

Kansas Educational  
Leadership Commission



**FINAL REPORT  
AND  
RECOMMENDATIONS**

**MAY 2008**



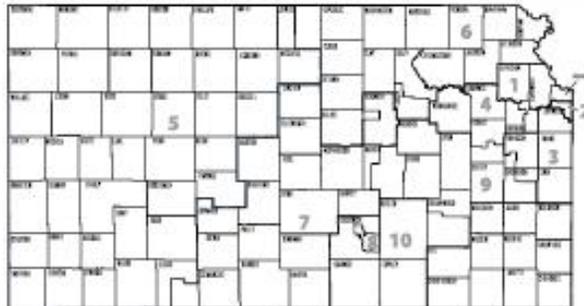
## Education Priorities for a New Century

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education)

- **Redesign the delivery system to meet our students' changing needs**
  - Develop and implement policy on academic/vocational integration
  - Identify, replicate, and promote best practices that can be targeted to specific populations (e.g., high schools; middle school reading; early childhood)
  - Study and clarify regulations and identify challenges
  - Examine the definition of a classroom in a redesigned system
- **Provide an effective educator in every classroom**
  - Develop a policy on alternative compensation
  - Identify obstacles
  - Assess the effectiveness of current professional development practices
  - Identify, replicate, and promote best practice in teacher preparation and professional development
  - Improve the support system for teachers
  - Develop recruitment strategies for future teachers
  - Assess and improve the alternate licensure program
  - Promote loving, safe, supportive and nurturing environments
- **Ensure a visionary and effective leader in every school**
  - Identify, replicate, and promote best practices in preparation and performance
  - Identify and grow visionary leaders focused on learning
  - Study the impact of current leadership programs
- **Improve communication with all constituent groups and policy partners**
  - Align pre-K-12 through 16 systems of support in collaboration with identified partners (e.g., Kansas Board of Regents, Social and Rehabilitative Services, etc.)
  - Develop a structure for regularly communicating about education with the legislative leadership of both parties with a focus on areas of common interest
  - Keep the public informed on key policy areas
  - Resume focus group meetings in each board member district and periodic meetings with the media
  - Improve communication of relevant information with school faculty

Kansas State Board of Education  
Adopted 9/2007

### Board Members



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Dr. Alexa Posny  
Commissioner of Education

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KSDE General Counsel  
120 SE 10th Ave.  
Topeka, KS 66612  
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## ACKNOWLEDGEMENTS

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This Commission report was funded and made possible with grants from:



**The Wallace Foundation**  
5 Penn Plaza, 7<sup>th</sup> Floor  
New York, NY 10001



**The Kansas Health Foundation**  
309 E. Douglas  
Wichita, KS 67202



**The Kansas State Department of Education**  
120 SE 10<sup>th</sup> Ave.  
Topeka, KS 66612



# INTRODUCTION

Leadership is important; in challenging times it is even more important. Today, public education faces its greatest challenge ever: to prepare each student to reach his or her potential and become a successful, productive adult. Overall, Kansas schools are good. Yet too many Kansas leaders are addressing 21<sup>st</sup> century challenges with 20<sup>th</sup> century skills. In order for our schools to remain competitive and meet the challenges of 21<sup>st</sup> century citizenship and workforce demands, we need a systemic, cohesive plan for aligning the parts of the Pre K-12 education system.

Research shows that leadership is a central ingredient in school and district success when success is defined by student achievement. For Kansas schools to move from good to great, it is time to implement strategies to build learning-focused leadership capacity in schools, provide opportunities for growth of current school leaders, and develop meaningful avenues for teacher leadership. In addition, we must enhance programs to recruit, prepare, and retain school and district leaders in the face of growing shortages of persons willing to assume these challenging roles.

In July, 2007, the State Board of Education endorsed the Kansas Educational Leadership Commission (KELC), a partnership between government, public education, and private industry. The purpose of the KELC was the improvement of student performance. Funding support came from the Wallace Foundation, the Kansas Health Foundation, and the Kansas State Department of Education (KSDE). The Commission was charged “to focus on educational research and evidence-based practices that point to the critical role leadership plays in the success of student learning and the achievement of effective student results.” Its goal was to develop a set of policy recommendations for the design, implementation, and improvement over time of a system of leadership for learning in Kansas. The State Department of Education secured the services of a nationally recognized expert from Vanderbilt University to facilitate the Commission’s work.

