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IMPROVING
SCHOOLS

Our commitment is to you



HARVARD
GRADUATE SCHOOL OF EDUCATION

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HARVARD
GRADUATE SCHOOL OF EDUCATION

FALL 2009/SPRING 2010

JOIN OUR COMMUNITY OF LEARNERS

SUCCESSFUL LEADERSHIP IN TODAY'S SCHOOLS



Dedication. It's not just something you expect of your students, teachers and colleagues, it's something you expect of yourself. Today, school leadership requires unwavering perseverance as you strive to meet high expectations, deliver a quality education and be fiscally responsible in a climate of scarce and diminishing resources.

Our institutes are designed specifically for K–12 leaders and aspiring leaders to address complex issues such as improving teaching and learning, maximizing financial resources and leading systemic change. New and Aspiring School Leaders will help new leaders define their core values and prepare them for a leadership role. Resource Allocation will provide unique insights and practical information that will enhance your ability to make the most of your resources. Instructional Rounds will guide your school or district toward achieving instructional excellence. And the Leadership Institute for Superintendents will enable practiced administrators to refine their vision of leadership and implement systemic reform. All of our institutes will not only let you recharge and connect with like-minded individuals who face issues similar to yours, they will show you how to apply what you learn directly to your work for years to come.



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It's wonderful to know there are good, smart, committed people who want to do this challenging work.



Whatever I can do to support them is important.



Pamela Mason,
Lecturer on Education;
Director, Language and Literacy Program, HGSE

RESOURCE ALLOCATION

OCTOBER 19–22, 2009 | \$1,950

WHAT YOU WILL LEARN

Working closely with Harvard faculty and experts in federal, state and district level resource management, Resource Allocation will help you effectively maintain a coherent strategic focus while addressing today's resource management challenges.

- Think creatively and strategically about stimulus money, in light of rules and constraints tied with the funds
- Develop partnerships and innovations that are in line with your strategy
- Learn about effective use and management of philanthropic and private dollars
- Evaluate current research on the best way to use resources (versus what is politically popular)

PROGRAM OVERVIEW

District and school leaders currently face a dual challenge in effectively managing resources. While the 2009 economic stimulus package provides new resources and encourages partnerships and innovation, the current economic climate requires that districts and schools tighten budgets.

At the institute, participants will look at resource management through the lenses of both theory and practice. The curriculum will focus on best practices for managing resources in light of the recent stimulus bill and current economic climate. Sessions will address how to effectively link new resources with current strategy and how to approach budget tightening as an opportunity to obtain greater coherence. The institute will also address effective use of philanthropic dollars.

WHO SHOULD ATTEND

- District-level leaders—superintendents, deputy superintendents, business officers—and principals from public school systems and charter school networks in urban, suburban and rural communities
- Participants are encouraged to attend in teams preferably led by their superintendent. An ideal team would include a superintendent, deputy superintendent, business officer and principal. School committee members and board members would also be appropriate team members

FACULTY

Elizabeth City, Lecturer on Education, HGSE; Director of Instructional Strategy, Executive Leadership Program for Educators, Harvard University

James Honan, Faculty Chair, Senior Lecturer on Education, HGSE

Karen Hawley Miles, President and Executive Director, Education Resource Strategies

Paul Reville, Massachusetts Secretary of Education; Senior Lecturer on Education, HGSE

See [page 11](#) for detailed faculty biographies.

PROGRAM OBJECTIVES

- Understand the resource puzzle from the state and federal perspectives
- Address budget tightening as a way to become more strategically coherent

INSTRUCTIONAL ROUNDS

NOVEMBER 8–11, 2009 | \$1,850

WHAT YOU WILL LEARN

Instructional Rounds introduces educational leaders to the key principles and practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning.

PROGRAM OVERVIEW

Instructional rounds—a practice adapted to education from the field of medicine—embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, it is designed to help schools, districts and state systems support high-quality teaching and learning for all students. Instructional Rounds strategically connects school, district and state efforts with improvements at the instructional core and builds collaborative networks of educators who learn from one another about improving instruction.

In addition to classroom sessions where you will work closely with Harvard faculty, you will also visit multiple classrooms where you can apply effective protocols and build your skills around the practice of instructional rounds. As a participant, you also will consider how to integrate these elements into your own improvement process.

