The UML School Leadership Institute
Overview and Session Plans
2017-2018

The School Leadership Institute (SLI)
The School Leadership Institute is a collaboration between school districts in the Greater Merrimack Valley and the UML College of Education. Last year the collaboration expanded to include the Lowell, Billerica, Chelmsford, Methuen, and Woburn Public Schools. Designed to build principal leadership capacity within school districts, participants in the School Leadership Institute experience highly-relevant/context-specific professional development through collegial, community of practice support. During each year of its three-year cycle the Institute focuses on developing skills related to a critical aspect of school leadership, such as those related to data collection and analysis and those needed to effectively negotiate the social side of schooling—skills we believe are fundamentally important to school leadership.

Institute Structure and Expectations for Participation
Participants in the School Leadership Institute include newly appointed principals and assistant principals, as well as other school and district personnel who, as part of their formal leadership role, are responsible for supervising and evaluating other staff members. Faculty from the UML College of Education (Leadership in Schooling program) work alongside mentor principals to plan and deliver professional development in five, four-hour work sessions. The Institute’s mentor principals are selected for the role based on their demonstrated capacity to lead effectively at the school and district levels. Funding for materials needed in the five sessions of the Institute and for the support of mentor principals is provided by the UML College of Education.

The School Leadership Institute runs over the course of the school year, with sessions held in September, October, November, January, and March. The Institute leadership team works closely with district-level administrators to establish dates that do not conflict with their own events and to ensure that participants are supported in their efforts to attend each session. Between sessions, individuals are expected to spend roughly 2-3 hours engaging in independent activities that will enable their full participation in the work. For example, participants may be asked to read a short article or case, respond to an issue-based prompt, “practice” a focus skill, and/or reflect on and write about their own practice. For the 2017-18 Institute, twenty-five individuals will be selected to participate. Those who are selected must be committed to attending every session and to adequately preparing for the work that happens during sessions. Along with high-quality opportunities to develop and refine leadership knowledge and skill, participants will receive 20 professional development points for their work in the Institute. Seats in SLI are limited and the selection process is competitive. If you are selected, but feel you will not be able to attend all sessions or prepare between sessions, please do not commit to the Institute. Contact your district administrator or Stacy Szczesiul, if you have questions about committing to the 2017-18 Institute. (Note: The application/selection process varies by district.)
The Work of the 2017-18 SLI

Central to SLI’s mission of providing high quality professional development to school leaders is the belief that effective leadership requires high levels of technical skill as well as the ability to facilitate (and leverage) positive social relationships in service of high quality teaching and learning in a school. This year we rely on the MA Standards and Indicators of Effective Administrative Leadership to direct our efforts in developing the technical skills that are important to principal leadership as it relates to teacher evaluation and supervision while also anchoring our work in the development of critical intra/interpersonal competencies that are needed for effective communication and durable relationships with teachers, students, families, and the community. Each session of the 2017-18 Institute will promote highly contextualized skill building in participants through (1) classroom observation and data-based discussion of instructional practice; (2) consultancies and simulations that are drawn from the leadership dilemmas individuals currently face in their school-based work, particularly as they relate to teacher evaluation, supervision, and feedback.

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<th>Development of Technical Skills</th>
<th>Development of Intrapersonal/ Interpersonal Skills</th>
<th>Application to Context</th>
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<td>• DESE Standards &amp; indicators</td>
<td>• Difficult Conversations strategies</td>
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<td>• Research-based readings</td>
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<td>• Observation, analysis, evaluation of instruction</td>
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SLI Lead Team
Planning Meeting 8/22/17

- Institute purpose, goals

- Participants (2017-18 roster)
  - Lowell (9-10)
    - Stoklosa MS AP Roger Morneau
    - McAuliffe ES AP Patti Corrente
    - Lincoln MS AP Kayla Dorsey
  - Billerica (3)
    - Elementary School AP Megan Keough
    - Elementary School AP Katie Cochran
    - District Guidance Director Mindy Cripps
  - Methuen (5)
    - Fine Arts Supervisor K-12 Cheryl Mancini
    - CGS Special Ed Admin Meredith Butterworth
    - Marsh Special Ed Admin Erin Upton
    - MHS DH ESL Johanna Fawcett
    - K-8 ESL Supervisor Dana Furbush
  - Woburn (3)
    - High School Principal Jessica
    - High School AP Paul
    - Elementary School Principal Kara Martyny
  - Chelmsford (5)
    - High School House Dean John MacIssac
    - Pre-school director Amy Matson
    - Parker School Principal Dianna Fulreader
    - Curriculum coordinators TBA (2)

- Session meeting dates & leadership team planning dates

- Session planning (aligned with institute purpose/goals)

- Funding structure/District fee

- Study idea
Actions to be taken/to-dos: