participate in CPSI. These practices have helped me with new strategies to use in the classroom and new ideas on how to be a better teacher leader.*



*One practice that facilitates my learning in the academy is tying our learning directly to our schools. I enjoy learning different topics in class and being able to apply it in my own school shortly after class. There are many strategies that I have read about in class and discussed with my mentor shortly afterwards. When we were reading Lambert, I discussed the different archetypes with my mentor and shared topics that we found interesting from the book. We also discussed how to use the various strategies that I learned or how she has used them in our own school.*





*The highlights of our study together thus far have been when we have worked in teams and created presentations for one another.*

*This personally helps me because I am able to have enriching conversations with others in the program. Another highlight of this program is the situational scenarios we did last class period. These real world connections are how I learn best. Additionally (the academy experience) has given me the push to take on leadership roles and use these roles as a practice ground to improve my leadership capacity.*



*One highlight from our first semester together is that leadership has many definitions. It was refreshing to learn that leadership can look different for every person. I think what has been even more reassuring is that one leader can't do it all. Leadership is about building a team that you encourage and challenge as they use the skills to help all stakeholders.*



*One of the big academy practices that best facilitates my learning is that a everything is intertwined and related to each other. The spiraling of the information keeps everything relevant. Also, it is really nice to collaborate with other people on half of the assignments.*

*Another practice that facilitates my learning is being able to work and discuss with others. This opportunity allows me to hear different point of views and think about things that maybe I didn't think of.*



*The information that we have learned has allowed me to change my perspective from a teacher to a teacher leader ... The thing that I am most excited about is my desire to participate in our school's redesign.*

*Using the knowledge that I have gained so far has increased my confidence that I will have valuable input when planning the redesign.*



*This academy positively forced me to look for leadership opportunities.*



*The (academy) program was an amazing opportunity to learn and grow in my vocation. Education is a form of art as is leadership. I will continue to strive to learn and apply much of what I learned from experienced and knowledgeable professors and instructors.*



*I AM FOREVER CHANGED! Projects and assignments that had real-life connections – scenario-based most meaningful and helpful to apply learning.*



*I am a better teacher, a better teacher leader, a better mother, a better person because of this class.*



*I've appreciated the updated research, current, technology and ongoing issues brought to class – this adds sparkle and flavor that traditional classes do not contain.*



*I loved coming to class and being excited again about education! Lots of hope! I felt the road trips to CPSI cemented our community and provided valuable PD! It also provided an opportunity to be a student on campus. The shadowing of district leaders and principals was extremely beneficial. I love being surrounded by teachers across the district AND having a set of teachers from a completely different district. I feel like I've learned SO much more than I ever could have imagined in these last 10 months.*

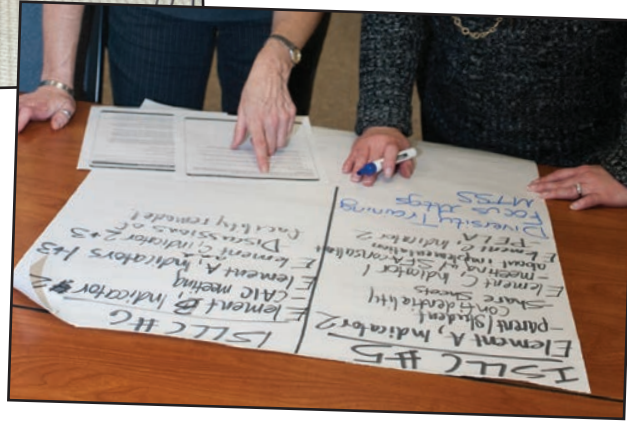


*My most powerful experience I got from (academy) was my transformation of my mindset of what leadership is and who is a leader. I entered with the mindset that school administrators were the leaders and my role/duties were my job. The 2 yrs. have changed my view and I believe that I demonstrate many leadership behaviors – informally and formally.*



*I like that the academy participants are active in the learning process with you as the facilitator. I love the immediate applicability our learning has. As a whole, I've loved the experience!!*





*Thank you for this incredible opportunity. Thank you for bringing the academy experience to Dodge City...to us...to me. Thank you for the role you'll play in the change we experience out here, in the success our students achieve because you and K-State were willing to ensure that needy students (us!) received our fair share (Standard 5!) of the education we desperately needed!*



*Definitely moved me out of my comfort zone which led to my growth; feeling "disturbed" was very uncomfortable for me, but it allowed me to grow and do some balcony thinking.*



*CPSI sessions – having the opportunities to attend was great – I gained a lot of knowledge and info from the various presenters this year and last... Attending the sessions was very valuable..*



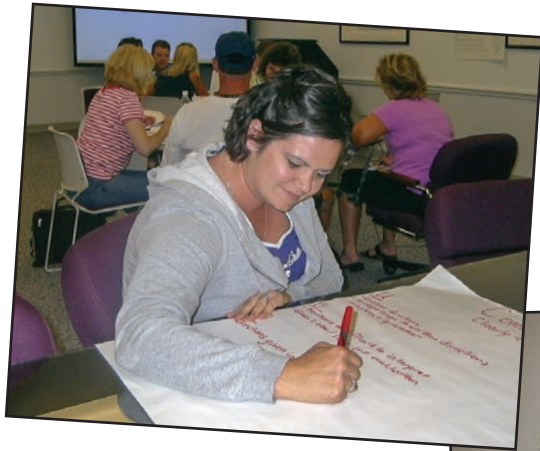
*On the job training and projects – we were able to make them relevant to building needs, put me in the role of teacher leader and allowed me to model for others, increased and influenced leadership capacity in others.*



*The Academy has caused me to reflect deeper. My reflections now include my personal growth and what is needed of continued growth; incorporating reflective thought in my assignment, user protest, has been extremely helpful... The reflecting was something I will take with me into the future – asking my own students to reflect has impacted how I teach.*







*I was truly unsure about how much I would actually learn and be able to apply later in my career. However, it seemed that every week I learned new things that I could apply the very next week at school. I am leaving a much more confident person.*



*I can't think of another education experience that has been more meaningful, thought provoking, or useful to me.*



*I've seen my students grow in the same way I have. At the beginning of the year they will often ask, "What do I need to include to get an A?" Near the end, I do not hear those questions because they have grown as I have.*



*My team was changed by my behavior and they are all reflecting. We are there to work on student needs, assessment, increase performance and use our time better.*



*I found my voice.*



*I feel like a better educator, more knowledgeable. I understand more about the profession than I did in all my years before.*



*The biggest change is the way I interact with team members – the level of collaboration and focus on shared responsibility for all students (Lambert).*



*I learned the importance of teacher leadership. I don't wait for my principal to ask, I notice building needs we need to address and I go to the principal to see what I can do to help.*



*I've learned the importance of including staff in decisions, being a leader and learner, being on the balcony and dance floor, teacher and learner.*



*A highlight of learning for me: My idea of working collaboratively has changed. Working collaboratively – learning it is more than going along with what others say.*



*I was a conflict avoider ...  
now I have conversations instead of conflicts.*



*I was always in leadership positions but I didn't have any formal training leadership. This has helped me understand materials and know skills..*



*I liked the spiral (curriculum design) and that we kept revisiting topics.*



*During the (academy) I realized that one way to put my knowledge into action was by pursuing by building license, after which I became an Assistant Principal. But that was not all (the academy) had to offer me, directly and indirectly. My thinking was reshaped, my mind was more open and more clear about education, and my goals grew with my learning. With the encouragement of my professors, (the academy experience) put me on the path that I am on today, finishing my doctoral program at Kansas State University. Getting a doctorate had been an evasive goal of mine for quite a while and the (academy) definitely gave me the confidence, mindset, courage, and tools to pursue it.  
(Current update: The academy graduate has now completed the doctorate degree and is a building principal in the district.)*



*My academy experience was 15 years ago. I have been a principal in three elementary schools in one district and one in another district. I am currently beginning a leadership position at the district level. If it wasn't for the academy I don't know if I would have had the opportunities afforded to me today. The academy exposed me to leading educators like Michael Fullan, Thomas Sergiovanni, Linda Lambert and Richard DuFour, just to name a few. To this day I still continue to read and reflect and put into action the theory and research of these educators along with others. The academy taught me how to take a collection of ideas and understandings illustrating different leadership styles and personally reflect and assess on how a school can be transformed by one's leadership.*



*In my first year of school administration, I do not think I have been exposed to anything that we didn't discuss at one time or another in (the academy). I can't imagine where I would be with our school improvement efforts and staff development planning had it not been for the knowledge we received in (the academy).*



*My participation in (the academy) was a genuine life-changing experience. I look at the entire educational field differently than I did before, because for two who years I got to view education from the lenses of some of the best administrators in education today. I was so fortunate.*

*The reflecting was something I will take with me into the future – asking my own students to reflect has impacted how I teach – I liked how my teachers encouraged self-direction and independent thinking.*





*This academy has helped me to grow professionally in ways that I couldn't have imagined when this whole process got started! I have literally felt myself changing, evolving, thinking differently about my practice and planning differently for my future.*



*I loved hearing from different speakers doing a variety of activities in class, and having a variety of assignments. I found it very helpful applying our learning within my school and talking things through with my mentor. I think starting with the 21 responsibilities and ISLLC 6 was extremely helpful.*



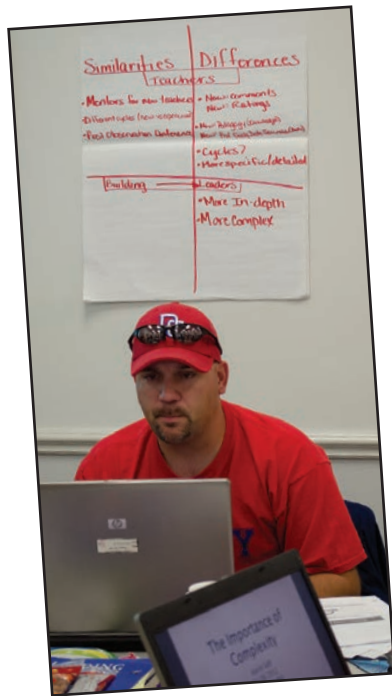
*Incorporating all the "classes" we were taking into a blended instructional model made what I was learning much more meaningful.*



*I think differently. I think before I speak. I see the big picture. I want to be part of the solution.*



*Thanks to the PELA facilitators/teachers as well as my fellow students for providing me with a strong background with which to launch my administrative career. It was one of the best educational experiences I've had, and I'm glad I got to share it with such great people.*



Similarities Differences  
Teachers

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Mentors for new teachers</li> <li>• Different roles (non-essential)</li> <li>• Each classroom (autonomy)</li> </ul> | <ul style="list-style-type: none"> <li>• New comments (New thinking)</li> <li>• New things (learning)</li> <li>• More specific/detailed (orders)</li> <li>• More in depth</li> <li>• More complex</li> </ul> |
|--|--|

## *University/District Partnership Masters Degree Model – History (September 2018)*

<i>Name</i>	<i>KSU Academy</i>	<i>District Partner(s)</i>	<i>Dates of Academy</i>	<i>Number Enrolled</i>
PALA	6	Geary County (8) Manhattan-Ogden (8) Salina (8)	March 2000 – February 2002	24
Leadership Academy #7	7	Rock Creek (13) Marysville (12)	Fall 2002 – 2004	25
TLA	8	Geary County	Fall 2003 – Spring 2005	20
GC/MO TLA	9	Garden City (12) Manhattan-Ogden (12)	Spring 2005 – Fall 2006	24
PELA	10	Geary County	Summer 2006 – Fall 2007	17
DCELA	11	Dodge City	Spring 2007 – Fall 2008	21
PELA 2	12	Geary County	Summer 2008 – Spring 2010	15
STLA	13	Salina USD	Fall 2008 – Summer 2010	8
PELA 3	14	Geary County	Fall 2010 – Summer 2012	15
DCELA 2	15	Dodge City	Spring 2011 – Fall 2012	22
STLA 2	16	Salina	Fall 2011 – Summer 2013	6
TPSTLA	17	Topeka Public Schools	Spring 2012 – Fall 2013	10
PELA 4	18	Geary County	Spring 2013 – Fall 2014	14
TPSTLA 2	19	Topeka Public Schools	Spring 2014 – Fall 2015	9
PELA 5	20	Geary County	Fall 2015 – Summer 2017	19
STLA 3	21	Salina	Fall 2015 – Summer 2017	21
383 TLA 3	22	Manhattan-Ogden	Fall 2015 – Summer 2017	16
DC/GC TLA	23	Dodge City (12) Garden City (12)	Fall 2016 – Summer 2018	24
Topeka/Wamego	24	Topeka Public Schools (16) Wamego (3)	Fall 2016 – Summer 2018	19
Osage Nation	25	Osage Nation (Oklahoma)	Fall 2016 – Summer 2018	12
512 MATL	26	Shawnee Mission	Spring 2017 – Fall 2018	13
PELA 6.0	27	Geary County	Spring 2018 – Fall 2019	18
STLA 4	28	Salina	Fall 2018 – Summer 2020	19
TPSTLA 4	29	Topeka Public Schools	Fall 2018 – Summer 2020	15
Manhattan-Ogden/ Wamego TLA	30	Manhattan-Ogden Wamego Rock Creek	Fall 2018 – Summer 2020	15

## *District Partners by Academy Date/Enrollment (May 2018)*

<i>District</i>	<i>Dates of Academy</i>	<i>Enrollment</i>
District Partner 1	March 2000	8*
<b><i>Geary County</i></b>	September 2003	20
	January 2006	17
	June 2008	15
	September 2010	15
	January 2013	14
	September 2015	19
	January 2018	18
<b>TOTAL</b>		<b>126</b>

District Partner 2	March 2000	8*
<b><i>Salina</i></b>	September 2008	8
	September 2011	6
	August 2015	21
	August 2018	19
	<b>TOTAL</b>	

District Partner 3	March 2000	8*
<b><i>Manhattan-Ogden</i></b>	Spring 2005	12*
	September 2015	16
	August 2018	13
	<b>TOTAL</b>	

District Partners 4 and 5*	2003-2004	
<b><i>Marysville</i></b>		12
		13
<b><i>Rock Creek</i></b>	Fall 2018	1
<b>TOTAL</b>		<b>26</b>

District Partner 6	January 2007	21
<b><i>Dodge City</i></b>	January 2011	22
	September 2016	12*
	<b>TOTAL</b>	

<i>District</i>	<i>Dates of Academy</i>	<i>Enrollment</i>
District Partner 7	January 2012	10
<b><i>Topeka</i></b>	January 2014	9
	September 2016	17*
	August 2018	15
	<b>TOTAL</b>	

District Partner 8	January 2005	12*
<b><i>Garden City</i></b>	September 2016	11*
	<b>TOTAL</b>	

District Partner 9	September 2016	4*
<b><i>Wamego</i></b>	August 2018	1*
	<b>TOTAL</b>	

District Partner 10	September 2016	9
<b><i>Osage Nation</i></b>	<b>TOTAL</b>	<b>9</b>

District Partner 11	Summer 2017	13
<b><i>Shawnee Mission</i></b>	<b>TOTAL</b>	<b>13</b>

*Total Academy Participants to Date = 419*

*Total Academy Groups to Date = 25*

*\* Joint partnership with another district*

# Academy Rosters by Academy Number, 2000-2018

## Members of the first Academy



Greg Hoyt Jeannie Hrabe Jaunita Erickson Jim Armendariz



Katina Brenn Linn Exline Melisa Hancock Phyllis Boller



Barbara Coleman Bev Fulton Carlita Pederson Carol Arjona



Christal Lantz Cleion Morton Kathy Hund Roanne Stein



Samrie Devin Terry Heina Tim Newton Traci McCarthy



Vern Steffens Vickie Kline Jim Smith

## A 6 PALA

### First Masters Degree KSU/District partnership Academy

(3 district partners)  
March 2000 – February 2002

### District 383 Manhattan-Ogden

Greg Hoyt  
Jim Armendariz  
Melisa Hancock  
Traci McCarthy  
Bev Fulton  
Kathy Hund  
Carlita Pederson  
Cleion Morton

