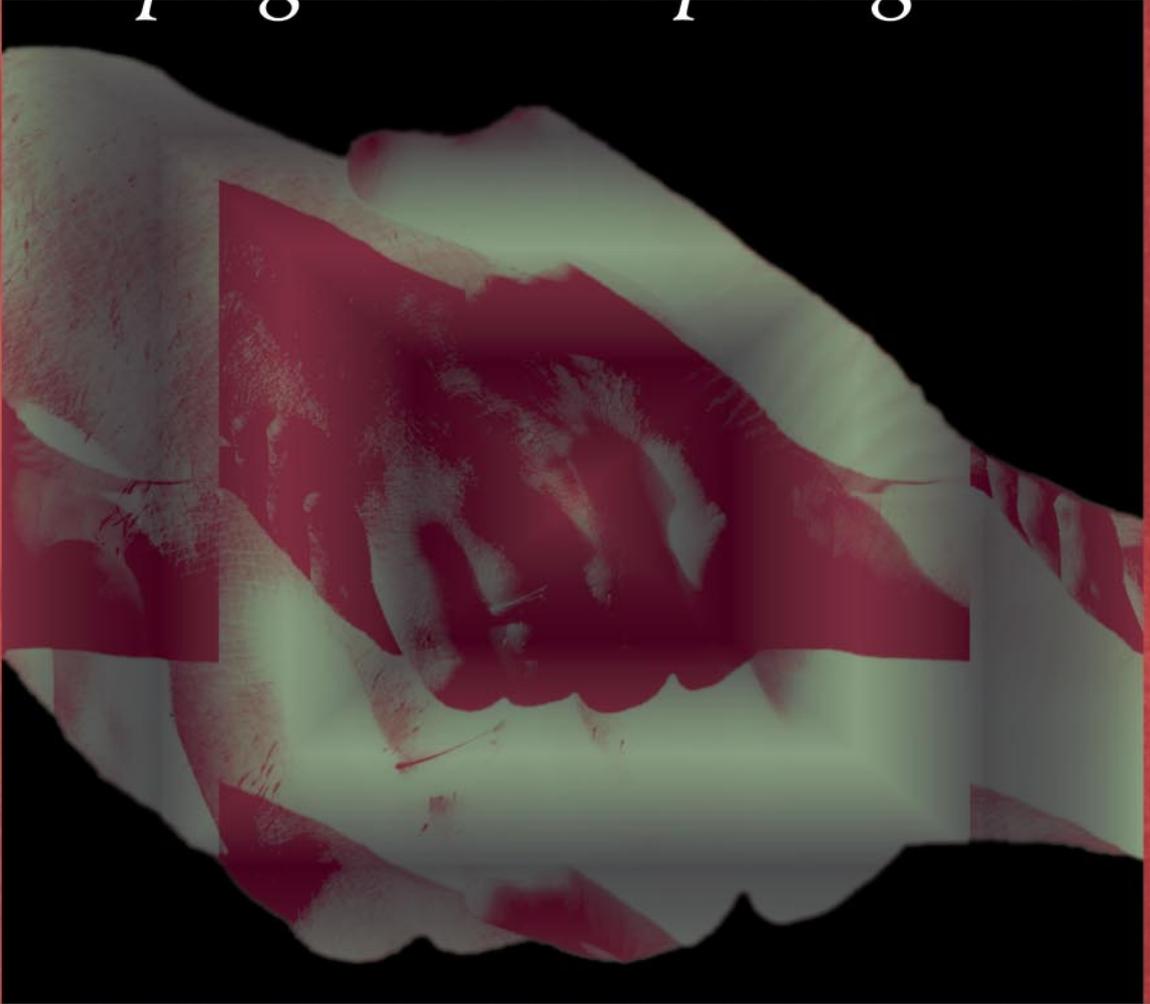


# *Developing Leadership Programs*



for “Break-the-Mold”  
Public Schools

# **Developing Leadership Programs for “Break-the-Mold” Public Schools**



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# Introduction

Today's public school leaders face a daunting set of challenges. States and districts across the country are setting higher standards for school and student performance—and holding schools accountable for achieving them. At the same time, many states and districts are placing more authority in the hands of school-level leaders. Though these trends are most evident within the charter school movement, conventional public schools in many locations are experiencing similar changes.

These new arrangements demand new forms of leadership from school principals, teachers, staff, parents, and other members of the school community. School leaders need to guide stakeholders in a process of developing a shared vision of the school; to devise curricular, instructional, and assessment practices that drive the school toward the envisioned state; to marshal and allocate resources and operational systems in support of the vision; to select and motivate people to achieve results; and to partner successfully with outside organizations. All of these jobs require competencies and skills that have not always been an integral part of the traditional preparation of school administrators.

Under a contract with the U.S. Department of Education, SERVE, Inc., a non-profit organization affiliated with the SERVE Regional Educational Laboratory and The University of North Carolina at Greensboro, developed a prototype leadership development program for leaders of both charter and regular public “break-the-mold” schools. Two cohorts of approximately 30 leaders in teams of three from ten schools participated in the SERVE Leaders Institute, an intensive, one-year development program designed to build their capacity to carry out the new roles of school leadership. Naturally, the process of designing and conducting the SERVE Leaders Institute yielded a wide range of insights about how to prepare school leaders for the new challenges they face.

The purpose of *Developing Leadership Programs for “Break-the-Mold” Public Schools: Lessons from the SERVE Leaders Institute* is to distill lessons learned by the SERVE Leaders Institute so that they will be useful to individuals and organizations interested in designing similar programs for school leaders elsewhere. Intended audiences include officials of state and local education agencies, representatives of charter school technical assistance organizations, and designers of leadership development programs in private organizations, universities, colleges, and other institutions. School leaders themselves will also find some interesting material as they think about how to develop leadership capabilities within their schools.

The chapters in this resource guide touch on all the major aspects of developing and implementing a leaders institute for the development of innovative, “break-the-mold” schools, including the following areas:

- Design and management—organizing the people to devise and carry out the institute
- Participant development—deciding who should participate and recruiting them to attend
- Content—establishing a curriculum for the institute
- Delivery—devising methods to deliver the curriculum effectively
- Logistics—organizing the logistics of the institute
- Evaluation—assessing the institute's success

The concluding section offers some broad observations about the critical ingredients of successful leadership development for innovative public schools. The appendices contain documents developed in the process of carrying out the original SERVE Leaders Institute—documents others could use as starting points for developing their own materials. In addition, many other Institute resources are available on the Institute website: <[www.serve.org/leaders](http://www.serve.org/leaders)>.

If you have questions or comments about the SERVE Leaders Institute or this resource guide, please contact:

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# Chapter 1: Design and Management

**W**hen deciding how to design and manage a school leadership institute, three primary issues must be addressed. First, organizers need a plan. What are the goals and objectives of the institute? What activities and processes will achieve the goals and objectives? What are the deliverables and the timeline? How will the institute be evaluated?

Second, program organizers need information. What are the critical issues facing school leaders? How do practitioners think a leaders institute might best address these issues? What lessons can organizers learn from previous leadership development programs?

Third, program organizers need human and material resources. What expertise and experience will be required to plan and perform the work of the institute? What roles and responsibilities are assigned to the core staff and why? What instructional materials, technology, and facilities are required to accomplish institute goals?

This section addresses the above questions by broadly describing how the SERVE Leaders Institute staff designed and managed their work. Later sections flesh out the issues in more detail. The following subsections focus on the plan, the information, and the resources employed by Institute staff.

## The plan

Planning for professional development is primarily nonlinear. Given a two-year contract, organizers for the SERVE Leaders Institute began with the notion that best efforts would get better as they tried out and refined their practices. Institute staff often talked about “beating a path as they walked.” What was clear from the beginning, however, was the necessity for a design team comprised of regional and national experts in school leadership, charter school development, and organizational behavior to assist in crafting learner objectives, content, delivery processes, and learning environments for the Institute.