PROGRAM OBJECTIVES

- Understand the elements of the “instructional core”
- Develop skills in using protocols essential to the improvement of learning and teaching
- Sharpen skills at identifying what good teaching and learning looks like in practice

- Identify key elements to developing a culture that supports improving classroom instruction
- Identify professional development needs at the school or district level that will contribute to improved instructional practices
- Understand the role of an explicit theory of action in the school improvement process
- Generate a first-draft version of a theory of action that connects the work of instructional rounds with other instructional improvement efforts at the school, district and state levels

WHO SHOULD ATTEND

- Schools, districts and state agencies are encouraged to send teams that will collaborate to improve instructional practice
- Teams can include principals, teachers, directors, coordinators and specialists in curriculum and instruction, chief academic officers, superintendents, union leadership and instructional coaches. Teams are encouraged to include classroom teachers
- Educators in urban, suburban and rural schools and at all school levels including elementary, middle and high school

FACULTY

Elizabeth City, Lecturer on Education, HGSE; Director of Instructional Strategy, Executive Leadership Program for Educators, Harvard University

Richard Elmore, Faculty Chair, Gregory R. Anrig Professor of Educational Leadership, HGSE

Lee Teitel, Lecturer on Education, Director, School Leadership Program, HGSE; Senior Associate, Executive Leadership Program for Educators, Harvard University

See [page 11](#) for detailed faculty biographies.

To apply and for more information, visit www.gse.harvard.edu/ppe/ir

NEW AND ASPIRING SCHOOL LEADERS

NOVEMBER 15–18, 2009 OR MARCH 21–24, 2010 | \$1,850

WHAT YOU WILL LEARN

New and Aspiring School Leaders will provide you with the tools, frameworks, leadership techniques and focus to build and sustain effective learning environments, improve instructional excellence and be better prepared to take on a leadership role.

PROGRAM OVERVIEW

Effective educational leadership is critical to the success of American schools in today's high-stakes environment of accountability and limited resources. Research on successful schools points to the critical role leaders play in establishing and maintaining quality schools for all students.

Expected to hit the ground running, new school leaders must be ready and able to assume the role of instructional champion—working on many fronts to improve and sustain student achievement. At the same time, they need to manage the academic development of a changing school population and accelerate the development of teachers. These initiatives require school leaders to focus on the management of resources as well as the ongoing renewal of school culture.

This intensive leadership development program will prepare you for the many challenges of school leadership. You will examine educational leadership from the ground up. You will clarify your vision of what an effective school looks like as well as your role in leading it. Working closely with Harvard faculty and seasoned practitioners, you will define your core values and understand how they can help you drive educational excellence.

PROGRAM OBJECTIVES

- Assume a leadership position with a vision for success
- Improve instruction through effective teacher supervision and evaluation
- Foster curriculum collaboration among the faculty
- Utilize resources and time to maximize student achievement
- Discover ways to support all learners in your classrooms
- Achieve community support for your school's mission

WHO SHOULD ATTEND

- School leaders in the first 1–2 years of the principalship and those anticipating a position over the next 1–2 years
- Members of the school community who are entering or plan to enter leadership roles, including teacher-leaders, department heads, assistant principals, assistant heads, lead teachers, division heads, curriculum coordinators and other members of the school community interested in expanding their leadership skills

FACULTY

Richard Elmore, Gregory R. Anrig Professor of Educational Leadership, HGSE

Pamela Mason, Faculty Chair, Lecturer on Education, Director, Language and Literacy Program, HGSE

See [page 11](#) for detailed faculty biographies.

To register and for more information, visit www.gse.harvard.edu/ppe/asl

LEADERSHIP INSTITUTE FOR SUPERINTENDENTS

SYSTEM REFORM IN SCHOOL DISTRICTS AND SCHOOLS

APRIL 11–14, 2010 | \$1,950

WHAT YOU WILL LEARN

The Leadership Institute for Superintendents will help you develop essential skills and strategies to implement standards-based, systemic reform.

PROGRAM OVERVIEW

Superintendents today are faced with the challenge of developing quality school systems that create opportunities for success for all of their students. In the complicated environment of standards-based reform, superintendents need to be able to improve their district as a whole. To do this, they must understand how to work with leaders in their district to improve the entire system—and refuse to settle for just a few good schools.

This institute focuses on the practice of leadership and the development and implementation of policies that drive and sustain reform at the school system level. You will analyze topics from developing and leading high-performance learning organizations to implementing sustainable change. The institute begins by outlining the standards-based framework: clear expectations for what students should know; curricula which align with learning standards and provide teachers and students with rigorous content to develop knowledge and skills; professional development for administrators and teachers which improves the quality of instruction and leadership; and assessment for use in both reflecting on practice and in systems of accountability. Throughout the program, the elements of the framework are aligned, making the whole greater than the sum of its parts and leading to systemic reform with a focus on improving the quality of instruction and leadership.