### District 305 Salina

Barbara Coleman  
Juanita Erickson  
Linn Exline  
Jean Hrabe  
Christal Lantz  
Jim Smith  
Roanne Stein

### District 475 Geary County

Carol Arjona  
Phyllis Boller  
Katina Brenn  
Samrie Devin  
Terry Heina  
Vickie Kline  
Tim Newton  
Vern Steffens

Lona Dittmar  
Gay Frazee  
Sheri Harmer  
Kim Houtz  
Mary Kessinger-Wassom  
Khristopher Thexton  
Joe Wilmes

## ACADEMY 8

### Geary County Teacher Leadership Academy (TLA)

September 2003 – May 2005

Connie Aumen  
Jennifer Blair  
Jenny Black  
Melisa Burgess  
Sandy Gray  
Felix Grimmert  
Catherine Hedges  
Lynn Inkman  
Jean Johnson  
Johnnie Johnson  
Julie Johnson  
Lynn McClusky  
Ginger Powers  
Doug Sallee  
Scott Snyder  
Deb Stevens  
Jenny Strahley  
Megan Thomann  
Dana Williamson

## ACADEMY 9

### Garden City/Manhattan-Ogden Spring 2005 – Fall 2006

**Garden City**  
Albert Carillo  
Vicky Gile  
Tracy Lukens  
Ricco Perez  
Midge Simmons  
Roger Syng  
Carol Wethington

### Manhattan-Ogden

Brook Blanck  
Vicki Ekart  
Joel Gittle  
Gail Hughes  
Angie Messer  
Chris Payne  
Kathy Stitt  
Andrea Tiede  
Jim Webber  
Susan Wendland

## ACADEMY 7

### Rock Creek/Marysville Spring 2002 – Spring 2004

### Rock Creek Teachers

Janet Duncan  
Steve LaRocque  
Carol Thierolf  
Terrance Schmitz  
Debbie Hodges  
Brandey Nelson  
Ronald Donoho  
Brian Harvey  
Brenda Page  
John Harshbarger  
Brian Weilert  
Shirley Vandahl  
Sara Miller  
Tatia Shelton  
Sherry Helus

### Marysville Teachers

Colin Bargaen  
Brian Cook



# *Academy Rosters by Academy Number, 2000–2018*

## **ACADEMY 10**

### **Geary County Professional Education Leadership Academy (PELA 1) *January 2006 – December 2007***

Patricia Dozier  
Jeanie Glessner  
Susan Guinn  
Ron James  
Jennifer Lashley-Hill  
Shannon Molt  
Kay Murphy  
Heather Oentrich  
Alicia Pecenka  
Susan Pender  
Courtney Pfizenmaier  
Sarajane Schubert  
Kathi Teeter  
Thomas Wesoloski  
Susan White  
Randall Zimmerman

## **ACADEMY 11**

### **Dodge City Educational Leadership Academy (DCELA) *Spring 2007 – Fall 2008***

Arturo Amaro  
Nancy Becker  
Justin Briggs  
Justin Burke  
Cynthia Cammack  
Chris Doussa  
Heather Gleason  
Dennis Hamilton  
Kathy Hayes  
Karen Herrman  
Karalee Huck  
Amy Loder  
Martha Mendoza  
Maria Ortiz-Smith  
Lisa Pelton  
Michael Pelton  
Lisa Rumbaugh  
Erin Schaffer  
Shawn Steiner  
Shirley Voran  
Anne Woods

## **ACADEMY 12**

### **Geary County Professional Education Leadership Academy (PELA 2) *September 2008 - May 2010***

Deb Barnes  
Judy Beemer  
Stephanie Bogenhagen

Erin Bohanan  
Daniel Dinkel  
Kim Dressman  
Amy Leturgez  
Anneliece Kowalik  
Jessica Peterson  
Cathy Phillips  
Barbara Savant  
Ursula Popovich  
Pamela Ricard  
Amy Roether  
Alicia Scofield  
Jennifer Stuck

## **ACADEMY 13**

### **Salina Teacher Leadership Academy (STLA 1) *Fall 2008 – Summer 2010***

Deanna Cullin  
Jen Marshall  
Patricia Huerta  
Melinda Eitel  
Angela Dorzweiler  
Jennifer Davis  
Katrina Paradis  
Anna Bonilla

## **ACADEMY 14**

### **Geary County (PELA 3) *September 2010 – June 2012***

Erin Bodlak  
Regina Freyberger  
Sally Jerabek  
Brandi Lundgren  
Mary Mignano  
Nicholas Morgan  
Sheryl Pierce  
Mary Schmutz  
Bryan Scruggs  
Paige Sessa  
Rolinda Smith  
Jodi Testa  
Andrea York  
Jared Larson  
Mandy White

## **ACADEMY 15**

### **Dodge City (DCELA 2) *January 2011 – December 2012***

Bianca Alvarez  
Kathy Barnett  
Michelle Bogner  
Kathy Doussa  
Dustin Ferguson

Brian Hastings  
Jayne Jones  
Lisa Juel  
Taviana Lowery  
Jamie Maledon  
Teri McPhaul  
Lisa Pierce  
Maria Ramirez  
Tyson Schroeder  
Kevin Self  
Pamela Setzkorn  
Heither Steiner  
Diana Temblador  
Erica Teran  
Joe Vinton  
Melyssa White  
Laura Woolfolk

## **ACADEMY 16**

### **Salina (STLA 2) *Fall 2011 – Summer 2013***

Mitch Boggs  
Kristen Graff  
Matt Gerry  
Andria Haden  
Erin Hoppock McCorkle  
Sheila Shaffer

## **ACADEMY 17**

### **Topeka Public Schools Teacher Leadership Academy (TPSTLA 1) *January 2012 – December 2013***

Heather Calvert  
Rebecca Hackett  
Shandy Hayes Grist  
Brenda Joyal  
Tara Martin  
Pilar Mejia Velez  
Gary Richmond  
Carrie Rohr  
Angela Soper  
Courtney Yeoman



# *Academy Rosters by Academy Number, 2000-2018*

## **ACADEMY 18**

### **Geary County (PELA 4)**

*Spring 2013 – Fall 2014*

Jamie Deville  
Jeremy Fajen  
Jayci Hamm  
Katie Jackson  
Michaela Larson  
Allison Mason  
Ryan Norton  
Kenneth Reeve  
Shawn Ryan  
Kenneth Talley  
Erin Taylor  
Veronica Wait  
Kerry Waugh  
Janet Williams

## **ACADEMY 19**

### **Topeka Public Schools (TLA 2)**

*Spring 2014 – Fall 2015*

Carolyn Altman  
Brenna Dooley  
Keith Glotzbach  
Amy Gress  
Brittany Mathis  
Michelle Morrison  
Sandra Ortiz  
Stacy Schreiner  
Melissa Seacat  
Paula Swartzman-Waters

## **ACADEMY 20**

### **Geary County (PELA 5)**

*Fall 2015 – Summer 2017*

Tyrek Artley  
Kristin Barker  
Sara Brown  
Elizabeth Dierking  
Mathew Duckworth  
Jennifer Garrison  
Katie Hagenmaier  
Crystal Holzer  
Meredith Lenfestey  
Erin Lopez  
Stephanie McNemar  
Sarah Maxwell  
Nichole Monroe  
Sandra Orellana  
Kristin Reeder  
Dylan Richardson  
Stephanie Sowell  
Emily Warren