The eighteen members of the KELC were carefully selected by the Commissioner of Education. They represent diverse levels and geographic locations of Kansas school districts, educational philanthropy, state administrator professional organizations, and authorized administrator preparation programs. Other members appointed were chairs of the SBOE and the Kansas Board of Regents, the president of the state teachers’ association, two state legislators, a member of the governor’s staff, and leaders from the private business sector. An educator and a private sector member co-chaired the Commission as it met regularly over the next ten months. (See Appendix C)

The Commission defined the visionary leadership needed in all Kansas schools and identified policy leverage points that would influence the production of that leadership. (See Appendices A and B.) We then developed recommendations around the leverage points. Our task was made easier because Kansas has already taken strong actions to strengthen leadership on three of the most important avenues for improvement in Appendix B. Specifically, the state (1) has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders, (2) employs the National Council for Accreditation of Teacher Education (NCATE) review process to accredit leader preparation programs, and (3) requires the School Leaders Licensure Assessment (SLLA) for building leadership licensure as well as the School Superintendent Assessment (SSA) for district leadership licensure. We examined the remaining policy leverage points and developed

recommendations around the six that we believe have the most power to bring the definition of leadership found in Appendix A to life throughout Kansas. As the Commission reviewed national and state perspectives on the leverage points, six critical themes or guiding principles emerged that under gird the set of strategic recommendations developed by the Kansas Educational Leadership Commission.

1. **A new vision of leadership is needed for our schools.**

For the first time, schools are being held accountable for educating each child all of the time. New challenges confront school leaders, including technology, diversity, stakeholder participation, and relevance of the curriculum. Leaders must build capacity in others and form strong teams that replace the vision of the charismatic superhero of the past. We believe leadership must be a culture of shared responsibility throughout the organization, not simply a formal position.

2. **Money matters, but so does leadership.**

Kansans invest billions of dollars each year in Pre K-12 public education. This funding is critical to the success of school children across the state, but equally important is the quality of leadership throughout public education. Intentional efforts at cultivating leadership in public education will increase the return on investment for state funds directed to education.

3. **The research is clear – better leadership equals better student outcomes.**

Research affirms the link between leadership actions and improved student achievement and educational equity. As we struggle to put a highly qualified teacher in every classroom, we recognize that leadership is an important influence on decisions teachers make about their future. Successful leaders establish and sustain a culture of professional learning communities, engage the community, and make effective decisions about resources.

4. **Key leadership competencies can be learned.**

Practices of the past will not produce the results required today. One characteristic of under-performing schools is making poor decisions regarding priorities. There is much research on the leadership needed in effective schools. Leadership can have a positive or a negative influence. Today's leaders must decide *how* and *when* to use *which* leadership skills effectively. When preparation programs and professional development focus on learning, leadership competencies can be improved.

5. **The state has a role in leadership development and abdicating that role would be irresponsible.**

Due to the substantial state resources dedicated to public education, the state should recognize its responsibility to enact policy aimed at cultivating leadership among administrators and teachers. Furthermore, the state, not local school districts, is the only entity that can influence broad policy leverage points.

6. **KELC recommendations are thoughtful, intentional, and collectively will improve student outcomes.**

The KELC recommendations are interconnected, building off one another to create a framework of leadership throughout Pre K-12 public education. The Commission was deliberate in identifying critical leverage points and recommending only policy changes backed by research, which will have a substantial impact on student outcomes and are doable in Kansas now.

The Commission strongly encourages policymakers at every level to implement these recommendations. It is not our intention to create unfunded mandates. We realize that in the process of carrying out the recommendations, the state may incur costs to support programs that prove to be effective. From strategies that establish pilot programs and develop innovative models, we expect new and promising practices will emerge. To take these innovations to scale statewide, it will be essential for policymakers to provide the funding necessary so that full implementation can occur and be sustained over time.

# EXECUTIVE SUMMARY OF RECOMMENDATIONS

## TEACHER LEADERSHIP:

Recommendation 1: Add a 14<sup>th</sup> standard to the Kansas Professional Education Standards focusing on teacher leadership beyond the classroom.

Recommendation 2: Add teacher leadership work at the school or district level to the list of domains for licensure renewal.

Recommendation 3: Appoint and fund the work of a task force to develop a blueprint for teacher leadership throughout the state.

Recommendation 4: Establish state policy that directs districts to develop opportunities for teachers to engage in collaborative work to enhance student learning and create centers throughout the state where educators can acquire the necessary skills to become teacher leaders.