### Goals and objectives

As a research and development project, the SERVE Leaders Institute pursued the overarching goal of developing and testing in one state a replicable model predicted to support school leadership in any state. (Chapter six of this document reviews program goals in detail.) The first charge of the design team, then, was to develop learner

objectives and strategies based on stated goals. Commissioned for a total of four months, the design team convened for two days in the first month to generate ideas on the “what” and “how” of school leadership. Continued refinement of the model was achieved through electronic communication.

### Activities and processes

The work of the design team resulted in a model that provided objectives and learning activities for ten school leadership teams at their home schools (termed “remote” by the Institute) and at multi-day retreats twice annually. In addition to remote and retreat activities, the organizers wanted to provide ways for school leaders and Institute staff to share learning with others. Additionally, Institute staff built in evaluation, cohort application and selection, and staff capacity-building as activities, understanding that not all leadership development programs may incorporate every component of the SERVE Leaders Institute. Appendix A shows the First Quarter of the Institute Annual Plan for 1999 as a “slice-in-time” example of how work might be organized.

### Deliverables and timeline

Deliverables are products promised by the contractor and owed to the funding agency at some agreed-upon time. To the extent that deliverables have a way of sustaining a program’s momentum, organizers of any leadership development initiative—however funded—should consider designing them into the plan. The SERVE Leaders Institute was responsible for delivering numerous products to the U.S. Department of Education, including monthly progress and financial reports and documents related to the completion of significant events and tasks in the development of the leadership training model. Appendix B shows a breakdown of deliverables by due date.

## The information

If leadership program content is to be relevant and practitioner-driven, organizers need to design the course of study around issues school leaders themselves perceive as challenging. Delivery processes, too, must be informed by how practitioners think a leaders institute might best address those issues. Finally, organizers can be instructed by findings from other leadership development programs

and practices. SERVE Leaders Institute staff gathered information through a series of individual and group interviews with principals and teacher leaders in charter and innovative public schools and through benchmarking studies of established educational and corporate leadership development programs. Each of the three information bases is discussed below.

### Critical leadership issues

During the design phase of the Institute, organizers convened North Carolina principal and teacher focus groups and interviewed selected leaders, posing two primary questions: What are the critical issues facing school leaders today? and How might a leaders institute best address (for example, deliver a course of study around) the critical issues? Among charter and innovative regular public school leaders, the following ten issues were identified as important:

- Managing time
- Managing stress
- Facilitating change
- Enlisting others in a vision and building consensus
- Managing people and conflict
- Dealing with student accountability
- Understanding self and the need for support networks
- Recruiting, hiring, and developing teachers
- Dealing with site-based management
- Managing finances and accounting processes

**If leadership program content is to be relevant and practitioner-driven, organizers need to design the course of study around issues which school leaders themselves report as challenging.**

### Delivery processes

Organizers received numerous suggestions from practitioner leaders as to the delivery of course content. The following are ten of the most often cited responses:

- Go away for a few days in a retreat setting
- Convene retreats no less than one month apart

- Facilitate learning post-retreat
- Provide mentors to shadow and coach each leader
- Use technology to provide online forums and e-mail
- Use problem-based learning
- Use hands-on, participatory learning
- Provide a framework to pull everything together
- Make practical applications
- Benchmark curriculum and instruction best practices

### Benchmarking educational and corporate leadership development

Benchmarking involves comparing the processes and outcomes of other programs as a means of evaluating or designing one's own. Summarizing the programs that SERVE Leaders Institute staff reviewed exceeds the scope of this document. However, the review resulted in adopting a number of practices that may have otherwise gone unnoticed. For example, the North Carolina Principals' Executive Program's rigorous training schedule served as a model for Year One retreats.

Additionally, organizers reviewed seminal school leadership documents to assist in designing content, among them the professional standards articulated in the National Policy Board for Educational Administration (NPBEA) and the Interstate School Leaders Licensure Consortium (ISLLC). Recommendations for leaders from these two documents are listed in Chapter 3. The SERVE Leaders Institute course of study and delivery design, then, was a combination of leader-identified critical issues and suggested pedagogy, lessons learned from established educational and corporate leadership development programs, and national standards documents.

## The resources

Leadership institute organizers need both human and material resources. People with specific expertise and experience are required in planning and executing the work. Organizers must assign various roles and responsibilities to core staff commensurate with the institute's goals. Finally, organizers must select and acquire relevant instructional materials, technology, and facilities. Organizers at the SERVE Leaders Institute devoted considerable effort to optimizing the links between people, core staff roles and responsibilities, and materials.

## **Human resources: Expertise and experience**

Although there was some overlap, human resources for the Institute were divided into three groups: design team members, faculty, and core staff. Individuals selected for the design team included the Institute director, an expert in school leadership and a former public school principal; a social researcher, experienced in working with charter school applicants and developers; an education technology specialist with expertise in website development and cyber-learning; a program evaluator experienced in reviewing charter school applications; three charter school operators or founders; an expert in charter school finance; an organization development expert; and a charter school accountability expert.

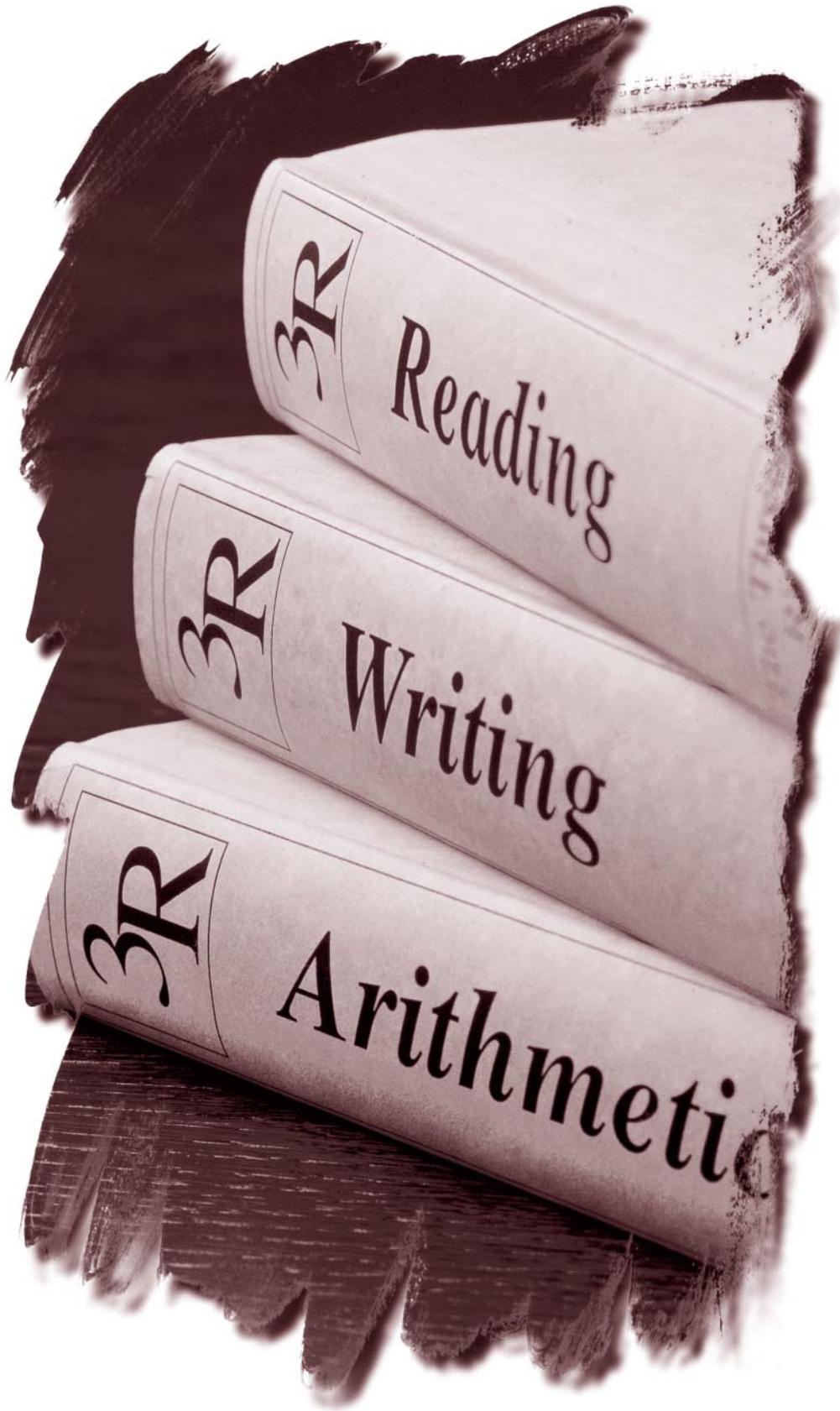
Faculty members were selected not only for their expertise and experience but also their willingness to enter into a long-term relationship with participating schools. The faculty ranged widely from charter school developer to assessment expert to school finance expert and everything in between. (The faculty is discussed in detail in Chapter 4.) Selected members of both the design team and core staff served as faculty for one or two sessions.