## **ACADEMY 21**

### **Salina (STLA 3)**

*Fall 2015 – Summer 2017*

Amanda Araujo  
Shelby Babcock  
Kylene Comeau  
Sabrina Fink  
Amanda Freeman  
Patricia McVay  
Krista DeVoe  
Brittany Kisner  
Deirdre Hoff  
Kate Lindsay  
Ava Owen  
Nick Owen  
Anna Voth  
Agnes Zadina  
Brandon Cheeks  
Miriam Gogadi  
Eryn Koons  
James Lumley  
Angela Reese  
Elane Stein

## **ACADEMY 22**

### **Manhattan-Ogden (TLA 3)**

*Fall 2015 – Summer 2017*

Craig Babcock  
Erica Bammes  
Leslie Campbell  
Nathan Downs  
Lisa Heller  
Micah Karl  
Abigail Lynch  
Barb McClintock  
Austyn McNew  
Larry Myers  
Karen Phillips  
Alyssa Schmitt  
Tami Simkins  
Ashley Smith  
Meshell Thornley  
Kristi Timm

## **ACADEMY 23**

### **Dodge City/Garden City**

*Fall 2016 - Summer 2018*

#### **Dodge City Teachers**

Amy Alfrey  
John Alfrey  
Jordan Burr  
Katie Corwin  
Katlen Downey  
Kathy Gemaehlich

Denna Gonzalez  
Sonia Gonzalez  
Sheila Sanchez Hermocillo  
Samantha Rumbaugh  
Holly Ann Sewell  
Sarah Williams

#### **Garden City Teachers**

Alyson Amos  
Clint Borton  
Adriana Caro  
Rachel Chapman  
Kim Freeland  
Sarah Gere  
Scott Glass  
Sarah Harris  
Christine Neeb  
Nathan Smith  
Amanda Wilkinson

## **ACADEMY 24**

### **Topeka Public Schools/Wamego (Topeka-Wamego)**

*Fall 2016 – Summer 2018*

#### **Topeka Teachers**

Ryan Arnold  
Mary Susan Cooper  
Jason Drinkard  
Ann Gorusch  
Cynthia Hopp  
Stacey Kramer  
Matthew Lancaster  
Kathryn Locke  
Loretta Logan  
Michelle Lucht  
Emily Rhoades  
Michelle Shambow  
Yvonne Spalding  
Alauna Thornton  
Amy Wagner  
Lauren Williams

#### **Wamego Teachers**

Rachel Buessing  
Phillip Kline  
Molly Townsend

## **ACADEMY 25**

### **Osage Nation Educational Leadership Academy (ONELA 1)**

*Fall 2016 – Summer 2018*

Boyna Bear  
Dana Daylight  
Joni Hall  
Lauren Long  
Amanda McKinley

# *Academy Rosters by Academy Number, 2000-2018*

Cameron Pratt  
Coley Streater  
Manon Taylor  
Mary Wildcat

## **ACADEMY 26**

**Shawnee Mission Masters Academy  
for Teacher Leadership (SMMATC1)  
Summer 2017 – Spring 2019**

Erin Aldrich  
Maggie Carter  
Jenny Collier  
Jonathan Ferrell  
Gloria Hastings  
Jennifer Juday  
Molly Hoener  
Jessica McGovern  
Joanna Roche  
Amie Schick  
Kendra Shamburg  
Carolina Salguaro  
Jeremy Wayne

## **ACADEMY 27**

**Geary County (PELA 6.0)  
Spring 2018 – Fall 2019**

Abby Allen  
Nicole Bergeron  
Elizabeth Chou  
Lauren Davis  
Sally Dreher  
Sara Elliott  
Marlies Gipson  
Elaine Gonzalez  
Stephanie Kabriel  
Haley Kaus  
Cody Hill  
Mallory Larsen  
Rachelle McGehee  
Jessica Roche  
Kylie Seymour  
Kimbri Smice  
Matt Westerhaus  
Chelsea Willems

## **ACADEMY 28**

**Salina (STLA 4)  
Fall 2018 – Summer 2020**

Ayla Beagh  
Anna Dechant  
Jennifer Ebel  
Jayson Emig  
Jill Graff  
Melanie Hammond

Kerry Ingram  
Stephanie Johannes  
Ashley Long  
Tiffany Lowe  
Charlie Lynn  
Melissa Mall  
Anna Morrisette  
Jessica Painter  
Madison Resley  
Kimberlee Stauffer  
Cody Stockwell  
T.J. Turner

## **ACADEMY 29**

**Topeka Public Schools (TLA 4)  
Fall 2018 – Summer 2020**

Cherryl Delacruz  
Kaylee Erickson  
Kathleen Foster  
Elaine Henry  
Sara Hoyt  
Alicia Julian  
Kelly Legleiter  
Alyx Nash  
Lindsey Noonan  
Thomas Ross  
Brandy Ruby  
Kara Schuetz  
Erin Shirron  
Travis True  
Jennifer Walker

## **ACADEMY 30**

**Manhattan-Ogden/ Wamego (TLA 4)  
Fall 2018 – Summer 2020**

### **Manhattan Teachers**

Carrie Andrade  
Natalie Archuleta  
Renee Cassel  
Jordan Hevel  
Melissa Huff  
Sheree Lambert  
Crystal Oglesby  
Shane Sieben  
Kayla Simon  
Dane Sylvester  
Madeline Tenbrink  
Emily Yeager

### **Wamego Teachers**

Crystal Brunner  
Rock Creek Teachers  
Megan Umscheid



USD 457  
Garden City  
Public Schools



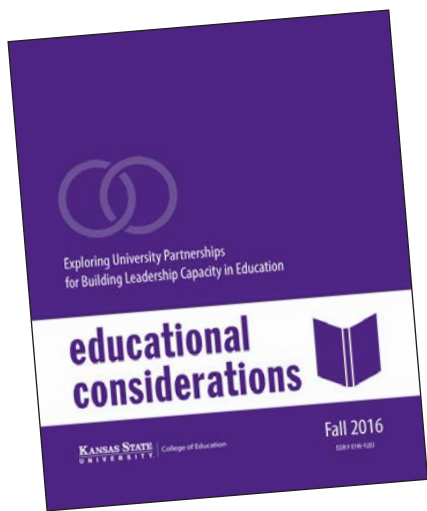


A former school superintendent who is now a university professor uses her experience in these partnership roles to describe how Kansas State University's collaboratively designed master's academy leadership preparation models merging theory and practice came about over fifteen years ago, and how it has evolved since then.

# Transforming the Preparation of Leaders into a True Partnership Model

Mary Devin

*Dr. Mary Devin is Professor of Educational Leadership at Kansas State University and has been directly involved with master's partnerships since the program began. She served as a school superintendent partner in the first two years of the model and as the university partner liaison for the last fourteen years.*



*This article is a reprint from Educational Considerations, Vol. 43, No. 4 (Fall 2016), a special issue on Exploring University Partnerships for Building Leadership Capacity in Education.*

## The Context

In the early 2000s, as public education moved into the accountability era spawned by passage of No Child Left Behind in 2001, landmark research produced convincing evidence of the importance of leadership (Leithwood, Louis, Anderson, & Wahlstrom, K., 2004). These researchers found that among school-related factors, the influence of leadership on student success is second only to classroom instruction, and further, that leadership makes the most difference in schools with the greatest need. Even more attention-getting was that virtually no documented instances were found of troubled schools being turned around without intervention by a powerful leader. While other factors and positions were necessary in the process, leadership was found to be the catalyst.

Teachers were also recognizing the importance of leadership. In 2006, 36% of respondents to the Kansas Teachers Working Conditions Survey selected leadership as the single factor most influencing the decision about staying in their school and 97% ranked support from school leadership as important or extremely important in influencing personal decisions about future plans (Miller, Devin, and Shoop, 2007). Prior to these affirming statements from research, practitioners in school districts were experiencing the need for quality leadership firsthand. Expectations of school leader position holders were changing, and district leaders responsible for hiring principals were finding that current preparation programs were not producing candidates ready to be successful in this new leadership setting.

