LEARNING LEADERS FOR LEARNING SCHOOLS

An intensive professional learning cohort for principals and district office personnel, brought to you by

Arizona Department of Education

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

The opportunity

Join 70 principals and district office personnel in a three-year, intensive professional learning experience beginning June 2016.

Goals and content align with nationally recognized leadership and professional learning standards and focus on priorities of participants through state-of-the-art learning designs:

- Seminars;
- Small communities of practice;
- Personalized coaching;
- Collective problem solving;
- Application of new knowledge to daily work; and
- Goal attainment.

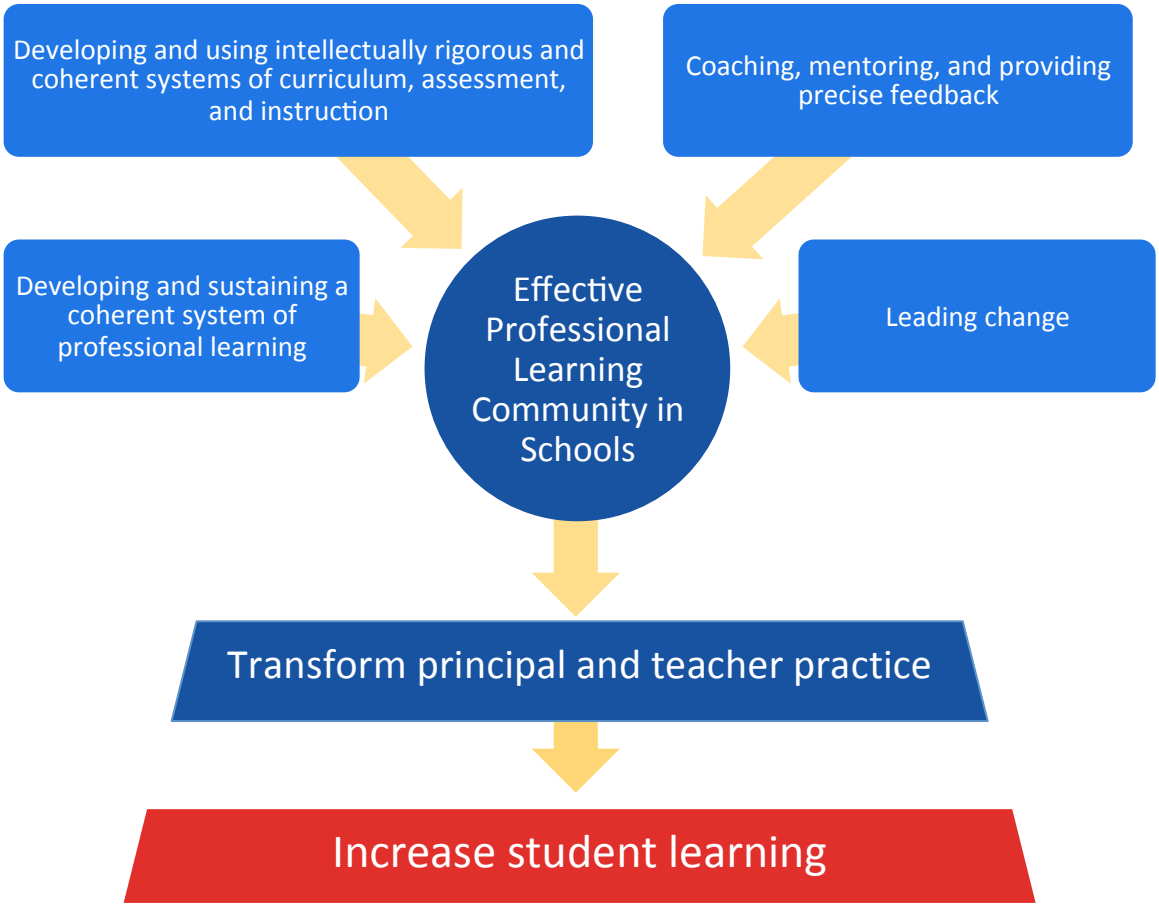
Benefits

Students and teachers in schools with Learning Leaders for Learning Schools participants will experience the benefits of attending/working in a learning school:

- Compelling vision;
- Committed, well-skilled, and well-supported leadership;
- Allocated resources;
- Data to support decision making;
- Collective responsibility;
- Learning teams engaged in continuous improvement cycles;
- Greater teacher and principal retention; and
- A strong focus on results.