Members of the core staff included the project director, a social researcher, an administrative assistant, a program evaluator, an educational technology specialist, and a consultant. Most, but not all, members of the core staff also served on the design team. Understanding how the Institute was built proved extremely valuable in performing the other roles played by the design team.

## **Human resources: Core staff roles and responsibilities**

Appendix A shows the various roles and responsibilities undertaken by SERVE Leaders Institute staff, as noted in the “Person(s) Responsible” column. Taking the lead in remote learning were the education technology specialist, the social researcher, and the director. Retreat production was the responsibility of the director, the social researcher, the program consultant, and the administrative assistant. Leadership for leveraged learning was performed by the consultant, the director, and the social researcher. In evaluation, the program evaluator and administrative assistant carried the load. Providing leadership in the application and selection process was the consultant and director’s job. Finally, building staff capacity fell to the director. The core staff coordinated its efforts through routine conference calls, electronic mail, and face-to-face meetings. Several additional comments will be helpful to those who would replicate the SERVE Leaders Institute. First, despite the assignment of primary roles and responsibilities, the core staff cross-trained so that several members could, and often did, perform the same work. Second, all core staff were assigned to the program part-time. In full-time-equivalent (FTE) terms, the Institute director began at .8 FTE (later reduced to .6 FTE), the social researcher and administrative assistant were at .5 FTE, and the education technology specialist and evaluator were at .2 FTE. (The evaluator was later reduced to .1 FTE.) The consultant’s time varied with assigned tasks.





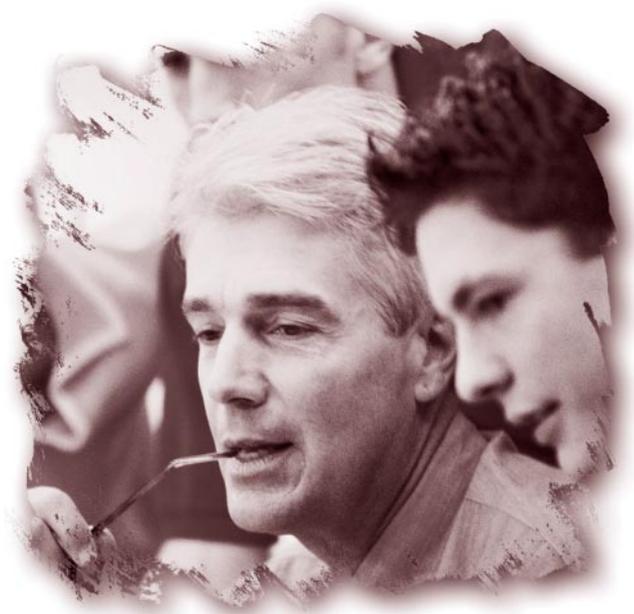
## Materials

Materials refer to instructional supplies such as textbooks, articles, and notebooks; technology includes computers, software, and audio-visual equipment; and facilities include meeting rooms, dining rooms, sleeping quarters, and computer laboratories. Effective management of materials was particularly important in producing the retreats. Although the administrative assistant prepared and sent participant notebooks and relevant, faculty-selected texts several weeks prior to the first retreat, additional materials were delivered at this time. The social researcher acquired meeting rooms and other facilities and arranged for audio-visual needs pursuant to faculty requests several months prior to the retreats. (Chapter 5 explains facility management in detail.)

The key to managing materials successfully is for organizers to realize their dependence on external vendors and to identify needs as far in advance as possible. The SERVE Leaders Institute experience suggests that it may be best to assign no more than two core staff members to this task.

# Chapter 2: Participants

**B**efore designing the content and delivery of a leadership institute for innovative schools, organizers need to know who will be “in the room” when the institute begins. Will a single person represent a school, or will people come in teams? How many participants will make up a single cohort of the institute? What kinds of schools will be represented? Charter schools? Innovative district schools? Both? Organizers also need to make plans about how the institute will recruit and select participants. How will the institute get the word out about itself? If space is limited, how will the selection process work? These issues, summarized in the sidebar below, are the focus of this section of the document.



## Who will participate in the institute?

Any high-quality leadership development program must be tailored to the specific people likely to participate in it. One-size-fits-all approaches are destined to fit no one very well. For this reason, organizers of leadership

How many people will participate in the institute’s activities during a given period? The SERVE Leaders Institute aimed for cohorts of 30 people each. Organizers wanted cohorts that were small enough to have fruitful group discussions and to allow everyone to get to know the other participants. But they also wanted cohorts large enough to include many schools and a diverse range of participants. Facilities considerations—such as the size of meeting rooms and the availability of computer labs—also have an impact on the ideal size of a cohort.

### Design Issues Surrounding Participants

*Who will participate in the institute?*

- Size of the cohorts
- Composition of the cohorts
- Types of schools
- The use of teams

*How will the institute recruit and select participants?*

- Marketing and recruitment
- The selection process

### Composition of cohorts

The SERVE Leaders Institute invited only North Carolina-based schools to participate. While there are many aspects of school leadership that transcend state lines, organizers selected the one-state focus because of state-specific legal and operating issues and to enable participants to forge relationships among themselves and with North Carolina-based presenters. Within North Carolina, though, the Institute sought to attract a diverse mix of schools, including a range of grade levels, different target populations, different geographic regions, rural and urban schools, and, as discussed next, both charter and traditional public schools (see Appendix C). Among charter schools, the Institute only invited operating schools to participate—not schools in the planning stages. But the Institute welcomed charter schools that had opened recently and those with longer track records.

programs need clarity from the start about who will participate in what the institute offers. A clear picture of the participants and their needs can help guide the design.

## Using Teams at a Leadership Institute: Composition and Size

Institutes that choose the team approach confront a pair of important issues.

### Team composition

Which members of a school community should be part of a team attending a leadership institute? The SERVE Leaders Institute left this decision to each school. Most participating schools brought the school principal or director and two teachers. But other participants included assistant principals, parents, community volunteers, and (in the case of nonprofit charter schools) members of school's governing boards. Though each school could select its own team members, the SERVE Leaders Institute asked schools to send people who played (or soon would play) leadership roles in the school—the content of the Institute centered on issues of leadership rather than the challenges of teachers in the classroom or parents in the home.

### Team size

How many people from a school should attend? The SERVE Leaders Institute reserved three spaces for each school but built in some flexibility. Some schools sent only two people, which opened up spaces for other schools to send four. In setting a size for teams, organizers must balance two competing interests. On one hand, having more people from a school community involved is likely to magnify the impact of the institute back at the school site. On the other, if the overall number of slots is limited, having larger teams means fewer schools can participate.

### Types of schools

As noted in the introduction, many different kinds of schools are the site of innovation and independence in today's educational system. In North Carolina, as in other

states, charter schools comprise one set of innovative sites, but many break-the-mold schools exist within district systems as well. The SERVE Leaders Institute sought to include both charter and district public schools—six to seven charter and three to four regular public—within each cohort. Organizers made this decision because of the many common issues facing the leaders of any public school seeking to chart a new course, whether it be a charter or district school. They also wanted to build bridges between the two communities, which are sometimes in opposition. Charter leaders have a great deal to learn from their in-district counterparts, many of whom have ample experience navigating the challenging waters of innovation within public education. By the same token, conventional public schools can gain ideas and inspiration from charter school leaders, who operate with even greater freedom. Including both kinds of schools, though, created a difficult design challenge for the SERVE Leaders Institute: how to give the cohorts a common experience while still addressing needs that were specific to charter or regular public schools. Dealing with this challenge is a subject of discussion in Chapter 3.