Recommendation 5: Build indicators of teacher leadership quality into existing state accountability measures.

## PREPARATION PROGRAMS:

Recommendation 6: Establish and fund a comprehensive review process to direct the overhaul of programs that prepare school leaders.

Recommendation 7: Create an endorsement for teacher leadership and develop programs to prepare teacher leaders.

## LEADER EVALUATION:

Recommendation 8: Develop and implement a statewide framework for the evaluation of school administrators.

## PROFESSIONAL DEVELOPMENT:

Recommendation 9: Construct and fund leadership initiatives to provide continuing education programs for school leaders.

Recommendation 10: Rebuild the induction program for school leaders across the first two years on the job, including crafting policy to support the development of model programs.

Recommendation 11: Emphasize the importance of coaching to the professional development of school leaders.

## CONDITIONS OF WORK:

Recommendation 12:

# RECOMMENDATIONS

## TEACHER LEADERSHIP

### Recommendation 1:

Currently, there are 13 Kansas Professional Education Standards that provide a portrait of quality professional behavior. The Commission recommends that the Kansas State Board of Education add a 14<sup>th</sup> standard addressing teacher leadership. Specifically, we recommend that the following language be added to the Kansas Professional Education Standards:

Standard #14: The educator exercises leadership beyond the classroom to promote school improvement, strengthen instructional practice, and enhance student learning.

### Recommendations 2:

Currently, educators filing professional development plans for licensure renewal must include activities in one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession. The Commission recommends that a fourth area be added to this list of domains for licensure renewal. Specifically, we recommend that S.B.R. 91-1-206 (a) be amended to include the following statements:

(4) Teacher leadership work at the school or district level

(n) Teacher leadership work means engaging in leadership roles and/or performing leadership functions and activities beyond the classroom that promote improvement at the school or district level, strengthen instructional practice, and enhance student learning.

### Recommendation 3:

The Commission recommends the State Board of Education appoint and fund a statewide workgroup to develop a blueprint for teacher leadership throughout Kansas. The group should address the issue of the various forms that teacher leadership should take. It should consider and craft recommendations to overcome barriers to the widespread development of teacher leadership. The final plan from the workgroup should also contain insights and incentives to bring teacher leadership to life, a plan for assessing the effectiveness of teacher leadership, and any recommendations about linking teacher leadership and certification/licensure.

The Commission recommends that the task force be comprised of teachers and administrators from schools and school districts, professors from the various institutes of higher education, representatives of professional associations and colleagues from the business sector. We also recommend that sufficient funding be allocated to permit the task force to complete its assignment, to allow members to: examine related activity throughout the country, meet with various experts in the area of teacher leader development, engage external consultants as needed, and gather on a regular basis to debate and forge a framework for teacher leadership for Kansas.

#### **Recommendation 4:**

The Commission recommends the creation of state policy that directs districts to develop opportunities for teachers to engage in collaborative work to enhance student learning. We also recommend the development of various centers throughout the state where educators can acquire the knowledge and skills necessary to become teacher leaders and effective coaches or to support the development of teacher leadership in schools and districts. Finally, we recommend that the State Board of Education establish a broad-based work team to forge the curriculum to be used in the center noted above.

#### **Recommendation 5:**

The Commission recommends that indicators of the prevalence and quality of teacher leadership, especially in the area of collaborative time for work, be incorporated in the following accountability measures currently used in Kansas:

- Quality Criteria for Quality Performance Accreditation (QPA).

## **PREPARATION PROGRAMS**

#### **Recommendation 6:**

The Commission believes that the state needs to examine and strengthen the quality of preparation programs that train leaders for schools and school districts in Kansas. More specifically, we believe that it is important that state-authorized preparation programs be redesigned based upon (a) the understanding of learning-centered leadership presented at the outset of this report and (b) best practice from studies of highly effective preparation programs.

In order to accomplish this preparation redesign, we recommend that all programs in the state participate in a review process that contains the following elements and steps:

- A national panel of expert advisors in the area of school leadership preparation be engaged by the state to help shape and to conduct reviews of preparation programs.
- The national panel work with a group of stakeholders from Kansas to forge the criteria for redesigned preparation programs.
- Institutions be provided a one-year period to recraft their preparation programs consistent with the quality criteria described above.
- After that development period, preparation programs provide comprehensive information on their redesigned programs to the national panel of experts for review.
- The national panel will evaluate program quality at each institution and provide recommendations,
  - To preparation programs for continued development work and;
  - To the State Board for action.
- The quality criteria developed for this initial round of external reviews be embedded in the regular, ongoing review process employed by the Kansas State Department of Education.