PROGRAM OBJECTIVES

- Develop and implement policies that drive and sustain reform
- Lead high performance learning organizations
- Acquire a more entrepreneurial approach in leading your district
- Foster effective leadership teams
- Manage your human resources more strategically
- Develop the local capacity to sustain change
- Create budgets and spending plans to maximize financial resources
- Recruit, support and retain a strong teaching force through the next decade
- Understand the characteristics of quality work and the elements of the future of learning
- Lead effectively in an era of public accountability

WHO SHOULD ATTEND

- Superintendents and assistant superintendents
- Central office administrators responsible for developing quality school systems will also benefit from the program

FACULTY

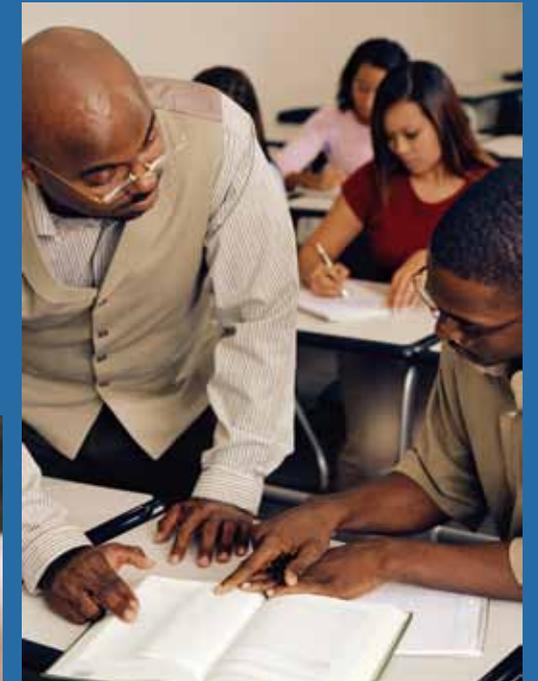
Thomas Payzant, Faculty Chair and Professor of Practice, HGSE

See [page 11](#) for detailed faculty biographies.

To apply and for more information, visit www.gse.harvard.edu/ppel/lis

“ Leadership Institute for Superintendents was an in-depth experience that provided a breadth of theory backed up by practical application. It was one of the best learning experiences I’ve ever been a part of.”

Michael Zalar, Superintendent, Oregon City Schools, Oregon, OH; Leadership Institute for Superintendents Participant





“ When I came here,
I wanted to quit,
but now I know I can't.

Urban Principal, New and Aspiring
School Leaders Participant



FACULTY CHAIRS

RICHARD ELMORE is the Gregory R. Anrig Professor of Educational Leadership at HGSE. Elmore is the Director of the Consortium for Policy Research in Education—a group of universities engaged in research on state and local education policy, funded by the U.S. Department of Education. He is currently exploring how schools of different types and in different policy contexts develop a sense of accountability and a capacity to deliver high quality instruction. Elmore has held positions with the Department of Health, Education and Welfare and the U.S. Office of Education as well as several government advisory positions at the city, state and national levels.

JAMES HONAN is Senior Lecturer on Education at HGSE. Honan's teaching and research interests include financial management of nonprofit organizations, organizational performance measurement and management and higher-education administration. Honan serves as a consultant on strategic planning, resource allocation and performance measurement and management to numerous colleges, universities, schools and nonprofit organizations, both nationally and internationally.

PAMELA MASON is Lecturer on Education, the Director of the Masters Program in Language and Literacy and the Director of the Jeanne Chall Reading Lab at HGSE. Mason has extensive experience as a curriculum coordinator for a variety of school districts and is a veteran school leader who has held the principal role in districts in the Boston-metro area. Her professional and research interests encompass the effects of text structure on comprehension, the interaction of readability and background knowledge, the issues of literacy learning for diverse student populations and the process of developing effective school-wide literacy programs using qualitative and quantitative data. She has led successful professional development efforts for teachers, principals and administrators nationally.

THOMAS PAYZANT is Professor of Practice at HGSE. Previously Payzant was superintendent of the Boston Public Schools from 1995 until his retirement in 2006. During this time, he led significant systemic reform efforts that narrowed the achievement gap and increased student performance on both state and national assessment exams. Before coming to Boston, he was appointed by President Clinton to serve as assistant secretary for Elementary and Secondary Education with the United States Department of Education. In addition to his tenure in Boston, Payzant has served as Superintendent of Schools in San Diego, CA; Oklahoma City, OK; Eugene, OR and Springfield, PA.

ADDITIONAL FACULTY

ELIZABETH CITY is Lecturer on Education at HGSE and the Director of Instructional Strategy at the Executive Leadership Program for Educators, Harvard University

KAREN HAWLEY MILES is President and Executive Director, Education Resource Strategies

PAUL REVILLE is the Massachusetts Secretary of Education and Senior Lecturer on Education, HGSE

LEE TEITEL is Lecturer on Education and the Director of the School Leadership Program, HGSE; Senior Associate for the Executive Leadership Program for Educators, Harvard University

For a complete list of faculty, please visit our website www.gse.harvard.edu/ppe



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