### The use of teams

At the SERVE Leaders Institute, participants attended in teams of two to four people from a school (see the sidebar to the left). The rationale for inviting teams, rather than individuals, was several-fold. First, the SERVE Leaders Institute wanted to promote a participatory, inclusive vision of leadership for schools, in contrast to a vision of a single leader. Having multiple people from each school encouraged school leaders to examine their challenges and devise solutions as a group, broadening the circle still wider upon returning to the site. Second, organizers wanted participants to do real work at Institute retreats—delving into their own school problems and planning strategies for the future. The presence of teams made this possible. Finally, organizers believed that participants attending as teams would be more comfortable from the start, already knowing each other.

Many leadership programs, however, accept individual participants. The primary reason for doing so is to expand the number of schools reached by the institute. If a program has 30 slots, taking one participant from each school makes it possible to serve 30 schools, as compared to only ten teams of three per cohort at the SERVE Leaders Institute. Allowing individuals to attend also makes it easier for people to sign up; instead of having to pull together several people who agree to participate, a single person can decide whether to come.

# How will the institute recruit and select participants?

With a structured plan for the size and composition of cohorts and, if applicable, teams, a next step for institute organizers is to recruit a pool of applicants for the institute and select the cohort for participation.

## Marketing and recruitment

Leaders of innovative public schools are busy. They want high-quality professional development for themselves and their staffs, but making the time to prepare for and attend leadership retreats may seem difficult. The challenge is especially great in a smaller school, for which sending a three-person team away for a few days can leave a large hole in the staff. Consequently, a leaders institute must focus a great deal of energy on marketing and recruitment—on making the case to school leaders that the experience will be worthwhile.

The SERVE Leaders Institute marketed the program extensively across the state but never received a flood of applications—enough to fill cohorts, but not enough to have a large pool of applicants from which to select a much smaller number of participants. In the process, though, Institute staff learned a number of valuable lessons:

- *Reach principals directly.* Initial efforts to reach principals through superintendents were not effective, while direct mailings and personal calls to principals themselves yielded more applications. Superintendents may not pass on the information to principals, or principals may be inundated with mail from the central office. In the SERVE Leaders Institute’s first year, in which superintendent outreach was the primary form of marketing to

regular public schools, only a small number of regular public schools applied. By contrast, 25 percent of the state’s charter schools, whose principals had received direct mailings and calls, applied.

- *Work with organizations that can refer participants.* With all of the professional development opportunities available, school leaders often do not know which options will be the most useful to their schools. By reaching out to organizations to whom principals turn for advice—such as a charter school resource center or principals association—an institute can generate referrals.
- *Target regular public school marketing to subgroups of schools.* The regular public schools most likely to be interested in a leaders institute are those that are charting some kind of unique course. Marketing focused on a school known to be innovative—such as schools involved in reform networks—can be more effective than blanket marketing.
- *Create incentives to attend.* The SERVE Leaders Institute paid all expenses incurred by participants, including travel, meals, and accommodations. Working through the University of North Carolina at Greensboro, the SERVE Leaders Institute offered continuing education credits to all participants, creating an additional reason to attend.
- *Use high-quality materials to spread the word.* In addition to direct mailings to principals, the SERVE Leaders Institute developed a full-color brochure and a very detailed website ([www.serve.org/leaders](http://www.serve.org/leaders)) to provide additional information.

## The selection process

The SERVE Leaders Institute conducted two annual selection processes—one for each cohort of participants. Each year, teams interested in participating in the SERVE Leaders Institute completed a brief application form (included as Appendix D). In addition to basic descriptive

### SERVE Leaders Institute Selection Timeline, Year Two

October 1, 1998	Applications mailed to all North Carolina public school principals
November 13, 1998	Completed applications due to SERVE
December 1998	Selection committee reviewed applications, conducted interviews
January 8, 1999	Applicants notified of selection decisions

## SERVE Leaders Institute Selection Criteria

- Desire and potential to create excellent schools, as evidenced by ability to articulate personal and organizational mission and strategies for realizing goals
- Commitment to high academic standards for all students, including at risk, as evidenced by how their school's current design and aspirations embody such standards
- Commitment to lifelong learning, as evidenced by insight displayed in personal strengths and weaknesses as well as expressed desire to build on strengths and address shortcomings
- Eagerness to share what they learn within their schools and beyond, as evidenced by statements about how they would spread what they learn as they participate in and after they complete training at the SERVE Leaders Institute

information about the school and team members, the form asked teams to write narrative answers to six questions covering topics such as the school's mission, its distinctive characteristics, a significant challenge the school faced, and what the team hoped to gain from participation in the Institute. SERVE, Inc. assembled a selection committee consisting of Leaders Institute staff and an external reviewer with experience leading both regular and charter public schools. The committee interviewed the principal of each applying school by telephone and selected participants for the cohort. The selection committee applied a set of criteria in judging each application, listed in the sidebar above.

Organizers of the SERVE Leaders Institute learned some valuable lessons in conducting the selection process. During the first year of the Institute, some participants were unable to follow through on their commitment to participate. As a result, school teams changed from one part of the Institute to the next. In response, the second year application form (Appendix D) included two changes. First, the application form itself listed the dates of Institute activities. The form asked applicants to review those dates

and make sure they were feasible before submitting an application. Second, the form asked each individual team member to sign the application and provide contact information (not just the name of the school principal). This change aimed to engender commitment on the part of the team members to participate. While these changes did not eliminate all problems of teams changing over time, organizers of similar institutes should use these and other ways of building commitment to participate at the outset.



# Chapter 3: Content

Given the busy lives of school leaders, an institute will only be able to engage participants for a limited amount of time. School leaders may be willing to turn up for the occasional weekend retreat and do some amount of “homework” at school or in their living rooms. But with the daily demands of running a school, leaders will have only so much time to give even to the highest quality programs. As a result, institute organizers need to prioritize their offerings with great care. Of the vast universe of possible topics to address, what are the most important?

This chapter outlines how the SERVE Leaders Institute approached that question through the Institute’s “learning strands” and the specific topics addressed within each one. But, first, it is helpful to think about some of the broad design issues surrounding the content of school leadership development.

With the daily demands of running a school, leaders will have only so much time to give even to the highest quality programs. As a result, institute organizers need to prioritize their offerings with great care.

## Broad design issues

School leaders are likely to arrive at the door of a leadership institute with a wide range of needs. As the SERVE Leaders Institute evolved, organizers came to divide these needs into three categories. First, participants needed to acquire *expertise* in various areas of school leadership and practice. They came to the Institute hoping to learn about new ways to assess students, organize their schools’ governance, finance their operations, forge partnerships with businesses, and so on. Second, participants needed to build *personal skills* and *competencies* as leaders. Having expertise in the many topics important to school leaders was not enough. Participants also wanted to understand their own strengths and weaknesses as leaders and discover what they could do to build on their assets and overcome their challenges. Finally, participants needed structured time to *engage in planning about the*

*future of their schools*. Participants viewed the Institute as an opportunity to do some real work to move their schools forward—examining their schools’ current situations and thinking about how to improve. The sidebar below provides more examples to illuminate the differences between these three categories.

### Examples of Needs Participants Bring to an Institute

#### Acquisition of expertise

- What are cutting edge ideas about how to assess the performance of students?
- What are some successful strategies for motivating students to learn?
- What are some sources of funding for school improvement?
- What are the characteristics of a successful grant proposal?
- What are the laws governing the hiring and dismissal of staff?
- What are the laws governing the disciplining of students at school?
- What are effective ways to obtain favorable media coverage for my school?
- What are some helpful models of committee structures for organizing our school?