As a result, teacher practice will improve and student achievement will increase.

Curriculum Domains



Content

Principals and district office personnel will experience high-quality professional learning that:

- Increases their effectiveness in developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being (Standard IV, Professional Standards for Educational Leaders);
- Enables them to learn from their colleagues and coaching team how to increase their instructional effectiveness, developing a sense of collective responsibility;
- Develops their competencies in Professional Standards for Educational Leaders or Model Principal Supervisor Professional Standards;
- Assists them in applying the Standards for Professional Learning to their problem of practice;
- Assists them in developing the skills to lead high-achieving professional learning communities that:
    - Engage in the cycle of continuous improvement;
    - Work collaboratively to design units of study, assessments, and instruction that are aligned with state standards; and
    - Analyze student work and understand the connection of their work to student achievement.
- Assists them in observing lessons in discerning ways to give precise feedback to teachers so that teachers increase their effectiveness; and
- Develops their coaching/mentoring skills in ways that:
    - Lead teaching teams to solve their own problems;
    - Assist teams in discovering new and innovative solutions; and
    - Encourage collective inquiry.

Structure

Learning Communities

Principals and district office personnel will focus their learning on a problem or an issue that their school is facing and address the concern through professional learning that is daily, job embedded, and results-oriented for all staff members. Participants will begin their journey by engaging in self-assessment aligned with Professional Standards for Educational Leaders or Model Principal Supervisor Professional Standards.

Whole-group sessions

Participants will work together in a community of learning educators. This time together will allow everyone to learn from all principals and district office personnel in the project and to explore major concepts, practice skills, and give each other feedback.

Coaching

In addition to engaging in whole-group sessions and learning communities, participants will experience coaching support. Expert coaches will continuously monitor participants' progress on achieving the goals they have set for themselves, offer feedback, and celebrate their progress.

This three-year program will run from 2016-2019 on a four-month cycle, during which each participant will identify problems of practice and create communities to solve those problems of practice:

- Month 1: One-day large group seminars;
- Month 2: One-day community of practice;
- Months 3-4: One-hour personalized coaching calls; and
- To be repeated ~9 times.

Components

- Whole-group sessions with 70 principals and district sponsors;
- Study teams among principals who focus on a common problem of practice; and
- Coaches supporting principals one-on-one in their learning journeys.

Participants & expectations

- Districts and charter holders in Phoenix urban core and metropolitan area;
- >51% free and reduced lunch student population;
- Three-year commitment (2016-2019);
- An estimated six days per year for group meetings in addition to multiple hour-long coaching calls;
- Executive-level district sponsor; and
- Travel costs for group meetings in Phoenix metropolitan area (precise location TBD); travel costs may be reimbursed using Title IIA funds.

Sustainability

Program will be evaluated by an external evaluator and translated into a field guide to support replication, scale-up, and application for principals across Arizona and the nation. The Arizona Department of Education, in partnership with existing leadership development providers and participating school districts, will implement a new principal development cohort informed by the external evaluator's findings. ADE envisions a sustainability period of 2019-2025.

About Learning Forward

Learning Forward publishes research, designs practical tools for educational leaders, and organizes large-scale learning experiences to build the capacity of leaders to establish and sustain highly effective professional learning. To support school systems in the United States and beyond, Learning Forward provides consulting and technical assistance services for leading states and districts, and supports school districts in developing cultures of learning.

For more information

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