## A Story of Change Begins

Insightful chief district leaders in three neighboring Midwest school districts united with courageous faculty members from a nearby university to address leadership concerns in their area. They were superintendents from each of the three districts with their most immediate leadership teammates and the dean and senior faculty members from the department of educational administration at the nearby

state university. In true partnership spirit, the participants came together as an ad hoc planning committee to find a common commitment, to collect resources available across all sources, and to put together a more effective design for preparation of school leaders. They quickly found they shared a vision of a more effective merger between theory and practice and that they were ready to commit their respective organizations to planning and implementing a new program consistent with that shared vision. Everyone agreed a new approach to curriculum was needed, but it must be one anchored firmly in research and designed to reflect a growing body of knowledge behind best practice in schools of today and the future.

### **Finding a Research Base for a New Approach to Preparing Leaders**

This was just as the century changed and professional organizations and coalitions had gathered to produce guidelines related to successful leadership. After much deliberation over current professional activities and conversations, these planners chose two research-based components to form the structural framework for their new preparation program:

- *ISLLC Standards (1996)*. The Council of Chief State School Officials (CSSO) and the National Policy Board of Educational Administration (NPBEA) jointly sponsored a coalition of professional organizations and representatives from prominent leadership preparation programs known as the Interstate School Leaders Licensure Consortium (ISLLC). In 1996 ISLLC published six research-based leadership standards endorsed by the profession. These six standards were the best match for the shared vision the district and university partners had identified.

Their choice proved to be a fortuitous one. State departments of education across the country soon adopted those same ISLLC standards as the basis for leadership licensure. The ISLLC standards continue to undergird the partnership model today, even as they were revised by ISLLC in 2008 and the Performance Indicators were added to bring clarity to the research base that same year.

- *NPBEA Leadership Competencies (1993)*. At the same time the academy initiators were planning their work, researchers were seeking answers to questions about what leadership looked like on the job – what leaders did to accomplish the work of these standards. The partnership planners adopted the current body of knowledge from work in this area by the NPBEA to support the six standards in the new academy curriculum. This was another wise choice; the NPBEA research led to what is now known as the 21 Leadership Responsibilities (Waters et al., 2003).

Planners for this new approach to preparing leaders made many significant decisions before any class members were selected or the date of a first class session was set. In significant departure from typical practice, members

of the new two-year closed cohort were selected by the home district through an open application process based on consideration of demonstrated leadership potential. Each of the three districts filled eight student spaces; the only university requirement of participants was successful admission to graduate school.

Face-to-face class session dates (compatible with district schedules rather than the university calendar) were scheduled with mentor interactions on field experiences supplementing them. Tuition was the responsibility of individual academy students, but books and published materials were provided for all by the districts. The university contributed towards costs in the form of compensation for district staff assisting with the academy. The details of district selection of students, material provision, and university cost sharing would vary over the coming years, but all continue to be distinguishing characteristics of the partnership model.

### **The New Program of Study**

Continuing the partnership framework, decisions related to curriculum and instructional delivery were made collaboratively. An integrated, spiraling curriculum replaced discrete course delivery, but was designed to remain continuously open to new research and to changes in context of practice. District leaders brought forward specific challenges facing their districts and university faculty aligned that context with research-based leadership standards (ISLLC and the 21 Responsibilities) and university preparation program standards (national and state accreditation). Delivery of instruction was also a partnership activity. As best practice and research-based knowledge was presented by university staff, district leaders reinforced the concepts by exposing students to real-world applications in the district, much like mastery in a magnet school within the context of the interest theme. Academy students practiced new skills through meaningful involvement in current school improvement work in their buildings, keeping strong connections between theory and practice foremost in implementation of the new model.

Systems thinking, networking, and greater understanding of the district operations were goals for student growth in the first academy. To facilitate learning and to bridge the distance between theory and current district practice and priorities, each student was assigned a mentor (a building leader in the district). Interactions among aspiring leaders and practitioners produced even more opportunities than expected as college of education staff, district leaders, mentors, and more experienced teachers learned from each other while working with the academy participants. A culture of learning for all emerged, exceeding all partners' expectations. These student goals and learning for all outcomes remain visibly important elements in current academies.

### **Impact of the Academy**

After months of planning, the first university/district partner master's academy got underway in February 2000.<sup>1</sup> Details of how this was accomplished are available in firsthand accounts of the story (Devin, 2004, Miller et al., 2007). Two years later,

twenty students across the three participating districts had acquired building leader licensure and were viable candidates for leadership openings in their respective districts as a result of completing the first master's degree district-university partnership academy. Planners rated the academy experience an overwhelming success. The superintendent of the district where all eight selected participants completed the academy summarized expected and unexpected benefits in a communication to her board of education shortly after the academy was completed:

**Benefits of the Academy Partnership Leadership Preparation Model**

- The district has a cadre of leaders with broader skills and commitment to call on for future school improvement efforts.
- District leaders participating on the planning committee grew professionally as they interacted with university staff and were stimulated by the responses of the academy participants.
- Many of the special projects completed by the participants were directly connected to school improvement efforts at the building level and produced positive results for students.
- Academy participants shared their experiences often with other district teachers and administrators, extending the professional growth beyond the eight directly involved.
- Mentors cited their own growth as they worked with the academy students in problem-solving situations.

- University staff introduced additional resources that are useful to the professional growth of practicing administrators in the district.
- The close working relations between the university and the district rose to yet another level. The direct involvement with our staff and programs has created even greater awareness of and respect for the quality present in the district.
- There are now even more opportunities for future collaboration with the university, for the benefit of staff and students.
- The district/university project was featured in the recent process of national accreditation for the teacher preparation program at the university, taking the positive exposure for the district even beyond Kansas. (Miller et al., 2007, p.99)

Later research on the first academy partnership design for preparing new leaders documented important findings in interviews with the participants themselves at the end of the academy. Quotes from academy completers in Figure 1 indicated the new preparation model more than accomplished the goals of those who partnered on its design. Reflective comments from completers in subsequent academies express similar opinions on the same themes.

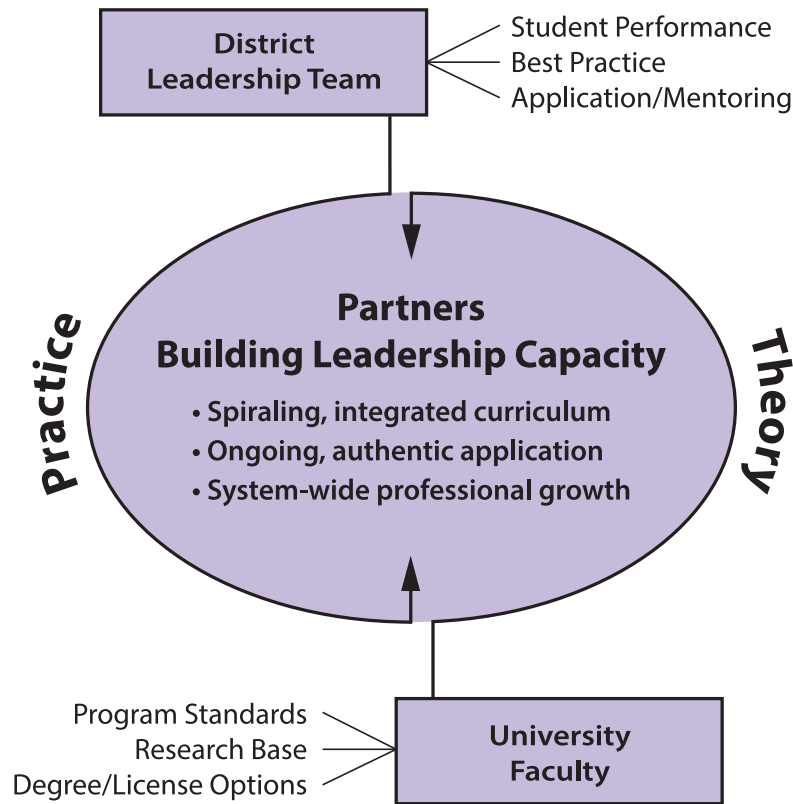
**Shift of Focus to Teacher Leadership Brings More Academy Partners**