#### Personal development

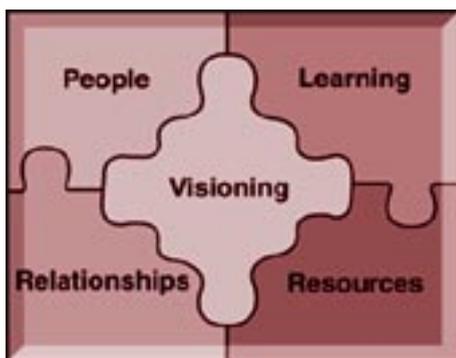
- What are the critical competencies school leaders need?
- What are my assets and challenges as a leader?
- Which leadership styles do I tend to use, and how do those compare to other members of my school community?
- How can I improve my leadership capabilities and alter my leadership styles to get better results?

#### Planning school futures

- How can we assess our school’s strengths and weaknesses?
- What are the critical challenges facing our school?
- What are some strategies we can follow to address these challenges?

These different needs are all important. School leaders need to gain expertise in a broad range of areas, they need to commit themselves to continual improvement of their own personal capabilities, and they need to do the real work of school improvement by identifying their schools' challenges and making plans to overcome them. All of these needs are intertwined with one another. A school planning exercise might identify a need to change the way a school assesses its students' performance; an expertise-oriented session on assessment might provide the tools leaders need to begin making those changes. An expertise-oriented session on different ways to organize a school's committee structure might also prompt a leader to realize his or her own need to develop group-process skills.

The SERVE Leaders Institute sought to address all of these needs, but its orientation was geared toward expertise acquisition. Most of the Institute's retreat sessions, for example, aimed to provide participants with information about important areas of expertise. But the Institute could have taken a much different tack. For example, the focus of an institute for school leaders could rest firmly on personal development, with most of the sessions devoted to helping participants assess their own leadership capabilities and styles and offering practical capacity-building exercises. Participants would spend less time than they did at the SERVE Leaders Institute learning and talking about the daily "stuff" of schooling, concentrating instead on their own self-improvement as leaders. Alternately, an institute could focus primarily on giving participants the time, structure, and resources to make plans for the improvement of their own schools. Such an institute might provide personal development- and expertise-oriented sessions, as well, but these would be tailored to needs participants identified in the process of assessing their schools' concrete needs and making plans for change.



There is no right mix of these different ingredients. The important point is for institute organizers to think carefully about which approach they want to take. Decisions about these broad issues have great ramifications for the detailed design of the institute's content, so early discussion of them is vital.

## The SERVE Leaders Institute “Learning Strands”

In line with the SERVE Leaders Institute's expertise orientation, the Institute's content fell into five “learning strands” that corresponded to the major activities that school leaders undertake. (A considerable body of research and literature, listed in Appendix Q, informs and supports the five-strand construct.) As illustrated in the puzzle below left, these activities include the following:

- *Visioning*: articulating and enlisting others in a vision of the school that drives all school activities
- *Learning*: setting organizational goals, selecting best practices for instruction and assessment, and using information to improve student performance
- *Resources*: generating income, allocating resources, and monitoring school operations
- *People*: creating relationships inside the school (including governance) that facilitate cooperation, performance, and mutual satisfaction
- *Relationships*: establishing beneficial relations outside the school with media, educational authorities, policymakers, and other organizations

The puzzle signifies two important aspects of the framework. First, organizers placed “Visioning” at the center of the Institute's design. Successfully leading an innovative public school begins with a clear picture of the sort of school leaders are seeking to create. All other decisions—about how teaching and learning will happen; how leaders will allocate and use resources; how leaders will select, organize, and motivate the school's people; and what kinds of relationships the school will forge with outside organizations—derive from this widely shared, compelling vision of the school. Second, the interlocking pieces of the puzzle indicate the fundamental inter-relatedness of the learning strands. These activities are not wholly distinct aspects of school operations that can be

broken apart and managed separately. Rather, leaders of excellent schools pull the strands together into a coherent plan, all in service of the vision.

By design, the five strands represented very broad concepts rather than specific areas of content. To add

more detail to the Institute’s design, organizers identified several “learner objectives” within each strand (see below). These learner objectives, as described in the section below on specific topics, drove decisions about the specific content to address in Institute activities.

## **SERVE Leaders Institute Learner Objectives**

### **VISIONING:** *Articulate and enlist others in a vision that drives all school activities by*

- Using knowledge of self, the school, and its environment
- Identifying barriers and levers of implementing vision
- Involving stakeholders in developing vision
- Communicating the vision through symbols, ceremonies, and stories
- Applying knowledge of the diverse learning needs of the school’s target population
- Applying knowledge of strategic planning in designing, implementing, and evaluating school improvement plans
- Applying knowledge of school culture and climate

### **LEARNING:** *Set organizational goals, select best practices for instruction and assessment, and use information to improve student performance by*

- Aligning organizational goals with vision
- Using research and craft knowledge to make instructional decisions
- Using multiple sources of data to improve student performance
- Selecting assessment tools that provide useful information about progress towards goals
- Applying knowledge of learning and motivation theories
- Applying knowledge of the role of technology in promoting student learning
- Applying knowledge of systems theory

### **RESOURCES:** *Generate income, allocate resources, and monitor school operations by*

- Aligning the business plan with vision and goals
- Seeking out financial and other resources that support continual improvement
- Developing a budget process that ensures fiscal decisions align with school priorities
- Using technology to manage fiscal operations
- Applying knowledge of legal issues impacting school operations
- Applying knowledge of principles and issues relating to facilities and use of space
- Applying knowledge of potential sources of public and private funding for the school

### **PEOPLE:** *Create relationships inside the school (including governance) that facilitate cooperation, performance, and mutual satisfaction by*

- Taking a strategic, vision-driven approach to people-management
- Identifying and developing leadership and management competencies
- Identifying and assigning roles and responsibilities
- Selecting the right people for the right roles
- Setting performance expectations and developing, evaluating, and rewarding performance
- Building consensus and resolving conflicts
- Applying knowledge of legal issues impacting school governance and personnel issues

### **RELATIONSHIPS:** *Establish beneficial relationships outside the school with media, educational authorities, policymakers, and other organizations by*

- Identifying and determining interests of external parties critical to school success
- Forging beneficial partnerships with external parties
- Obtaining favorable media coverage of the school’s activities
- Marketing the school to prospective families
- Advocating successfully for policies that help the school achieve its vision
- Applying knowledge of effective communication strategies
- Applying knowledge of successful negotiation strategies

# Alternate frameworks for school leadership development

The five-strand framework served as a useful organizing device for the Institute, but there are certainly other ways to break down the complex task of school leadership. This section discusses three alternate approaches and provides information about where to learn from others.

## Northwest Regional Education Laboratory's Leadership Training Academy

When the U.S. Department of Education contracted with SERVE to create the SERVE Leaders Institute, it contracted with another Laboratory (NWREL) to do the same. NWREL produced "A Profile of the Leadership Needs of Charter School Founders" to guide its own development of leadership activities for charter schools. The Profile identified six "content areas," analogous to the SERVE strands: Start-Up Logistics, Curriculum Standards and Assessment Development, Governance/ Management, Community Relations: Internal and External, Regulatory Issues, and Leadership Training Requirements (see Appendix E). Though more charter-specific than the SERVE framework, the NWREL model covers much the same ground, yet with a different vehicle.

## Interstate School Leaders Licensure Consortium "Standards for School Leaders"

Under the aegis of the Council of Chief State School Officers, the Interstate School Leaders Licensure Consortium (ISLLC) crafted a set of six standards for school leaders. For each standard, ISLLC detailed the *knowledge* and the *dispositions* (beliefs, values, and commitments) needed by a school leader to fulfill the standard. The standards also include a set of *performances* by which leaders can indicate their mastery of each standard. The ISLLC standards are listed in Appendix F.

