

School Leadership Development Grants 2004-2008



*Virginia Department of Education
Division of Teacher Education and Licensure
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School Leadership Development Grants

Background

In both 2004 and 2006 the Virginia General Assembly appropriated funds for leadership grants in response to the recommendations of the legislature's Commission to Review, Study, and Reform Educational Leadership. The funds were awarded by the Virginia Department of Education to school divisions that had a partnership agreement with a Virginia institution of higher education or another entity for a defined leadership development preparation program that addressed the leadership standards established by the Board of Education. Standards and guidelines that school divisions used to apply for these grants included the *Virginia Licensure Regulations for School Personnel*, July 1, 1998, (8VAC 20-21-580) and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*, January 6, 2000. Five competitive grants of \$100,000 each were initially awarded for the fiscal year 2004-2005; an additional five grants of \$100,000 each were awarded for the fiscal years 2005-2006, 2006-2007, and 2007-2008.

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2004-2005 and 2005-2006

School Leadership Development Grants
Awards for Fiscal Years 2004-2005 and 2005-2006

Year I Partnerships 2004-2005:

- **THE PRINCIPALSHIP EDUCATION PLAN (PEP)** served the school division counties of Carroll, Floyd, Giles, Grayson, Patrick, Pulaski, and Wythe, and the city of Galax. The initiative reflects a partnership among the school divisions, Radford University, the Western Virginia Public Education Consortium, and the National Association of Secondary Principals. PEP provided modules aligned with ISLLC standards and included a pre-and post-assessment component with an individualized approach to training for school administrators.
- **THE LEADERSHIP PREPARATION ACADEMY**, a partnership among Virginia Commonwealth University, Hopewell City Public Schools, and Prince George County Schools, was expanded to include Sussex and Charles City County Schools. The Academy assisted 24 candidates to achieve endorsements in school administration. Training was offered to current administrators who wished to enhance their skills. The participation by business partners such as Honeywell, Ace Corporation, and Logistics Management Corporation provided focus on organizational change and team building.
- **THE LEADERSHIP ACADEMY FOR ASPIRING SCHOOL LEADERS** was shared by Newport News Public Schools, Old Dominion University, the Urban Learning and Leadership Center, and the Harnessing Optimism and Potential through Education (HOPE) Foundation. This initiative developed leadership capacity by focusing on 50 highly qualified teachers with (1) at least three years' experience in the school division; (2) a master's degree from a regionally accredited college or university; and (3) demonstrated leadership potential and interest. Participants were nominated or "tapped"; the tapping individual served as a mentor. Eight full-day seminars and a three-day summit were held to train 25 participants for each of two years.
- **ALIGNING LEADERSHIP INVESTMENT AND GROWTH NOW (ALIGN)** partnered the counties of Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward with Longwood University and the University of Virginia. This leadership training program offered shared colloquia, Saturday meetings, summer leadership components, and mentors for 36 current and aspiring school administrators.

- **LEADERS MENTORING LEADERS: PRE-ADMINISTRATOR/ADMINISTRATOR MENTORING** was the product of a partnership among Virginia Beach, Old Dominion University, and the Adele Lynn Leadership Group of Belle Vernon, Pennsylvania. This program combined job-embedded practical experiences with mentoring for 90 mentors and protégés.

Year II Partnerships 2005-2006:

- **PROFESSIONAL PARTNERSHIP FOR SCHOOL LEADERSHIP PREPARATION.** The Virginia School-University Partnership collaborated to develop an 18-month competency-based program that prepared 50 eligible candidates to become successful school administrators through their participation in a series of activities designed to address state and national standards. Unlike conventional administrative licensure programs, which require specific subjects and class hours, this program customized activities that gave candidates the knowledge and skills they needed to become effective school administrators. A diagnostic assessment of school leadership knowledge and skills was used to determine the candidates' competencies and deficiencies and served as the basis for the activities designed for each candidate's Individualized Preparation Program.
- **THE URBAN SCHOOL LEADERS PREPARATION PROGRAM (USLPP)** enrolled 28 students who already had master's degrees in education. At the end of the two-year program these students were eligible for an endorsement in administration. The program employed a flexible, modular curriculum design that permitted student programs of study to be individualized to acknowledge their expertise and best meet their learning needs. The program included an extensive practicum and internship, including a capstone school improvement project that allowed students to demonstrate their ability to lead improvement teams and to demonstrate their knowledge, skills and abilities in implementing school change to improve student learning.
- **THE CENTRAL VIRGINIA REGIONAL CONSORTIUM** established an innovative program to provide training for future educational leaders. The program addressed the leadership standards established by the Virginia Board of Education. It was intended to have a direct impact on current teachers who are seeking a career in administration through a "grow-your-own" emphasis. The major goals of the project included: 1) Responding to impending shortages of school leaders by initiating a cohort program to train 25 individuals who held the master's degree in another educational discipline and were identified as having high aptitude for school administration; 2) providing a comprehensive development program that leads to the successful completion of the training program and success on the School Leaders Licensure Assessment; and 3) sustaining project initiatives beyond project funding.