Shortly after the conclusion of the first master's degree partnership academy, two of the three original district partners experienced changes in the top leadership position

Figure 1 | **Program Graduates Reflection on Impact of Academy Experience**

The Partnership Model...	Program Graduate Reflection	Source
<b>changed the way people think about themselves.</b>	"I had never given much consideration to becoming a building principal. Now I think I am glad to have an opportunity to get a principal license even if I never use it. I will be a much better teacher because of this experience."	(Gustafson, 2005, p. 108)
<b>changed classroom practices.</b>	"I clearly remember the very first reflective assignment – what a chore! Now, reflective thought is a daily part of my life, and a part I have included in the assignment of my students. The reflecting was something I will take with me into the future – asking my own students to reflect has impacted how I teach."	(Miller & Devin, 2005, pp. 2–3)
<b>provided authentic experiences.</b>	"In my first year of school administration, I do not think I have been exposed to anything that we didn't discuss at one time or another in (the academy). I can't imagine where I would be with our school improvement efforts and staff development planning had it not been for the knowledge we received in (the academy)."	(Miller, et.al., 2007, p. 85)
<b>developed systems thinking.</b>	"My participation in (the academy) was a genuine life-changing experience. I look at the entire educational field differently than I did before, because for two whole years, I got to view education from the lenses of some of the best administrators in education today. I was so fortunate."	(Gustafson, 2005, p. 131)

## PBLC: Partners Building Leadership Capacity



and attention to the academy partnership model was set aside for a time. In the third of the original partner districts, conversations turned to 1) student feedback indicating significant benefits from the academy even if the graduate remained in the classroom, and 2) the risks of preparing too many good teachers for more administrative openings than the district would need. This discussion led to a second university partnership academy with two changes. First, all participants came from a single district; second and more importantly, the focus shifted from principal preparation to expanding teacher leadership capacity. Academy content remained much the same with more emphasis on teachers as leaders working on school improvement from classroom positions or, as an individual option, as a foundation for the building level administrative license. This shift in focus is the foundation for the many university/district partnership academies that have followed to this date. Figure 2 is a visual demonstration of the partnership master's model for teacher leadership.

From the onset, the university partners agreed that team leadership is an essential component of the shared vision and they were pleased to enter into a second partnership with the district. Instead of a 36-hour master's encompassing all requirements for a building principal license, the academy program of study was reduced to a 30-hour master's in

educational leadership with the individual option of adding six additional hours outside the academy to complete building license requirements. The new format created district interest in a series of academy cohorts in order to give greater numbers of teachers the opportunity to be involved. It was also a way of showing value placed on teachers as learners and a way of supporting those interested in pursuing advanced degree work. The focus on building leadership skills was especially useful as nonadministrative positions such as coaches, coordinators, team leaders, etc., became more common across districts. At the university, the University/District Teacher Leadership Master's Degree academy would become the primary delivery model for the master's program and the building leader preparation program of study over the next fifteen years. See Figure 3 for the history of university/district partnership academies since the model's introduction in 2000.

The redirection to a focus on teacher leadership did not diminish the importance of thoughtful planning for each academy on how to embed theory in the context of local practice, but the shift did alter the conversation between the university and district partners as new academies formed, either with first-time partners, or when beginning a new group as part of a series with a familiar partner. Projecting leadership needs became even more holistic in nature,

Figure 3 | **University/District Partnership Master’s Degree Model – History (May 2016)**

Academy Name	District Partner(s)	Dates of Academy	# Enrolled
Professional Administrative Leadership Academy (PALA)	Geary County (8) Manhattan-Ogden (8) Salina (8)	March 2000 – February 2002	24
Leadership Academy	Geary County	September 2003 – May 2005	20
Garden City/Manhattan-Ogden Teacher Leadership Academy (GC/MO TLA)	Garden City (12) Manhattan-Ogden (12)	Spring 2005 – Fall 2006	24
Professional Education Leadership Academy (PELA)	Geary County	January 2006 – December 2007	17
Dodge City Education Leadership Academy (DCELA)	Dodge City	January 2007 – December 2008	21
Professional Education Leadership Academy 2 (PELA 2)	Geary County	June 2008 – May 2010	15
Salina Teacher Leadership Academy (STLA)	Salina	Fall 2008 – Summer 2010	8
Professional Education Leadership Academy 3 (PELA 3)	Geary County	September 2010 – June 2012	15
Dodge City Education Leadership Academy 2 (DCELA 2)	Dodge City	January 2011 – December 2012	22
Salina Teacher Leadership Academy 2 (STLA 2)	Salina	Fall 2011 – Summer 2013	6
Topeka Public Schools Teacher Leadership Academy (TPSTLA)	Topeka	January 2013 – December 2014	10
Professional Education Leadership Academy 4 (PELA 4)	Geary County	January 2012 – December 2013	14
Topeka Public Schools Teacher Leadership Academy 2 (TPSTLA 2)	Topeka	January 2014 – December 2015	9
Professional Education Leadership Academy 5 (PELA 5)*	Geary County	Fall 2015 – Summer 2017	19
Salina Teacher Leadership Academy 3 (STLA 3)*	Salina	Fall 2015 – Summer 2017	21
USD 383 Teacher Leadership Academy 3 (TLA 3)*	Manhattan-Ogden	Fall 2015 – Summer 2017	16
Dodge City/Garden City Teacher Leadership Academy (DC/GC TLA) **	Dodge City (12) Garden City (12)	Fall 2016 – Summer 2018	24
Topeka/Wamego Teacher Leadership Academy **	Topeka (17) Wamego (4)	Fall 2016 – Summer 2018	21
Osage Nation Educational Leadership Academy (ONELA)**	Osage Nation (Oklahoma)	Fall 2016 – Summer 2018	12
Teacher Leadership LEAD 512***	Shawnee Mission	Spring 2017 – Fall 2018	TBD

\* In progress. (Fall 2015 – Summer 2017)      \*\* Begins Fall 2016      \*\*\* Begins Spring 2017

Figure 4 | **District Partners by Academy Date/Enrollment (May 2016)**

District	Academy Start Date	Enrollment
<b>District Partner 1: Geary County</b>	March 2000	8*
	September 2003	20
	January 2006	17
	June 2008	15
	September 2010	15
	January 2013	14
	September 15	19
	<b>Total = 108</b>	
<b>District Partner 2: Salina</b>	March 2000	8*
	September 2008	8
	September 2011	6
	August 2015	21
	<b>Total = 43</b>	
<b>District Partner 3: Manhattan-Ogden</b>	March 2000	8*
	Spring 2005	12*
	September 2015	16
	<b>Total = 36</b>	
<b>District Partner 4: Dodge City</b>	January 2007	21
	January 2011	22
	September 2016	12*
	<b>Total = 55</b>	
<b>District Partner 5: Topeka</b>	January 2012	10
	January 2014	9
	September 2016	17*
	<b>Total = 36</b>	
<b>District Partner 6: Garden City</b>	January 2005	12*
	September 2916	12*
	<b>Total = 24</b>	
<b>District Partner 7: Wamego</b>	September 2016	4*
	<b>Total = 4</b>	
<b>Partner 8 (Tribal Government): Osage Nation</b>	September 2016	12
	<b>Total = 12</b>	
<b>Total academy participants to date = 318</b>		
<b>Total academy groups to date = 19</b>		
<b>(District Partner 9)</b>	(In planning for January 2017 Start)	(TBD)

\* Joint partnership with another district

especially as emerging research reinforced the importance of building leadership teams and districts broadened the manner in which they relied on teacher leadership as an essential component of successful school improvement. The planning group morphed into the Planning Committee and was acknowledged to be an ongoing part of the process throughout the full two years of the academy.

Interest in partnerships grew quickly as word spread among education leaders regarding the positive outcomes of early academies. Figure 4 illustrates this growth, as they list academies by district partners, showing how the number of individual district partners participating with the university in leadership master's academies will have tripled in the first 16 years of its implementation.