The Commission recommends that the state policy makers provide funding for the process described above. We also recommend that the state establish a menu of actions to

address programs that do poorly on the external review. Finally, as noted above, we recommend that the state embed the program quality criteria in the regular program review process.

#### **Recommendation 7:**

The Commission recommends the creation of an endorsement for teacher leadership and the development of a program (or programs) to prepare teacher leaders. Currently, teachers who wish to pursue education related to leadership in their schools and school districts must enter programs designed to prepare persons for the principalship. While this is appropriate for those educators who plan to move from teaching to administration, it is not a wise choice for those educators who wish to remain as teachers but assume expanded leadership responsibilities in their schools. Therefore, the Commission believes that an education program that is designed to help teachers develop the skills needed to “lead beyond the classroom” is necessary. We recommend that the State Board of Education take the necessary steps to create a “teacher leadership” endorsement. We also recommend that the Board and the State Department of Education develop a model teacher leadership program, or programs, for implementation throughout the state.

## **LEADER EVALUATION**

#### **Recommendation 8:**

The Commission recommends the use of State Board of Education policy to foster development and implementation of a statewide framework for the evaluation of school administrators in Kansas. The policy action should create a team of educators and other leaders, the majority of whom must be practicing school principals and superintendents, who will be charged with the development work. Enabling action should specify that the developed framework hold for all school leaders.

The Commission recommends that the guiding policy action include requirements that the framework:

- underscore the Kansas standards for school leaders and be centered on the research of effective school leadership;
- employ multiple measures, including outcome measures for student performance;
- provide formative as well as summative data;
- promote both accountability and professional development for school leaders; and
- specify consequences, both positive and negative, for evaluation results.

The charge to the evaluation development team should include a requirement that members:

- examine research and best practice on the elements of highly effective evaluation systems in education and in the corporate, not-for-profit, and government sectors;
- suggest whether the new framework be integrated into current legislation or replace existing legislation.

In addition, the Commission recommends policy action creating the new evaluation system:

- require statewide implementation;
- require piloting before moving to scale;
- require a rigorous external evaluation of the system over the first three years of operation;
- establish a system of training for all school leaders in both the use of the system and the core ideas on which the system is built (e.g., learning focused leadership, effective coaching);
- provide sufficient resources for the evaluation development team to complete the work necessary to bring the evaluation framework to life; and
- be tailored to needs of local districts.

## **PROFESSIONAL DEVELOPMENT**

### **Recommendation 9:**

The Commission believes that the continuing education of school leaders can be dramatically improved through the targeted use of state policy. In this regard, the Commission recommends that a Kansas Education Leadership Initiative (KELI) be created to provide high quality continuing education programs to school leaders, under the direction of the Kansas State Department of Education.

The KELI should have sufficient resources to provide quality services, including a director and sufficient staff to operate the entity effectively on behalf of school leaders throughout the state. KELI operations and programs should be shaped by an advisory board of practicing school leaders and university faculty members appointed by the Kansas State Department of Education in consultation with the appropriate professional organizations.

The KELI should be built with and operate based upon the following key elements:

- focus on the ISLLC standards that are at the heart of learning-centered leadership in Kansas;
- adhere to the principles of professional development promulgated by the National Staff Development Council;
- focus on sustained learning experiences that promote deep organizational change;
- mesh with the pre-service education provided by universities and colleges;
- extend and enhance partnership among the KSDE, universities, school districts, and professional associations;
- foster extensive networking among school leaders throughout the state; and
- promote opportunities for coaching.

The Commission envisions a KELI that develops comprehensive continuing education programs for school leaders. Initially, the focus should be on creating “core programs” that appeal to a wide variety of school leaders. As operations ramp up, these

core programs should be supplemented with “specialized offerings” for educators in specific leadership roles (e.g., assistant principals, director of human resources).

The Commission recommends that policy be developed to require each licensed school leader to participate in at least one of the comprehensive programs provided by KELI every five years; that is, as a requirement for license renewal.

## **ADMINISTRATOR INDUCTION**

### **Recommendation 10:**

The Commission concludes that currently insufficient attention is being devoted to helping new school administrators acclimate to their roles and responsibilities. We, therefore, recommend the development of policy to strengthen the school leader internship process already in play in the state.