- **THE ROANOKE VALLEY LEADERSHIP DEVELOPMENT CONSORTIUM** gave administrative candidates an opportunity to customize their principal preparation program based on the experiences they had while serving in other positions. Candidates had individual education plans. These plans were developed based on the candidates' performance on the National Association of Secondary School Principals Assessment. The assessment is aligned with the Interstate School Leaders Licensure Consortium standards and furnished feedback related to weaknesses for each standard. The candidates received remediation in the areas of weakness and then retook the National Association of Secondary School Principals assessment. As a final assessment, candidates took the School Leaders Licensure Assessment.
- **THE LOUDOUN LEADERSHIP FELLOWS** program represented the centerpiece of the work to aid aspiring, beginning, and experienced leaders in acquiring the knowledge, skills, and attitudes needed to lead effectively and ensure student learning. Fifteen experienced administrator leaders served as mentors, and 10 to 15 others served as coaches and instructors. The purpose was to develop instructional leadership and management skills grounded in beliefs about leadership, and to ensure that each year the system would have 15 highly-qualified, well-prepared candidates for placement in administrative positions.

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2006-2007

- **LEADERSHIP ENHANCEMENT PROGRAM (LEP):** The Leadership Enhancement Program (LEP) featured partnerships among the school divisions of Buena Vista City, Carroll County, Clarke County, Culpeper County, Montgomery County, Orange County, Page County, Radford City, Shenandoah County, Warren County, and Winchester City; Radford University; Western Virginia Public Education Consortium; and the Professional Development Center at Radford University. The program included a plan for educational leadership training developed on a pre/post assessment model, which utilized assessments developed by experts in the area of educational leadership as well as instructional modules delivered through synchronous and asynchronous methodologies. This creative pilot program was a mastery learning concept developed around the individual professional development needs of highly qualified candidates currently holding Postgraduate Professional Licenses who were selected from participating school divisions serving students and communities in several regions of Virginia. Candidates completing the program also were required to pass the School Leaders Licensure Assessment (SLLA).
- **LEADERSHIP DEVELOPMENT PROGRAM:** The Leadership Development Program included the school divisions of Prince George County, Sussex County, and Charles City County; Virginia Commonwealth University; and the Hopewell-Prince George Chamber of Commerce. The proposed program had nine components defined by the members of the partnership. The Leadership Academy had two tiers. The Tier I Academy members consisted of select candidates needing course work as required by the university and who also needed to pass the School Leaders Licensure Assessment. The Tier II Academy members consisted of candidates who already held licenses with endorsement in administration and supervision who were seeking positions or who were currently new administrators in partnering school divisions.
- **NNPS LEADERSHIP ACADEMY AND MASTER'S PROGRAM:** This program featured a partnership between Newport News Public Schools, Old Dominion University, and the Urban Learning and Leadership Center. To achieve the Newport News Public Schools' mission and goals, it was essential to expand the existing leadership capacity within the school division. As a result, the school division developed a comprehensive leadership development model. The intent of this comprehensive model was to develop highly qualified individuals to serve in the school division's positions of leadership and to enhance the leadership capabilities of existing school leaders. The initial component of this leadership development preparation grant proposal was a year-long *Leadership Academy for Aspiring School Leaders*. Newport News Public Schools used the grant to offer this leadership development experience to 24 individuals who participated in a 2006-2007 Leadership Academy cohort. The second component of the NNPS leadership development initiative was a six-semester *NNPS/ODU Educational Leadership Master's Program*. This Master's Program was offered to up to 24 individuals interested in becoming NNPS school administrators. Both groups were required to pass the School Leaders Licensure Assessment (SLLA) as part of their program.