## National Policy Board for Educational Administration's (NPBEA) "Performance Standards for Educational Leaders"

The NPBEA's standards enumerate 21 "domains" and list numerous performance standards within each one. The NPBEA's domains are

- Leadership
- Measurement and Evaluation
- Information Collection
- Resource Allocation
- Problem Analysis
- Motivation
- Judgement
- Sensitivity
- Organizational Oversight
- Oral and Nonverbal Expression
- Implementation
- Written Expression
- Delegation and Empowerment
- Philosophical and Cultural Values
- Instruction
- Legal and Regulatory Applications
- Curriculum
- Policy and Political Influences
- Guidance and Development
- Public Relations
- Staff Development

For more information about these standards, contact NPBEA at 573-884-8300 or e-mail [pbf2@tiger.coe.missouri.edu](mailto:pbf2@tiger.coe.missouri.edu).

## Other approaches

These three approaches are just a few of the many ways designers of educational leadership programs have framed issues of school leadership. Two online catalogs of leadership programs link to many of the other approaches in use:

- Institute for Educational Leadership Directory of Leadership Development and Training Resources: <http://www.iel.org/leader/directory.html>
- NPBEA's International Resource Bank for Programs in Educational Leadership: [http://www.npbea.org/projects/international\\_resource\\_bank.html](http://www.npbea.org/projects/international_resource_bank.html)

# Specific topics addressed at the SERVE Leaders Institute

The SERVE Leaders Institute's five strands were very broad conceptions of the role of school leaders. Even the

learner objectives, which were more detailed, encompassed a great many areas of knowledge and skills. Organizers faced the challenge of creating Institute activities that were more focused on the highest priority specific topics within each strand. The primary mode through which the Institute addressed these topics was one-and-a-half to three-hour retreat sessions led by experts in the field (discussed in Chapter 4). As an

example, the sidebar below provides an overview of the topics addressed in the “Resources” sessions that were part of the Institute’s second year. The complete second-year session topical outline is found in Appendix G. For more information about the conduct of specific sessions and the ways participants prepared in advance for them, visit the SERVE Leaders Institute website at <http://www.serve.org/leaders>.

<b>RESOURCES</b>	
<b>February Resources Sessions</b>	
Writing Proposals That Work, Part I	Introduction to successful proposal writing: learning terminology, identifying sources of funding, reviewing successful proposals, and understanding proposal components
Writing Proposals That Work, Part II	Introduction to successful proposal writing: understanding proposal components (Part II), what reviewers look for, and tips for winning; includes discussion of proposals participants are interested in applying for
<b>July Resources Sessions</b>	
Employment Law Overview	Introduction to federal employment discrimination law: assessment of participants’ current level of knowledge, overview of the issues, and discussion of how to build participants’ legal capacity
Facilities Planning (Charters)	Introduction to a long-term facilities plan: current year and long-term needs assessments, current year and long-term cost estimates, and review of options and strategies (Participants will leave with a framework for developing their own long-term plan.)
Budgeting and Funding (Charters)	Introduction to establishing a basic budget development and fiscal management system: budget development and monitoring, fiscal management policies and practices, fiscal roles of administrative staff and board, maximizing the school’s revenues, and aligning expenditures with the school’s vision

## Combining charter and traditional public schools

The vast majority of the content of the SERVE Leaders Institute was of interest to both charter and regular public schools. Participants from the two types of schools worked together within these sessions. However, in a small number of cases, organizers came to the conclusion that the two groups of schools needed different types of help. For example, charter schools in North Carolina are governed by nonprofit boards, a legal arrangement that addresses numerous issues that do not arise in regular public schools. Charter schools in North Carolina also have much greater control over their financial resources and

facilities, making issues such as budgeting and facilities financing high priorities. By the same token, regular public schools face challenges that do not apply to charter schools. For example, they are required to develop detailed plans in areas such as school improvement, technology, and school safety. To address these needs, the SERVE Leaders Institute divided the two groups from time to time.

Since one of the Institute's objectives was to forge networks among all the members of each cohort—both charter and regular—dividing the cohort like this had a significant downside. Consequently, organizers arranged the schedule so that during each cohort's first gathering, all sessions were for the entire cohort. Only in the second retreat did charter and regular public school participants go their separate ways for two sessions.



# Chapter 4: Delivery

Whatever the content of a leadership institute, there are many different vehicles available to deliver it. Will participants come together for one or more retreats? What will happen at those retreats? What kinds of activities will the institute design to convey the content? What sort of work will participants do at their own schools or homes to supplement retreat activities? And how can the learning that takes place in the institute be spread beyond the core group of participants?

This chapter describes the issues surrounding three modes of delivery used by the SERVE Leaders Institute. Retreats formed the core of the Institute's design. Remote learning aimed to ensure that participants took what they learned at retreats back to their sites. And leveraged learning sought to make the Institute's resources available not just to direct participants, but to people nationwide with an interest in leadership development for break-the-mold schools.

## Retreats

Each SERVE Leaders Institute cohort participated in two retreats—one in the late winter or spring and one in the summer. Held at universities and conference centers, the retreats ran from Thursday afternoon to Sunday afternoon, and each consisted of a series of 90-minute sessions, broken up by meals and breaks and covering the variety of topics outlined in Chapter 3. Putting all of this content together effectively raises some important design issues for institute organizers (see the sidebar to the right).

### Types of activities

SERVE Leaders Institute retreats featured many different types of sessions, ranging from lecture-based and whole-group discussion to small-group activities with teams that mixed people from different schools and small-group work by school teams. Mixing these different kinds of sessions appeared important for keeping participants engaged in the work.

Matching the style of the session with the content also proved important. Some topics, such as the ingredients of a successful grant proposal, lent themselves to a format based on lecture interspersed with questions and



answers. Others, such as active learning strategies, called for more interactive sessions in which participants engaged in hands-on activities. Organizers of leaders institutes should think carefully about the ideal format for the delivery of *each unique session*. Though there are some general principles that can guide thinking about the design of activities (for example, the National Staff Development Council's Standards for Staff Development at <http://www.nsd.org/list.htm>), no one size will fit all of the content designers choose to include.

Over the course of the Institute, one of the most significant changes was a shift toward more sessions devoted to planning by school teams—sessions in which teams did the actual work of putting what they had learned into practice by making plans for changes at their

### Design Issues for Leadership Retreats

- Types of activities to offer—lectures, exercises, discussions, and team work
- Selecting a faculty
- Sequencing and pacing issues
- Annual timing issues
- Logistics (the topic of the next chapter)

schools. Participants regarded these sessions as highly valuable and consistently gave them high marks in evaluations. In retrospect, it is not difficult to see why. Most school leaders' lives at school are a whirlwind of activity, with many competing demands on their time. Making space to sit back and think about the school's major challenges and crafting responses to those challenges often takes a back seat to more pressing issues. The retreat setting—away from the telephone, the leaky roof, and the paperwork—creates a unique opportunity to do the work of analysis and planning that is critical to school improvement.

For a complete understanding of the sessions offered by the SERVE Leaders Institute, including session-by-session descriptions, visit the Leaders Institute's website at <http://serve.org/leaders/strands.htm> and select a strand from the puzzle graphic.

### Selection of faculty

The SERVE Leaders Institute used a variety of outside speakers as “faculty” for most of the Institute's sessions (see Appendix H). The advantages of this approach included exposure to a wide variety of resources that could prove helpful to participants after they left retreats and the involvement of a “top expert” in each area of content covered. However, the approach also had disadvantages. The resulting retreats were somewhat disjointed, as one presenter after the next paraded before the group. The busy lives of the faculty required the Institute to design the sequence of sessions in line with faculty members' schedules rather than a logical progression. And Institute staff had less control of the actual content (and conduct) of specific sessions, since outside resources sometimes adapted pre-existing presentations rather than designing tailored programs.

An alternate approach would be to employ a small “core faculty” that would lead most of an institute's sessions, ensuring more consistency and flow within and across retreats. Outside experts could still be used strategically. For example, inspirational “my story” presentations were well received by participants in the SERVE Leaders Institute, as were some big-picture panoramic presentations by leading thinkers. Such sessions could punctuate the core faculty's central offerings.