First, we recommend a required two-year induction program for all new school leaders in Kansas.

Second we recommend the drafting of policy language to support the development of programs for the required induction experience. To begin with, we recommend that the KSDE be charged to (1) review induction related activity from around the U.S. and capture benchmark models and (2) delineate the essential elements of high quality programs. KSDE should distribute this information widely so that districts can create highly effective induction programs for their school administrators.

In addition, we suggest that policy language be crafted to require the KSDE, in conjunction with universities, districts, and professional associations, to (1) build four model induction programs and (2) have those models piloted in districts throughout the state. The “models” should be designed so as to capture the diversity of administrative arrangements in operation throughout Kansas. For example, one model might be designed to support superintendents who also assume principalship responsibilities.

We recommend that resources sufficient to undertake the development, piloting, and distribution of work be provided. We also recommend that an evaluation of pilot programs and a sample of district-developed programs be conducted, and that resources necessary to undertake this assignment be provided. Part of the evaluation should address cost benefit questions.

### **Recommendation 11:**

The Commission believes that coaching for leadership should be a central element of the overall design for strengthening school leadership throughout the state. Leaders, whether emerging or experienced, become more effective as a result of strategic leadership coaching. Therefore, we have woven this important strategy into recommendations 4, 8, and 9 as follows:

- We also recommend the development of various centers throughout the state where educators can acquire the knowledge and skills necessary

to become teacher leaders and effective coaches or to support the development of teacher leadership in schools and districts. (4);

- Establish a system of training for all school leaders in both the use of the evaluation system and the core ideas on which the system is built (e.g., learning focused leadership, effective coaching) (8); and
- The Kansas Education Leadership Initiative (KELI) should be built with and operate based upon the following key element:
  - promote opportunities for leadership coaching (9).

## **CONDITIONS OF WORK**

### **Recommendation 12:**

The Commission understands that conditions of work help determine the ability of school administrators to exercise their responsibilities as learning-focused leaders. We also find that the use of administrator time is an especially powerful variable in the conditions of work equation. Furthermore, we conclude that in too many cases, time pressures and constraints detract from administrators' ability to devote energy and effort to instructional leadership. Finally, we are convinced that solutions to this problem are in short supply at this time.

We recommend, therefore, that the state fund, through a Request For Proposal (RFP) process, the development of 12 district-based initiatives to help school leaders to find additional time and to more effectively use existing time to engage in instructionally-based leadership work. In so doing, we believe that the state should promote the use of diverse models and strategies and should foster efforts in districts of various sizes and in different regions in the state. The RFP process should require that districts:

- show commitment to helping fund the initiative;
- design innovative strategies for organizing the work of school leadership;
- plan for the professional development of school leaders to exercise instructional leadership skills for the 21<sup>st</sup> century around the new initiative;
- propose alternative ways to organize administrative resources;
- commit to disseminate implementation results to other districts in the state; and
- participate in an evaluation of the effectiveness of their initiatives.

# APPENDIX A

## Definition of Leadership

Education leaders in order to achieve ambitious learning targets for all students:

- Develop, articulate, and steward a shared vision of high expectations and standards.
- Advocate for students, teaching and learning, and public education.
- Base actions on a deep understanding of teaching and learning.
- Underscore the centrality of student outcomes—including continuous assessment of progress toward goals in a systems context.
- Focus on building communities of learning for students, staff, and the larger community.
- Manage and align resources and operations in support of the shared vision for teaching and learning.
- Recognize and influence the political, economic and societal contexts in which schools operate and act upon them to enhance the quality of schooling.
- Create structures of empowerment, leadership development, and capacity building.

# **APPENDIX B**

## **Leverage Points**

Partnerships

Conditions of Work

Rewards & Recognition (Incentives)

Recruitment & Hiring

Evaluation

Preparation

Internship

Licensure

Relicensure

Teacher Leadership

Professional Development

Induction

Mentoring

Program Accreditation

Standards

## APPENDIX C

### KANSAS EDUCATIONAL LEADERSHIP COMMISSION MEMBERS

#### Co Chairs:

- **Mary Devin**, Associate Professor, Educational Leadership, Kansas State University  
Email: [mdevin@ksu.edu](mailto:mdevin@ksu.edu)
- **Ed O'Malley**, President & CEO, Kansas Leadership Center  
Email: [eomalley@kansasleadershipcenter.org](mailto:eomalley@kansasleadershipcenter.org)