Within academies, field experiences became more diverse in order to meet the needs of the teachers coming into the program from various assignments across the districts. While face-to-face time continues to be an important element in the academy model, the challenge of geographic distance is often an item on each planning committee's agenda. A typical academy meets face-to-face on the district site eight times each semester with technology facilitating communications in-between. However, the partners have found various creative ways to package face-to-face time over the years. Longer weekend sessions reduce travel time and developing technology resources such as PolyCom and Zoom can create a degree of physical togetherness without so much travel.

#### **Academy Materials**

Materials selected today are very different from those used in the first academy, but choosing them collaboratively remains a major part of the planning process. The first academy relied on a series of titles from the mid-90s based on the 21 competencies identified by the National Policy Board for Educational Administration (NPBEA) to describe what principals should know and be able to do. The 21 themes were grouped into Functional, Interpersonal, Programmatic, and Contextual domains. When McREL research introduced the 21 Leadership Responsibilities of building leaders, materials shifted to those related to the newer research (Waters et al., 2003, 2007). Another influence on materials has been the growing body of knowledge from many sources on what works in schools and how to build leadership capacity at all levels. Approximately twenty titles are selected by the respective planning committees for each academy currently, looking at the most recent materials available that best match issues, interests, and professional development in the partner district.

While authors and titles vary across academies (even in the same district), they remain contemporary research-based publications on topics related to building leadership capacity at all levels; such topics include using data to inform decisions, understanding and leading the change process, and leadership in special education, technology, curriculum, and team building. Other consistent elements in the integrated, spiraling curriculum are influencing a culture supporting school improvement, safety and equity issues, and ethics that underlie educational decisions. Authors



frequently appearing on materials lists include Lambert on teacher leadership, Fullan and Wagner on change, Kidder on ethics, and others such as Douglas Reeves, Victoria Bernhardt, Charlotte Danielson, Kent Peterson, Terry Deal, Ken O'Connor, and Shirley Hord. Additionally, emerging emphasis on the formation of professional learning communities, which reinforces the need for teacher leadership, also has become an integral part of the several academy's professional growth plan. Primary resources used for developing and sustaining a professional learning community culture include the National Association of Elementary Principals and the works of Robert DuFour and others.

### **Mentored Field Experiences**

From the first academy through the present ones, each academy participant is assigned a one-on-one district mentor to work with over the two-year program. The mentor assists the student in finding suitable applications, increasing responsibility over time. As topics are explored in class, students are expected to find opportunities to put what they have learned into practice at an appropriate level. When topics reappear in the integrated, spiraling curriculum, the level of involvement in practice increases for the student. The purpose of the mentor relationship remains the same, but planners have learned that good mentor programs require a program of support and skill building. District partners are responsible for assigning mentors, but the university partner can provide assistance with developing mentoring skills. Mentor support includes establishing a network of mentors where they can learn mentoring skills and share ideas, successes, and challenges with each other.

### **Staffing and Linking the Partners**

An important staffing element separating the partnership model from previous preparation approaches was the blending of both university and district personnel as first-line staff during the two years the cohort works together. The first partnership academy was staffed by the three experienced district leaders (each of whom had served as a university adjunct instructor), who were individually teamed with a designated university faculty member with expertise on content. These three superintendents were the connecting links between the university and the staff. As planners, each accepted an active role in designing and delivering topics in the proposed curriculum. In addition, practitioners and outside experts were called on to enhance topics as they were studied in class settings.

Staffing changes among and within the partners themselves played a significant part in the evolution of the partnership academy model. The last remaining superintendent from the three original partners transitioned to a full-time university faculty position and joined forces with another faculty member who had recently made a similar transition from the principalship to the university. This educator was also well-versed in the new model, having served as a mentor in the first master's academy prior to moving to the university. These two, now university colleagues, assumed leadership for expanding the partnership model to more districts. Successor

leaders in the first three districts became familiar with the model and its past successes and interest grew in working together again. Roles or faces of all leaders had changed since initiation of the partnership model, but its reputation for accomplishing the goal of merging theory and practice was growing rapidly. In a very short time the number of academies increased dramatically, taking shape as a series of academies with original district partners and new first-time partnerships with others.

Staffing needs continued to be affected as the model matured. Thorough planning before the first class session reduced the need for impactful decisions to be made during the academy. With this preplanning in place, the direct participation of chief decision makers (superintendents) was no longer essential after commitment was made to enter the partnership. A new district liaison role took shape replacing the one held by the original superintendents. With the strong team from the university, a district liaison was needed to coordinate between the academy activities and the district, to facilitate communication, and to assist in making whatever connections were important between the academy staff, students, mentors, and others. The liaison position holder shifted to an Assistant Superintendent or a central office director. The selection of the liaison remained collaborative and the university assumed responsibility for compensating these positions as adjunct instructors.

Over time the increasing number of partner districts and the challenges of geographic distance led to other staffing alterations. At the university, the two faculty members leading academy expansion recognized the need to work separately and build leadership capacity in others in order to accommodate twice the number of district partnerships. The district liaison became a coteacher with equal responsibility for planning and delivering the curriculum within the guidelines established by the district/university planning committee. Position holders began to include principals and in some cases districts chose to split the assignment between two district leaders. Selection remains collaborative and the university continues to provide compensation for the position in whatever format best serves the partnership at that time.

### **Academy Planning Committee**

The presence of an academy planning committee composed of both district and university members is another unique feature of the university/district partnership. The purpose of the committee is to provide guidance throughout the two academy years; it does not shut down after initial planning and the first class session. As the model matured, transitions influenced the Planning Committee makeup, not its importance. Today in addition to the university representative(s), the district members typically include the superintendent or a top assistant, central office directors involved with staff development and school improvement, representative principals, and sometimes representatives from past academies.

When a district expresses interest in forming an original partnership or another in a series in the same district, university and district leaders form a Planning Committee to

collaboratively plan and implement a preparation program for future leaders. All decisions are made collaboratively. The Planning Committee remains in place throughout the two years of the academy and periodic meetings are scheduled to share information on student progress and to make sure support systems are working satisfactorily. The involvement of the Planning Committee is what has made it possible to effectively merge theory and practice. Its goal is to extend academy benefits across the district, beyond personal growth of students in the program. The Planning Committee is where relationships are built between the university and the district.

### Impact on District and University Cultures

In the sixteen-plus years since the first university/district partnership began, some generalizations about this approach to preparing leaders have become evident. The number of district partners choosing to have a series of academies indicate the model has become an ongoing component of professional development opportunities offered to staff; teachers anticipate the beginning of the next academy cycle. The nature of the academy structure itself benefits districts beyond the professional growth of the participants in the class. As teachers learn in the academy classroom, they become actively involved in real school improvement efforts

in their building or district. Participants across all academies consistently speak to the benefit of being able to apply immediately what they are learning, and to seeing the positive impact of what they have learned on their performance, whether they remain in the classroom or move to another assignment in the future. School improvement efforts benefit from the skills academy students bring to their assignments. For those academy completers who have gone on to building leader positions, feedback indicates support for the strength of preparation for leadership responsibilities provided by the academy model.

The opportunity to select academy students through an application process gives the district significant influence on who will pursue personal leadership development, an especially important factor when increasing diversity of staff is a district goal. The influence of supervisors has been identified as a major factor in the decision teachers make to pursue a career in administration (Zacharakis, Devin, & Miller, 2006), and in making decisions for future leadership positions, district leaders can consider their extended observations of student growth in leadership over their time in the academy. Beyond professional growth for academy students, mentors report their service to be an especially valuable professional growth for them, as well.