- **THE PRINCIPAL PREPARATION ACADEMY**, a partnership with Richmond City Public Schools, Virginia Commonwealth University, and the University of Richmond, featured a one-year leadership development preparation program aligned with national and state standards. The program was designed to develop 25 current assistant principals seeking to advance to the position of Principal. The purpose of the academy was to identify, develop, and provide continuing support for current assistant principals who exemplify the characteristics and demonstrate the capabilities necessary to become strong, successful leaders in Richmond Public Schools' learning communities.
- **LEADERS MENTORING LEADERS: PRE-ADMINISTRATOR/ADMINISTRATOR MENTORING:** This program included partnerships between Virginia Beach City Public Schools, The Adele Lynn Leadership Group of Belle Vernon, Pennsylvania, and the University of Virginia School of Continuing and Professional Studies Statewide K-12 Advisory Council. The Virginia Beach City Public Schools (VBCPS) continued and expanded the mentoring component of *The Futures Project*, a defined leadership program that addressed the leadership standards established for such preparation as defined by the Board of Education. Virginia Beach proposed four strategies to continue and expand the *Leaders Mentoring Leaders (LML)* program that the school division developed in 2004 with funds provided by the initial leadership grant offering. The first strategy enhanced the *LML* component of the VBCPS internship program, known as the Aspiring Administrators Summer Internship, in support of the school division's focus on the pre-administrative development stage for current teacher leaders. The second strategy focused on the new administrator induction plan for school leadership development by continuing and expanding the *LML* component for first-year principals who participated in the First-Year Principal Mentor Program. The third strategy also addressed the new administrator induction stage of school leadership by extending the *LML* for the first time to new assistant principals promoted within the school division. The fourth strategy expanded *LML* beyond the Virginia Beach City Public Schools to leaders of other Virginia school divisions. The Office of Organizational Development offered outreach services to participants of the University of Virginia School of Continuing and Professional Studies Statewide K-12 Advisory Council in support of the Statewide Communities for Practice of Excellence (SCOPE) leadership development program and for interested divisions in the Region II Staff Development Council.

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- **THE PARTNERSHIP FOR SCHOOL LEADERSHIP PREPARATION** included the school divisions of Albemarle County, Amherst County, Appomattox County, Bedford County, Buckingham County, Buena Vista City, Campbell County, Charlottesville City, Clarke County, Culpeper City, Fluvanna County, Greene County, Hanover County, Louisa County, Madison County, Manassas Park City, Nelson County, Orange County, Rockbridge County, Shenandoah County, Staunton City, Warren County, Waynesboro City, and Winchester City in partnership with the University of Virginia Curry School of Education, Virginia School-University Partnership, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, and the Virginia Association for Supervision and Curriculum Development. These groups collaborated to develop a 15-month proficiency-based program that prepared 50 eligible candidates to become successful school administrators through their participation in a series of activities designed to address state and national standards for administrators. Assessments of each candidate's school leadership style, strengths, knowledge, and skills were used to determine the candidate's competencies and deficiencies and to serve as the basis for individualized activities designed to prepare the candidate for successful school leadership. The activities in which the candidates participated were designed by practitioners from the participating school divisions, representatives from professional education associations, and faculty from the Curry School of Education. Candidates were assigned mentors in their respective divisions in order to cultivate mentor-protégé relationships through more frequent contacts. They also were encouraged to maintain these relationships well after the duration of their training. In addition, the program provided core knowledge and skills required of all successful administrators.
- **THE ASPIRING LEADERS INSTITUTE** was developed by Fairfax County Public Schools in partnership with the University of Virginia, the University of Richmond, and Virginia Commonwealth University. The Aspiring Leaders Institute (ALI) provided an aligned focus to the development of emerging and developing leaders within Fairfax County Public Schools. Through a blended emphasis on classroom preparation, instructional leadership, authentic leadership experiences, and on-the job practical realities of administrative roles, this institute provided a strong foundation to aspiring leaders. Over the life of the funding period, aspirants were inducted into administrative roles that provided a greater depth of knowledge and a higher potential to improve the outcome of student success. The Aspiring Leaders Institute (ALI) was part of the larger, comprehensive model developed by Fairfax County Schools to provide a pool of well-trained, committed administrators to meet their needs in the next decade. LEAD (Leading, Empowering, Assessing and Developing) Fairfax was established in 2001, and reinforced by a \$5.5 million leadership grant from the Wallace Foundation in 2002. The ALI supported participants before they entered one of the established Fairfax leadership programs. The institute gave participants the opportunity to better understand the LEAD Fairfax leadership goals, meet their mentors and mentees, engage in self-awareness experiences, strengthen team building skills, and genuinely groomed them for their year-long program. The ALI consisted of 54 participants per funding year, including 10 administrative interns, 12 Accelerated

Certification Cohort members, 12 aspiring principals, and 20 mentor principals and assistant principals, all selected through an extensive criteria-based process.