#### Members:

- **Debora Alford**, Manager, Technical Training and Performance, Learjet Bombardier Aerospace
- **Barbara Carswell**, Vice President, Capitol Federal Savings
- **Marti Crow**, Kansas House of Representatives, Education Committee
- **Duane Dorshorst**, Elementary Principal, USD 294 Oberlin
- **Jim Edwards**, Education Advisor, Kansas Association of School Boards (KASB)
- **Jacque Feist**, Principal, Dodge City High School, USD 443 Dodge City
- **Deborah Perbeck**, Superintendent, USD 503 Parsons
- **Christine Downey-Schmidt**, Chair, Kansas Board of Regents (KBOR)
- **Cheryl Semmel**, Executive Director, United School Administrators of Kansas
- **Andy Tompkins**, Dean, College of Education, Pittsburg State University
- **Dwayne Umbarger**, Kansas Senate, Chairman, Ways & Means
- **Bill Wagnon**, Chairman, Kansas State Board of Education (KSBE)
- **Susan Wally**, Executive Director, Partnership for Regional Educational Preparation (PREP-KC)
- **Blake West**, President, Kansas National Education Association (KNEA), Chair, Kansas Learning First Alliance (KLFA)
- **Diana Wieland**, Curriculum Director, USD 315 Colby

- **Kate Wolff**, Director of Governmental Affairs, Office of the Governor
- **Joseph F. Murphy**, Professor of Education, Department of Leadership, Policy & Organizations, Vanderbilt University,

**APPENDIX D**

**AGENDAS**

# Kansas Educational Leadership Commission



## Kansas Educational Leadership Commission

### THURSDAY, JULY 26, 2007

8:00 – 9:00	Breakfast and Registration	
9:00 – 9:30	Introductions & Overview of Commission Work	
	➤ background	Shuler, Wheelles, Boyer
	➤ charge	Devin, O'Malley
	➤ operational rules	Murphy
9:30 –10:30	Purpose & Goals of Commission (exercise and discussion)	Group
10:30 –10:45	Break	
10:45 –11:45	Stepping Back To Examine The Big Picture That Sets The Context For Commission Work: Part A, The World Around Education (exercise and discussion)	Group
11:45 –12:45	Lunch	
12:45 - 1:45	Stepping Back To Examine The Big Picture That Sets The Context For Commission Work: Part B, Changing Nature of Education (exercise and discussion)	Group
1:45 - 2:45	Changing Nature of Leadership For Schools Where All Students Are Successful: Part A (exercise and discussion)	Group
2:45 - 3:00	Break	
3:00 – 4:15	Changing Nature of Leadership For Schools Where All Youngsters Are Successful: Part B (exercise and discussion)	Murphy
4:15 – 4:30	Wrap Up & Looking Ahead	Devin, O'Malley, Murphy
6:00 – 8:00	Social Hour & Dinner	

# Kansas Educational Leadership Commission



FRIDAY, JULY 27

7:30 - 8:00	Breakfast	
8:00 - 9:30	Developing A Platform For Strengthening Leadership (exercise & discussion)	Group
9:30 – 9:45	Break	
9:45 –11:30	Planning To Attack Leverage Points	Group
11:30 –12:15	Lunch	
12:15 - 1:00	Planning To Attack Leverage Points (continued)	Group
1:00 – 2:15	Leverage Point: Preparation Programs	Group
2:15 - 2:30	Wrap Up & Looking Ahead	Devin, O'Malley, Murphy

**Meeting  
Location** Capitol Plaza Hotel (Wheat Room)  
1717 SW Topeka Blvd.  
Topeka, Kansas  
785-431-7200

**Future  
Meeting  
Dates** Tuesday, August 28, 2007  
Tuesday, September 25, 2007  
Thursday, October 18, 2007  
Monday, November 12, 2007  
Friday, December 14, 2007

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
AUGUST 28, 2007  
8:00 AM– 2:30 PM  
HOLIDAY INN  
6<sup>TH</sup> & FAIRLAWN, SALON A  
TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	
8:30 – 9:00	Introductions and Review of Previous Work	Devin, Murphy
<b>LEVERAGE POINT – TEACHER LEADERSHIP:</b>		
9:00 – 9:45	Overview	Murphy
9:45 – 10:00	Break	
10:00 – 12:00	Deliberation	Group
12:00 – 12:45	Lunch	
<b>LEVERAGE POINT – LEADERSHIP PREPARATION PROGRAMS:</b>		
12:45 – 1:15	State Story	Gage
1:15 – 1:45	State Story Continued	Higher Ed Spokesperson
1:45 – 2:15	Wrap Up and Looking Ahead	Devin, Murphy, O'Malley

