

INSTRUCTIONAL LEADERSHIP REDESIGN

UNIVERSITY OF NORTH
ALABAMA

March 19, 2008

UNA Instructional Leadership Redesign Partnership



Pictured From Left to Right: Dr. Linda Blount, Dr. Lelon Davidson, Dr. Joe Walters, Dr. Richard Gardner, Mr. Robert Mullen, Dr. Peggy Campbell, Dr. Hal Horton, Dr. Kendy Behrends, Dr. Jeff Wooten, Ms. Ramona Robinson, and Dr. Robert Johnson. (Not pictured: Dr. Donna Jacobs, Mrs. Kathy Burchfield, Ms. Gale Satchel, and Mr. Bill Valentine.)

UNA Instructional Leadership Redesign Partnership

The UNA Instructional Leadership Redesign Partnership committee currently includes school districts from the UNA service center, such as Colbert County School District, Florence City School District, Lauderdale County School District, Muscle Shoals School District, Russellville City School District, Sheffield City School District and Tuscumbia City School District.



Alabama Standards for Instructional Leaders – History and UNA Initial ILR

- ILR was passed by the State Board of Education and became law in July 2005
- ILR Applies to
 - *Superintendents*
 - *Central Office Instructional Leaders*
 - *Principals*
 - *Assistant Principals*
 - *Aspiring Principals*
 - *Teacher Leaders*
- **UNA began initial discussions in November 2004 with districts regarding Governor's Congress on Instructional Redesign.**



UNA REDESIGN INITIATIVE COLLABORATIVE ACTIVITIES

- November 9, 2004 - Superintendent's Advisory Council Meeting
- September 20, 2005 - Superintendent's Advisory Council Meeting
- October 26, 2005 - Superintendent's Advisory Council Meeting
- March 22, 2006 - Superintendent's Advisory Council Meeting
- April 5, 2006 – University Redesign Summit, Troy University, Montgomery
- April 10, 2006 - Instructional Leadership Council
- May 16, 2006 - Superintendent's Advisory Council Meeting
- September 6-8, 2006 - Instructional Leadership Council, SREB
Training in Atlanta
- September 19, 2006 - Instructional Leadership Council
- April 4, 2007 - - Instructional Leadership Council

UNA REDESIGN INITIATIVE COLLABORATIVE ACTIVITIES

- May 8, 2007 - Instructional Leadership Council
- August 29, 2007 - Instructional Leadership Council
- November 14, 2007 - Regional Superintendent's Meeting,
Decatur, Al
- January 17, 2008 - Instructional Leadership Council
- January 24, 2008 - Instructional Leadership Advisory Committee
- January 26, 2008 - EDL 709, Dr. Blount's Advanced Curriculum
Class (Review of IL Syllabi by students and
practicing administrators)
- January 30, 2008 - Instructional Leadership Advisory Committee
- February 21, 2008 - Instructional Leadership Advisory Committee
- March 13, 2008 - Instructional Leadership Advisory Committee

Core Condition 1: University/District partnerships for principal preparation

Indicator 1.1

UNA's Instructional Leadership
definitive and institutional

- 1) Partners have a working**
currently creating a pro
vision and the needs of



Core Condition 1: University/District partnerships for principal preparation



- 2) This agreement includes provisions for recruiting, selecting and supporting candidates and providing high-quality field experiences and internship or residency.**

Instructional Leadership Redesign Partners



Instructional Leadership Redesign Partnership Committee Meetings

9LJB 3/12/08

Core Condition 1: University/District partnerships for principal preparation

Indicator 1.2

Candidate screening and selection is a joint partnership at UNA



Jointly developed screening and selection
The expertise in curriculum and instruction,
achievement and prior leadership

Joint monitoring that provides information
Improvement of the system.

Instructional Leadership Redesign District Partners Joint Planning Sessions with University Faculty, Assuring the Program Meets Districts' Needs



Indicator 1.3 – The ILR Program at UNA is customized to meet districts' needs.

This customization is evidenced by collaboration meetings with district superintendents and principals to jointly develop research-based leadership experiences and competencies for an ILR program model focused on meeting district needs, increasing student achievement and solving real-world problems.

UNA's Instructional Leadership Redesign Partners' Roles

- District Partners are actively engaged in creating a shared vision and program that meets districts' needs, including development of a Memorandum of Understanding.
- District Partners have collaborated in developing activities for candidates that are customized to meet districts' needs.