Figure 5 | **One District's Report of the Effectiveness of Academies by Providing Leadership for Future Positions**

Description of Academy Graduate's Current Position In or Out of the District	Number of Graduates in Current Position (Across all six academies completed in the district between 2002–2014)	Percent of Academy Graduates
Number of academy graduates serving as principal or assistant principal in the district	21	24
Number of academy graduates serving in a central office position in the district	6	7
Number of academy graduates serving in a building level nonclassroom assignment in the district (coach, coordinator, etc.)	16	18
Number of academy graduates remaining in a classroom teaching assignment in the district (with teacher leader responsibilities on building and district committees as needed) *10 of these individuals graduated from the most recently finished cohort and have had only one academic year to pursue administrative positions	23	26
Number of academy graduates departed from the district	23	26
<b>Total graduates during time period</b>	<b>89</b>	<b>*</b>

Note: This district partner was one of the three original university partners and since beginning the first academy, and has partnered on a total of six completed academy cohorts. In Fall 2016, 18 more teachers enrolled in a seventh partnership academy scheduled to be complete in Summer 2017.

\*due to rounding, figure does not equal 100%

District satisfaction is evidenced by the fact that in every district where a partnership academy has been completed, two or more additional academies have now been completed. Several districts have sponsored three or four academy cohorts. One large district has completed six master's academies and is presently midway through a seventh cohort group since the model was first used in 2000. Focusing on this one longtime district partner, one way to assess the impact of this investment in professional growth is to follow teachers who have completed an academy, and Figure 5 charts graduates from these six academies in this one district. For this district with high mobility due to its location, it is important to note that only 26% of academy completers left the district, meaning that 74% of completers stayed. This speaks to the value of the academies as a retention tool for good teachers.

Academies affect the culture of both the district and the university partner. In the district, academy participants change the conversations in faculty lounges, in team discussions, and in leadership team planning. Across the district, there is a growing appreciation for and understanding of the complexity of decisions and actions, even when those decisions are not viewed favorably. A greater sense of system is blended with personal interests as issues emerge and problems are solved.

University staff benefit equally from this connection between theory and practice. The opportunity to be involved at a closer proximity to practice provides important insight for university staff. Networking with district personnel and district programs has led to additional unexpected opportunities for collaboration beyond academies between the university and districts. The reputation as a partner/collaborator is a growing asset to the college and to the larger university. The university has frequently recognized district partners by acknowledging their leadership by presenting them with formal recognition such as the University Council for Educational Administration (UCEA) Excellence in Educational Leadership Awards.

### **Future of the Academy Partnership Model**

Efforts continue to make an academy partnership as effective as possible. Keeping curriculum topics current, attracting potential leaders in the application process, selecting the most up-to-date materials to support the topics, making sure field experiences are authentic, and listening to feedback from district leaders and students themselves continue to be routine parts of academy operations.

Keeping the academy connected to the district is important to the success of the mission of this leadership preparation program. Seated principals must see the academy as an important capacity-building opportunity for teachers. Identifying the best academy students depends on district leaders and principals encouraging potential leaders to apply for the academy. This influence is the most significant factor in building leadership capacity for the future. Teacher leaders often lack self-confidence and fail to see their own strengths or potential. Principals who have had faculty members in academies report a positive influence on building culture

itself as new skills and conversations are introduced in building team and school improvement activities.

One area tagged for improvement in academy operations is skill development and support for mentors of academy students. District partners with the most successful outcomes have an organizational plan for mentors during the academy period. University staff assist with skill-building materials and activities and the district liaison acts as a facilitator for mentor networking.

Even absent efforts to recruit new partners, requests for expanding the number of partnerships continues to grow. The capacity of the department to match the level of interest will challenge leaders in the coming years. Prospects for finding coalitions of smaller districts not large enough to support an academy within their own district are untapped, but certainly feasible. Capacity in current academy staff must continue to grow and may need to be applied in changing fashion. New ways to organize in district support systems are likely to emerge. Technology improvements will open new options that preserve the face-to-face benefits while reducing barriers. Blocks of time will be reshaped to better fit needs of new partners. Extended blocks (several days) during summer, for example, can replace current shorter, more frequent schedules now typical.

Interest in the academy model has spread beyond the parent university. Another state university requested assistance from academy leaders to establish university/district partnerships out of their own leadership preparation program. The two-person university team that had taken the teacher leadership model to scale in their department provided direct consulting services to support this effort by a university colleague. Unfortunately, the effort produced only a single academy partnership experience, perhaps at least partly because of unrelated leadership changes in both the university and the district involved.

As a result of professional information shared through university networks, a similar request was received from a university peer outside the state. The former superintendent turned university academy liaison worked with interested staff from North Dakota State University. Based on this support and their own good ideas and hard work, the academy partnership model in that area has been successful in its first application and is presently expanding for additional partnerships.<sup>2</sup>

### **Concluding Comments**

Some things have changed since the first university/district academy model was initiated. Perhaps the most significant event: the focus moved from principal preparation to teacher leadership. Research and best practice continue to support the absolute necessity of team leadership in education and in other settings. In schools, this means leadership skills are as important for teachers as they are for formal position holders. Today's academy model gives participants the option of completing the required state license for building leader positions, while also filling leadership needs at the classroom level.

Details of the roles of those working within the academy system have been altered slightly, but the emphasis on a collaborative merger of theory and practice remains as strong as in the original experience. In order for this to happen, both the university and the district must be committed to a partnership relationship, building together what neither could accomplish on its own.

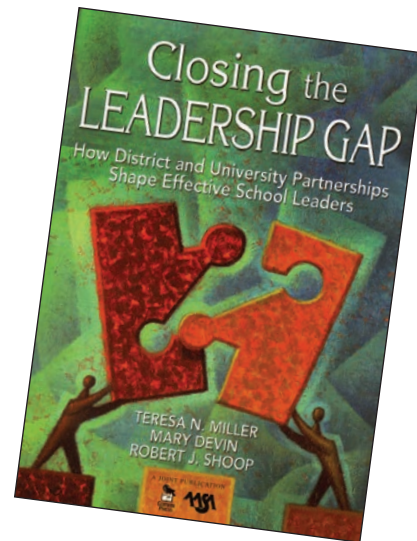
## Endnotes

<sup>1</sup> An important distinction is made here: This "second wave" is the current model at KSU and is the primary model discussed throughout this themed issue. The earliest versions (1987 - 1998) of leadership academies, as they were called, were post-master's degree professional development for practicing school leaders. Subsequent leadership academies of this "second wave" have been partnerships for preservice prospective school leaders, providing master's degrees to the selected participants. For more on this distinction, see previous commentary in this issue, David Thompson's "Revisiting Public School/University Partnerships for Formal Leadership Development: A Brief 30-Year Retrospective."

<sup>2</sup> See later in this issue Tom Hall and Ann Clapper's "North Dakota's Experience with the Academy Model: A Successful Replication."

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*From a survey of district executives in partner districts:*

*Superintendents reported that graduates of the academies have been more ready to lead these efforts and principals have had a leadership pool ready to take on new responsibilities. They have learned not only effective leadership skills but have gained a better understanding of “big picture” issues, such as accreditation and the change process. The development of teacher leaders has also helped to break down barriers between administrators and teachers... Another superintendent reported that the academy takes quality educators and helps them think differently – from a leadership perspective, whether they desire to be future administrators or not.*



*As the Assistant Superintendent of Topeka Public Schools, in 2011 I had the honor and privilege of working with Dr. Devin in developing the Leadership Academy that is currently serving it's fourth cohort of teacher leaders. I believe in “growing your own,” and what a better way than partnering with Kansas State University in developing a teacher leader course that is custom designed to make the courses relevant to the district's strategic goals and initiatives. The sense of pride, confidence, and accomplishments by all of the participants was a joy to watch and be a part of.*

*– Tammy Austin*



*Being involved with multiple leadership academies was a highlight of my academic career! The collaborative model exemplified my beliefs in how groups should work together to grow stronger and nurture new leaders. Enjoy this celebration and renew your commitment to identifying and nurturing new leaders!  
Doris Kearns Goodwin just released her new book, *Leadership: In Turbulent Times*. It offers a perspective of presidential leaders in tough times and the very different ways they reacted to those times. Her analysis should provide multiple discussion topics for leadership classes. Enjoy!*

*– Teresa Miller, Academy Co-Facilitator*



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