### FUTURE MEETING DATES

Tuesday, September 25, 2007  
Thursday, October 18, 2007  
Monday, November 12, 2007  
Friday, December 14, 2007

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
September 25, 2007  
8:00 AM– 2:00 PM  
HOLIDAY INN  
TOPEKA ROOM  
6<sup>TH</sup> & FAIRLAWN  
TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	
8:30 – 8:45	Introductions and Review of Previous Work	Devin, Murphy, O'Malley

### LEVERAGE POINT – TEACHER LEADERSHIP:

8:45 – 10:30	Deliberation	Group
10:30 – 10:45	Break	

### LEVERAGE POINT – LEADERSHIP PREPARATION PROGRAMS:

10:45 – 11:30	Overview	Murphy
11:30 – 12:00	Deliberation	Group
12:00 – 12:45	Lunch	
12:45 – 1:45	Deliberation	Group
1:45 – 2:00	Wrap Up and Looking Ahead	Devin, Murphy, O'Malley

### FUTURE MEETING DATES

Thursday, October 18, 2007,	Holiday Inn Holidome – Topeka Room
Monday, November 12, 2007	Holiday Inn Holidome – Topeka Room
Friday, December 14, 2007	Holiday Inn Holidome – Topeka Room

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
October 18, 2007  
8:00 AM– 2:00 PM  
HOLIDAY INN  
TOPEKA ROOM  
6<sup>TH</sup> & FAIRLAWN  
TOPEKA, KS

8:00 – 8:30 Breakfast and Conversation

### **LEVERAGE POINT – TEACHER LEADERSHIP:**

8:30 – 9:00 Review and Approval of Commission Recommendations 3, 4, &5  
Murphy

### **LEVERAGE POINT – LEADERSHIP PREPARATION PROGRAMS:**

9:00 – 10:30 Complete Deliberations and Develop Recommendations  
Group

10:30 – 10:45 Break

### **LEVERAGE POINT – INDUCTION AND MENTORING:**

10:45 – 12:00 Deliberation  
Group

12:00 – 12:45 Lunch

12:45 – 1:50 Complete Deliberation  
Group

1:50 – 2:00 Wrap Up and Path Forward  
Devin,  
Murphy,  
O'Malley

### **FUTURE MEETING DATES**

Monday, November 12, 2007 Holiday Inn Holidome – Topeka Room  
Leverage Point - Leader Evaluation

Friday, December 14, 2007 Holiday Inn Holidome – Topeka Room

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
November 12, 2007  
8:00 AM– 2:00 PM  
HOLIDAY INN  
TOPEKA ROOM  
6<sup>TH</sup> & FAIRLAWN  
TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	Group
8:30 – 9:00	Feedback on Wallace NYC Visit	Conference Attendees
<b>LEVERAGE POINT - Evaluation</b>		
9:00 – 9:10	Introduction - Set-up	Murphy
9:10 – 10:00	Presentation Delaware Evaluation System	Wilson
10:00 – 10:30	Presentation Ohio Evaluation System	Murphy
10:30 – 10:45	Break	
10:45 – 11:00	National Model	Murphy
11:00 – 12:00	Deliberation	Group
12:00 – 12:45	Lunch	
12:45 – 1:45	Deliberation Continued	Group
1:45 – 2:00	Wrap Up and Looking Ahead	Devin, Murphy, O'Malley

### FUTURE MEETING DATES

Friday, December 14, 2007	Holiday Inn Holidome – Topeka Room
Friday, January 11, 2008	TBD
Thursday, February, 28, 2008	TBD

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

### AGENDA

December 14, 2007

8:00 AM– 2:00 PM

HOLIDAY INN

TOPEKA ROOM

6<sup>TH</sup> & FAIRLAWN

TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	Group
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### LEVERAGE POINT – PREPARATION PROGRAMS

8:30 – 10:15	Deliberation of Recommendation 6	Group
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10:15 – 10:30	Break	
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10:30 – 11:00	Continued Deliberation on Preparation Programs	Group
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### COMMISSION OUTREACH