- **SUPPORTING TEACHER LEADERS PROGRAM (STLP): ALIGNMENT OF TRADITIONAL LEADERSHIP PROGRAMS WITH STANDARDS:** This program included school divisions in Floyd County, Montgomery County, Patrick County, and Pulaski County in partnership with Radford University, the Western Virginia Public Education Consortium, and the Professional Development Center of Radford University. This was a defined leadership preparation program that addressed the standards established for such programs by the Virginia Board of Education. The purpose of the STLP was to increase the number of highly qualified educational leaders among professional educators and teachers in the participating school divisions. This was accomplished through a traditional leadership program aligned with the ISLLC standards. Radford University's education leadership preparation program was aligned with Virginia, national, and professional standards in the field of educational leadership. The STLP was delivered through both traditional and non-traditional modalities which included distance learning seminars, on-line interactive instructional tools, workshops, field placement activities, and mentoring interventions. Although distance learning and asynchronous community were utilized, face-to-face seminars were also incorporated through the instructional modules to provide additional opportunities to ensure participants' mastery of content knowledge.
- **LEADERSHIP FOR PROFESSIONAL LEARNING COMMUNITIES:** This program included Amelia County Schools, Appomattox County Schools, Brunswick County Schools, Buckingham County Schools, Charlotte County Schools, Greensville County Schools, Halifax County Schools, Lunenburg County Schools, Mecklenburg County Schools, Nottoway County Schools, and Prince Edward County Schools in partnership with Longwood University, the University of Virginia School of Continuing and Professional Studies, and Virginia State University. Leadership for Professional Learning Communities (LPLC) provided a defined leadership development program that addressed leadership standards established by the Board of Education and the region's purposes. LPLC combined a logically sequenced plan that incorporated the intellectual preparation provided by course work with Longwood University with action research designed by the University of Virginia, delivered through a series of fourteen seminars and implemented in the schools of Region 8 by project mentors and protégés. In addition, the students were providing administrative duties and participating in collaborative conversations with highly successful, veteran principals and assistant principals in participating divisions. Twenty-three aspiring administrators (protégés) and 23 sitting principals (mentors) were selected by participating school divisions. The protégés completed courses in School Law and School Finance taught through Longwood University. Both mentors and protégés participated in an orientation and series of fourteen seminars in three focus areas: school structure, school instructional program, and interpersonal relationships in the school culture. Underlying each of the focus areas was the pervasive theme of vision (ethics, personal vision, guiding values, professional knowledge base, and professionalism). All protégés participated in face to face conferences, completed journals of professional practice, and completed 172 hours of internship experiences.

- **PROJECT LEAD (LEADERSHIP ENHANCEMENT AND DEVELOPMENT)** included Bristol City Schools, Buchanan County Schools, Dickenson County Schools, Galax City Schools, Lee County Schools, Norton City Schools, Russell County Schools, Scott County Schools, Smyth County Schools, Tazewell County Schools, Washington County Schools and Wise County Schools in partnership with the University of Virginia. Project Lead included a logically sequenced plan that combined the intellectual preparation by a graduate level program in educational leadership, offered by the University of Virginia, with a successful professional development opportunity created by the Statewide K-12 Education Advisory County at the university's School of Continuing and Professional Studies. The professional development program that was replicated and customized for Southwest Virginia was Statewide Communities of Practice for Excellence (SCOPE), developed by the advisory council in cooperation with strategic partners LEAD Fairfax and Leaders Mentoring Leaders (Virginia Beach). Addition of a component that addressed the continuing professional growth of practicing school administrators supported coherent growth of leadership capacity across the region. The program supported preparation of prospective principals while deepening the knowledge and skills of practicing principals. By intentionally combining these efforts and providing mentorship training to both groups, the prospective principals had multiple opportunities to shadow current instructional leaders and reflect with them about how the content of graduate courses relates to daily work in schools. The second year SCOPE program combined both groups to institutionalize mentoring and collaborative conversations among highly successful, veteran principals and assistant principals, and prospective principals in participating divisions. This project supported a master's degree program for new principals and development of an administrative assignment.