Whether an institute uses a large, diverse faculty or a small core, selecting the right people is critical. Some of the criteria worth considering are

- Skill at delivering the particular type of presentation needed
- Expertise in the content area

- Willingness and ability to adapt pre-packaged presentations to the needs of the institute
- Knowledge of participants' context (for example, state legal framework for charter schools)
- Potential availability to work with participants beyond the retreats
- Openness to the diversity of approaches likely to exist in a group of break-the-mold schools

### Sequencing and pacing issues

SERVE Leaders Institute retreats featured 18 ninety-minute sessions over the course of four days (see Appendix I for a retreat schedule). Organizing these into a coherent sequence that kept participants engaged proved challenging.



The issues that arose included the following:

- **Length of the day.** During the first retreat in 1998, participants began working on Friday and Saturday at 8:00 a.m., breaking between sessions for 15 minutes and for lunch and dinner. The retreats did not adjourn until 9:00 p.m. Almost unanimously, participants said these days were too long. By the late hours of the day, participants reported that they were unable to absorb the information they were receiving. In subsequent retreats, Institute staff experimented with different arrangements. Days ended earlier, wrapping up by 7:00 p.m., and participants enjoyed more free time away from the retreat altogether.
- **Order of sessions.** At the outset, SERVE Leaders Institute staff attempted to order sessions so that activities related to a particular “strand” of content occurred sequentially. Maintaining this ordering at all times, though, proved difficult. Schedules of presenters, the availability of computer facilities, and other factors sometimes made it necessary to break strands up. While such arrangements are probably necessary, organizers can still work to ensure a sensible sequence to retreat sessions so that activities that build on each other occur in the right order, even if they are broken apart in time.
- **Timing of sessions.** As noted above, in sessions directly after lunch and toward the end of the day, participants reported difficulty remaining engaged. Institute organizers can mitigate this problem by thinking carefully about the types of sessions that are likely to “work” in these low-energy periods. For example, sessions in which participants have the chance to get out of their seats and move around may be more suitable than straight lecture formats during these times.

## Annual timing issues

In addition to thinking through timing issues within a retreat, organizers need to plan effectively the time of year to hold retreats. While some timing issues are driven by logistical considerations (discussed in Chapter 5), it is also important to think about where retreats fall in the context of the school year. In 1998, the first SERVE Leaders Institute retreat took place in late April. Participants reported that this retreat came too late in the school year. Opportunities for implementing change had passed by then, and school leaders were distracted by end-of-year activities such as state testing and commencements. In the following year, the SERVE Leaders Institute’s first retreat took place in late February, instead.

In both years, the second retreat took place in late July, a time of year with both pluses and minuses. On the

plus side, with most schools out for vacation, school leaders can more easily spare the time to attend a retreat. In addition, schools can immediately act on plans they make at a late-summer retreat. On the minus side, summer retreats may conflict with the vacation plans of participants’ families. Several schools participating in the SERVE Leaders Institute had to send different individuals to the second retreat as a result. The increasing prevalence of year-round schools also complicates the scheduling of a summer retreat.

## Remote Learning

While retreats provide an intense opportunity for learning and networking, they cannot possibly meet all of the learning needs of school leaders. The task of school leadership is simply too complex to “cover” in the context of even the most ambitious of retreat agendas. And since adults learn best by “doing”—by applying what they learn in more removed settings—any successful leadership institute must include a component designed to spark and structure learning outside of the retreat setting.

SERVE Leaders Institute staff dubbed this type of learning “remote” due to the separation of participants from each other and Institute faculty and staff. Although a somewhat paradoxical title—since the work of remote learning took place at the school site rather than in the removed retreat setting—remote learning in the SERVE Leaders Institute took several different forms, listed in the sidebar below.

### Preparation for retreats

Before attending retreats, participants read materials and engaged in exercises to help them prepare. A listing of many of the readings (ranging from the technical to the inspirational) in the SERVE Leaders Institute learning strands is included in Appendix J. In addition to reading, participants had the opportunity to engage in exercises designed to help them assess their current status or think through important issues in preparation for the retreat.

### Remote Learning in the SERVE Leaders Institute

- Preparation for retreats
- Follow up on decisions and plans made at retreats
- School culture audits
- Mentoring and coaching
- Internet-based resources and activities

Participants filled out assessments of their leadership styles and capabilities, conducted environmental scans of their schools' settings, and put some thought into how their schools were doing in forging partnerships with external organizations. For a full account of exercises conducted for the SERVE Leaders Institute, including many of the actual instruments, visit the Leaders Institute's website at <<http://www.serve.org/leaders/strands.htm>>. Each strand contains a list of retreat activities, including details about how participants prepared for the session.

One of the issues faced by Institute designers was how much "homework" to assign prior to retreats, in light of the busy lives of participants. The initial retreat involved about 25 hours of preparatory work, but feedback suggested that this homework load was too great. Participants seemed satisfied with the reduced level at subsequent retreats. They did, however, express concerns that the homework was not sufficiently connected to retreat activities. Participants appeared willing to do preparatory work if they thought they would have the chance to use or process that work in the context of the retreat.

### Follow up

Beginning with the initial cohort's second retreat, participants began to complete (within school teams) "Sharing Plans" for each retreat session (see Appendix K). In these plans, teams indicated how they planned to share what they had learned with other members of the school community. For example, teams might plan to offer a similar workshop to all teachers, share certain readings or materials with staff, or make a topic the subject of a PTA meeting. These plans formed the basis for much of the remote learning that occurred in participating schools. In addition, toward the end of each retreat, school teams had the opportunity to reflect on the event as a whole, identifying a small number of priority areas they would like to address upon returning to school. For example, teams might indicate a need to focus on revamping the school's governance or committee structure, revise the way it assesses student work, or encourage the use of more active learning strategies by teachers. These priorities formed the basis for concrete planning that began at the Institute but was carried on at the site.

### School culture audits

At each cohort's first retreat, Institute staff provided participants with a school culture audit (included as Appendix L). This form—to be completed by as many members of the school staff as possible—helps school leaders understand the sort of culture that exists at their school, pinpointing areas where leaders might want to work for change. Each school that submitted completed forms received a thorough data analysis conducted by

SERVE, complete with graphic displays of the results. Schools in the first cohort had the opportunity to administer the survey in two successive years, yielding information about changes over time.

### Mentoring and coaching

SERVE staff selected six outstanding principals from the Institute's first cohort to serve as "mentors" or "facilitators" for second-cohort schools. Five of the principals served as mentors to two schools each; the sixth coordinated the process. Mentors and protégés were linked based on a variety of factors, including geographical proximity, grade-level configuration, school-community characteristics, curricular vision/focus, professional strengths and needs, stage of school development, and pre-existing relationships.

Institute staff held a four-hour training session for the mentors based on William Snyder's "developmental conferencing model," which directs mentors to focus on the following five aspects of the mentor-protégé relationship:

- Defining (expectations, goals, and standards)
- Discussing
- Diagnosing
- Designing (development plans)
- Documenting (assistance and progress)

In practice, contact between mentors and protégés was sporadic. Though they were compensated for their involvement, mentors were themselves engaged in intense growth experiences at their own schools—all of which, by definition, were schools that were starting from scratch as charter schools or breaking-the-mold in some way within existing systems. Because of the demands on their time, most mentors found it difficult to devote much effort to helping their peers.

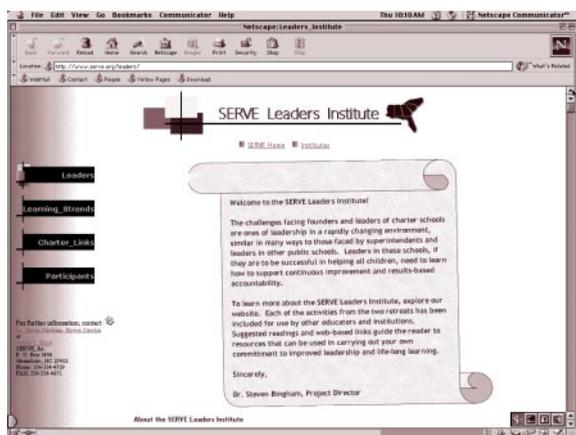
These relationships appear most likely to flourish when organizers provide mentors and protégés with a detailed structure for moving forward, with specific timelines and expectations built in. Along with enhanced training, such structure could yield more productive mentor-protégé relationships than those developing out of the SERVE Leaders Institute. But the central problem of time demands on mentors would be a challenge in any effort to use active principals as mentors for others.