ILR Partners' Resource Allocation and Support

Indicator 1.4 – Resources and conditions support candidates' success.

- The university and districts have worked together to allocate and use resources to provides support and conditions that help candidates succeed in the program, including release time for field-based experiences and internship/residency.



Core Condition 2: Emphasis on knowledge and skills for improving schools and raising student achievement.



- **Indicator 2.1** - There is a design team prepared and now implementing a plan that involves all IL faculty in developing new courses that are aligned with the university and districts' shared vision, program goals and adopted standards.
- New courses are currently developed and ready for pilot.

Core Condition 2: Emphasis on knowledge and skills for improving schools and raising student achievement

- Indicator 2.2 – The curriculum is collaboratively developed, mapped and monitored.
- University faculty and practitioners worked together to select essential content for building knowledge and mastery of research-based leadership practices and real world performances expected of principals.



Core Condition 2: Emphasis on knowledge and skills for improving schools and raising student achievement

- Indicator 2.3 – The program design places greatest emphasis on the principal's role in improving curriculum, instruction and student achievement.
 - Leading improvement of curriculum, instruction and student achievement is a major organizing theme for UNA's ILR Program, with courses directly relating to this theme comprising at least 1/3 of the program and all other courses integrating and reinforcing the essential concepts and skills principals need.

Core Condition 2: Emphasis on knowledge and skills for improving schools and raising student achievement



- **Indicator 2.4 – Instruction and assignments are designed to ensure mastery of competencies for improving student achievement.**
- **Both ILR District Partners and practicing Principals, assistant principals and other administrators collaborated in this design.**

January 26, 2008 – EDL 709, Advanced Curriculum Design and Development Class of Practicing Principals, Assistant Principals, Central Office Administrators and Teachers Review ILR Syllabi



Indicator 2.4 - Faculty conducted collaborative review or various instructional methodologies and assignments contained in course syllabi and assessed their alignment with priority content, focused on real school problems and mastery of leadership knowledge and skills linked to improved student achievement.

Core Condition 2: Emphasis on knowledge and skills for improving schools and raising student achievement

- Indicator 2.5 – Participants engage in solving real world problems.



Core Condition 3: Well-planned and supported field experiences.

- Indicator 3.1 – Field experiences are integrated with course work.
 - Faculty members have completed integration of field experiences throughout the program in a well-planned series of field experiences that provide opportunities for application and practice of key concepts, skills and procedures principals need to successfully lead schools for achievement and improvement.



Core Condition 3: Well-planned and supported field experiences.

- Indicator 3.2 – Field experiences are purposefully designed to provide application, practice and reflection on concepts, skills and procedures essential for leading school improvement and increasing student achievement.



Core Condition 3: Well-planned and supported field experiences.

- **Indicator 3.3** – Field experiences provide a continuum of practice supporting mastery of competencies for leading school improvement and increasing student achievement.
- Field experiences are structured to involve aspiring principals in observing, participating and leading an identified set of activities that focus on improving school and classroom practices in ways that increase student achievement.

Core Condition 3: Well-planned and supported field experiences.

- Indicator 3.4 – Candidates receive feedback and coaching on performance of essential competencies during field experiences.



Core Condition 3: Well-planned and supported field experiences.

- **Indicator 3.5** - Mentor principals plan and provide opportunities for authentic practice and mastery of essential competencies.



Core Condition 4: Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness.

- **Indicator 4.1** – A regular, formal monitoring process ensures the program meets rigorous quality standards and is aligned with district needs and goals.



Core Condition 4: Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness.



- Indicator 4.2 – Candidates are assessed on demonstrated mastery of essential competencies and the data are used to determine their status in the program

Core Condition 4: Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness.



- **Indicator 4.3** – Decisions about candidates' successful completion of the program are based on clearly defined exit criteria and reliable measures of performance.

Core Condition 4: Rigorous evaluation of participants' mastery of essential competencies and program quality and effectiveness.

- **Indicator 4.4** – The evaluation of program effectiveness includes measures of participant performance and results



Conclusions and Remarks



UNA's ILR Partnership of university/district partners was established to design and implement a leadership preparation program that is based on a shared vision of preparing school leaders who have the essential knowledge and skills to improve schools and student achievement.