



LEADCONNECTICUT

SUPPORTING EDUCATIONAL LEADERS. STRENGTHENING STUDENT LEARNING.

Brief Summary of LEAD CT Programs

LEAD CT Turnaround Principal Program

The Turnaround Principal Program provides intensive support to principals serving in low-achieving schools. Principals participate in an intensive eight day summer institute and a monthly turnaround principal community of practice. Principals receive additional support through high-quality executive coaching and participation in a network of principals serving students and families in low-performing schools. The program focuses on core turnaround leadership competencies: Improving the academic program, fostering a positive academic culture, managing human capital, and driving a strategic improvement process. The Turnaround Principal Program is designed to accomplish the following objectives:

- develop exceptional school leaders, fostering instructional leadership and unique turnaround competencies;
- support principals in operationalizing school turnaround plans, leading to dramatic gains in student achievement;
- increase the number and effectiveness of leadership tools, strategies and practices principals have available to enhance school and student performance; and
- foster a statewide support network for leaders of turnaround schools.

Early Spring Intensive Planning Fellowship Program

An intensive two-month spring program focused on training new principals to assume the leadership of a turnaround school in the coming fall. Participants visit turnaround schools in neighboring states, develop 30, 60, and 90 day entry plans and enhance their skills in the core turnaround leadership competencies. Participants join the Turnaround Principals Program monthly communities of practice work with an executive coach and develop a network of support. Through their involvement in the program, participants increase the number and effectiveness of leadership tools, strategies and practices to enhance school and student performance.

UCAPP Residency

The LEAD CT/UCAPP Residency is a principal training program charged with the task of training instructional leaders for Alliance Districts. Residents receive educational leadership training working 4 days per week under the mentorship of a highly-qualified school principal and one day a week of full day classroom instruction. Instruction focuses on the development of instructional leadership skills in several areas including, but not limited to: the diagnosis of school culture; working with individual teachers, teams, and systems to improve instructional practice; community engagement; culturally competent leadership; development of educational theories of action, cycles of inquiry and vision; supervision & evaluation; and change leadership. The Residency program emphasizes empirically-based, high leverage leadership skills which create the greatest impact for sustainable change in the shortest period of time. The program is based upon the LEAD CT Turnaround Principal Competency Framework.

LEAD CT Executive Coaching Program for Superintendents

The LEAD CT Executive Coaching for Program for Superintendents is a partnership between the Connecticut Center for School Change (CCSC), UCONN's Neag School of Education and CAPSS. The executive coaching approach is based on a reflective coaching model used in the LEAD CT Turnaround Principals Program. This model uses a set of strategies that invites self-reflection and offers participants opportunities to shape and reshape their thinking and problem-solving capabilities. The initiative also uses the superintendent competencies developed by LEAD CT.

Executive coaches are selected from a pool of applicants who complete a three-day training institute prior to being matched to a new CT superintendent. Throughout the year, executive coaches meet regularly in a community of practice to reflect on their practice and improve their skills.

LEAD CT Human Capital Community of Practice

The LEAD CT Human Capital Community of Practice is a partnership between UCONN's Neag School of Education and CAPSS. This Human Capital Community of Practice (CoP) examines the district's role in cultivating talent along the human capital continuum. The framework for the initial discussions is the LEAD Connecticut Human Capital Toolkit developed in June 2013 by a LEAD Connecticut committee. This CoP provides opportunities for members to receive support and problem solving assistance around designing and implementing various human capital development practices in the area of recruitment, development, evaluation, and retention. The CoP meet 5 times throughout the year. Superintendents participate along with one key district leader directly involved in human capital leadership.

Early Career Superintendents Community of Practice

The program engages early career superintendents in discussions with colleagues around problems of practice related to the daily work of the superintendent. The program supports the development of strategic leadership skills focused on improving student achievement through district coherence using the Public Education Leadership Project Coherence Framework, the LEAD CT Superintendent Competency Framework and the Collaborative Inquiry Process.

Monthly community of practice sessions allow participants to share and extend new understandings and insights regarding the strategies necessary to apply a contextualized leadership theory of action to authentic district-level issues and challenges. Through participation in the program, early career superintendents develop a network of colleagues committed to leading for learning and working collaboratively to develop new capacities for purposeful, powerful and effective district leadership.

District Coherence and Capacity Project

During the 2014-2015 school year, 25 school district participated in a four day institute led by Michael Fullan and Joanne Quinn to increase coherence and capacity in the district that is sustainable. This year, eight districts are participating in year two of the program and 20 new districts will engage in a four day workshop. LEAD CT has drafted a white-paper outlining its vision for building district coherence and had developed a coherence rubric for CT districts. LEAD CT is training a CT based cadre of leaders to serve as a technical assistance and advisors to districts interested in this work in between sessions and after districts have finished the training.