11:00 – 12:00	Discussion on building support for the Commission’s work and communications with other groups	Group
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12:00 – 12:45	Lunch	
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### LEVERAGE POINT – EVALUATION

12:45 – 1:45	Deliberation continued on Evaluation	Group
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1:45 – 2:00	Wrap Up and Looking Ahead	Devin, Murphy, O’Malley
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### FUTURE MEETING DATES

Friday, December 14, 2007	Holiday Inn Holidome – Topeka Room
Friday, January 11, 2008	Holiday Inn Holidome – Topeka Room
Thursday, February, 28, 2008	Holiday Inn Holidome – Topeka Room

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

### AGENDA

January 11, 2008  
8:00 AM– 2:00 PM

HOLIDAY INN  
TOPEKA ROOM  
6<sup>TH</sup> & FAIRLAWN  
TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	Group
8:30-8:45	Review and Overview	Murphy
<b>LEVERAGE POINT: LEADERSHIP PREPARATION PROGRAMS</b>		
8:45-10:15	Review and Approve Recommendations 7-10	Group
10:15-10:30	Break	
<b>LEVERAGE POINT: PROFESSIONAL DEVELOPMENT</b>		
10:30 – 12:00	Overview	Murphy
12:00 – 12:45	Lunch	
12:45 – 2:00	Deliberation	Group

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
February 28, 2008  
8:00 AM– 3:00 PM  
HOLIDAY INN  
TOPEKA ROOM  
6<sup>TH</sup> & FAIRLAWN  
TOPEKA, KS

8:00 – 8:30	Breakfast and Conversation	Group
8:30 – 9:00	Overview of Work to Date	Murphy
9:00 – 9:30	Dissemination Plan	O'Malley
9:30 – 10:00	Deliberation on Dissemination Plan	Group
10:00 – 10:15	Break	Group
10:15 – 10:30	Kansas Teaching Commission Overview	Dorshorst

### **LEVERAGE POINT: PROFESSIONAL DEVELOPMENT**

10:30 – 11:00	Review and Approve Recommendation 12	Group
11:00 – 3:00	Continued Deliberation on Professional Development	Group
12:00 – 12:45	Lunch	
3:00 – 3:15	Wrap-up and Looking Ahead	Murphy, Devin, O'Malley

### **Next Meeting:**

April 28-29, 2008  
Ramada Inn Downtown  
I-70 & 6<sup>th</sup> Street  
420 E 6<sup>th</sup> Street  
Topeka, KS 66607

# Kansas Educational Leadership Commission



## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
April 28 & 29, 2008  
RAMADA INN  
MADISON BALLROOM  
420 E 6TH  
TOPEKA, KS

**April 28, 2008**

### **LEVERAGE POINT: PROFESSIONAL DEVELOPMENT**

10:00 – 11:00	Review Recommendation 13	Group
11:00 – 2:00	Continued Deliberation on Professional Development	Group
(Lunch will be served at 12:00)		

### **LEVERAGE POINT: Conditions of Work**

2:00 – 5:00	Deliberation on Conditions of Work (e.g. internship, mentoring)	Group
5:00 – 6:00	Reports from Commission Members (e.g. Dissemination Plan, Kansas Teaching Commission, Teacher Leadership Consortium, others)	Group
6:00-6:45	Dinner	
6:45 – 8:00	Group Process Work	Group

## KANSAS EDUCATIONAL LEADERSHIP COMMISSION

AGENDA  
April 28 & 29, 2008  
RAMADA INN  
MADISON BALLROOM  
420 E 6TH  
TOPEKA, KS

### **April 29, 2008**

8:00 – 9:00	Breakfast and reports from group work	Group
9:00 – 10:30	Discussion	Group
10:45 – 11:30	Final Review of Recommendations not passed 8, 9, 10	Group
11:30 – 12:30	Lunch	
12:30 – 1:45	Clean-Up	Group
1:45 – 2:00	Wrap-up	Murphy, Devin, O'Malley

## **KSDE INNOVATION AND IMPROVEMENT TEAM STAFF INVOLVED IN THIS PROJECT:**

Lynn Bechtel, KSDE Staff

Kathy Boyer, KSDE Staff

William Hagerman, Director, Innovation and Improvement

Gary Manford, Mid Continent Comprehensive Center Liaison

Cherie Nicholson, KSDE Staff

Pat Scrivner, KSDE Staff

Howard Shuler, Wallace Project Co-Director

Larry Wheelles, Wallace Project Co-Director