### Internet-based resources and activities

Institute designers used its website <[www.serve.org/leaders](http://www.serve.org/leaders)> for two kinds of remote

learning. First, participants could log onto the website to review what had been presented at past retreats. Since repeated exposure to material is central to learning, this ability to revisit previously covered material was important. In addition, Institute designers developed comprehensive links pages for each of the five strands, enabling users to look elsewhere on the Internet for information.

Second, participants had access to a private bulletin board system, allowing them to post queries and comments for one another to read. In practice, the bulletin board was not well used by participants. Though all of the participating schools had access to the Internet, many individual participants did not have easy access at school



or at home. Site visits by SERVE Leaders Institute staff and specific sessions at retreats provided some technical support to overcome these barriers, but they remained at many sites.

For organizers of leaders institutes considering the use of web-based interaction, some helpful tips include the following:

- **Access:** Be ready to provide technical support to ensure all participants have ready access to the Internet and know how to use the interactive system. Consider an e-mail “listserv” rather than an online bulletin board. Since listservs send messages directly to individuals’ e-mail boxes and allow them to respond electronically, many users find them easier to access.
- **Facilitation:** Rather than waiting for participants to start discussions, organizers may need to “prime the pump” by posing provocative questions and providing important institute logistical information and other similar data over the system.

## Leveraged Learning

Because of limits on resources and a desire to work with a right-sized group of people, most leadership programs reach only a fraction of the potential population of participants. SERVE Leaders Institute designers, however, undertook to spread its learning beyond the immediate group of participants in the following three ways:

### Website

Designed for participants and those interested in creating their own institute, the SERVE Leaders Institute website <<http://www.serve.org/leaders>> provides a wealth of online resources, including information on Cohort I and II participants, strand and session descriptions, and helpful links to education organizations.

### Conference presentations

To expose a wider audience to the SERVE Leaders Institute, Institute staff and consultants also made presentations at several national and regional conferences, including the National Charter Schools Conference (1999), the North Carolina Annual Charter School Conference (1999), the North Carolina Association of Researchers in Education Conference (1999), the SERVE Regional Forum on School Improvement (1998), and the Public Education Forum of Mississippi Annual Legislative Forum (1998).

### Collaboration

By working with other organizations, the Leaders Institute was able to reach a much wider audience. In 1998 and 1999, Institute staff co-sponsored North Carolina’s annual charter school conference, making its faculty and sessions available to the wider charter school audience in North Carolina.

# Chapter 5: Logistics

A participant's experience at a leadership program is shaped profoundly by how the event "comes together." Behind-the-scenes planning is essential to ensure that the site for retreat sessions is appropriate, the institute communicates well with participants, and the budget balances. This chapter discusses all of these logistical concerns.

However, before launching into specific issues, a few overarching pieces of advice are helpful. First, because logistics are so important, be sure to dedicate considerable staff time to making them work smoothly. Institute organizers may be tempted to think logistics are something that can be handled on the side, between the principal duties of designing a curriculum and recruiting a faculty. On the contrary, the SERVE Leaders Institute had the best results when one person devoted half of his or her time solely to logistical support of the Institute. Second, advance planning can smooth over many of the inevitable logistical difficulties. Everything about planning leadership retreats—from finding the right site to communicating details to participants—benefits from an early start, leaving ample time to resolve problems. Finally, strong relationships with vendors can further smooth the path. In particular, forging a close partnership with the provider of space can help identify glitches early and resolve them satisfactorily.

## Site

For institutes that bring participants together, selecting and organizing the site is one of the most

### Critical Attributes of a Site

- Comfortable classroom space
- Availability of computers for use by participants
- Ability to provide meals and break refreshments
- Ability to provide lodging for participants, faculty, and staff
- Ample parking or transportation (in cases where multiple sites were used)
- Location that is convenient to participants and faculty



important logistical challenges. SERVE Leaders Institute staff experimented with three different site arrangements and, in the process, learned a great deal about making the site an effective component of a leadership institute. Site selection involved a complex search that combined six basic attributes, listed in the sidebar to the left. Though these attributes were in some ways specific to the SERVE Leaders Institute design, most institutes are likely to face the same issues.

### Classroom space

Probably the easiest of the attributes to find, comfortable classroom space, is available in a variety of venues, including conference hotels, universities, and colleges. Some of the characteristics SERVE Leaders Institute staff found important included the following:

- Comfortable in-the-round, horseshoe, or other seating arrangements that enable whole-group discussion
- Availability of additional spaces for break-out sessions and small-group work
- Space for use of a variety of audio-visual aids, including flip-chart paper, overhead projectors, and video presentation equipment
- Acoustics that allow everyone to be heard without amplification
- Adequate control of temperature and lighting

### Technology

In contrast to workable classroom space, access to computers is among the hardest-to-arrange attributes. The challenge is especially great if, as in the case of the SERVE Leaders Institute, organizers want participants to be able to use computers actively during some sessions—rather than just watching a demonstration of technology. Though times are definitely changing, many conference spaces are not set up to give multiple participants access to computers simultaneously, much less to the Internet. SERVE found universities to be the best location for providing computer space. But universities present their own challenges. If the institute meets while school is in session, obtaining access to computers is difficult. Or participants may find their sessions taking place in the midst of computer labs filled with students unrelated to the institute. If the institute meets while school is out of session, universities may not have staff available to open and supervise computer labs, especially during off hours.

### Meals and breaks

Any event planner knows that providing participants with food and beverages is vital to success. Most facilities that provide space for conferences and meetings are also equipped to provide meals and refreshments during breaks. But organizers should check into the arrangements carefully. Can meals be provided in a location that is convenient to the classroom space? Can the classroom space accommodate a place for refreshments during breaks? Will the facility be able to meet the dietary needs of participants?

### Lodging

The sleeping accommodations attached to different kinds of facilities vary widely. Conference centers and hotels are likely to provide standard business-class hotel rooms. Universities and colleges provide a range of accommodations, from dormitory space to more upscale lodging

designed specifically for conferences. While SERVE Leaders Institute participants gave high ratings to the more luxurious accommodations found in business hotels, the more basic rooms offered by a university setting proved acceptable—and far less expensive. In both cohorts, the first retreat's lodging was in a business hotel, while the second retreat's was in a dormitory setting. The contrast from one retreat to the next generated some negative comments from participants, leading organizers to conclude that a more consistent type of lodging is preferable.

### Parking and transportation

For one of the four retreats, SERVE Leaders Institute staff selected a multi-site location: retreat activities took place at a university, while participants spent the night at a hotel several miles away. Participants had to



drive in to the university each morning and find a parking space before sessions began. This arrangement created numerous difficulties. Participants, unfamiliar with the setting, often arrived late to the first session. The lack of available parking exacerbated the late arrival problem. SERVE Leaders Institute staff highly recommend a unitary site—one place where participants sleep, eat, and work. But if multiple sites are necessary, one option to consider is organizing bus transportation between venues. Though costly, this approach eliminates many of the wildcards that can lead to late starts and frustration for participants.

### Convenient location

Access to the site by participants and faculty is the top priority. If organizers are considering giving participants “free time” during a retreat, it makes sense to choose a location that affords participants something to do during their down time. “Something to do” can mean different things in different locations. In a true retreat setting, it might mean access to outdoor activities. In an urban location, it might mean proximity to shopping, restaurants, and tourist attractions. Colleges and universities offer a wide range of amenities within the campus, such as access to exercise facilities and cultural venues. Keep in mind, though, that many of these amenities may not be available when school is out of session, and that organizers may need to negotiate access specifically as part of the contract with the college or university.

## Communications

Keeping in touch with participants was important throughout the duration of the SERVE Leaders Institute. The bulk of information about the Institute, however, went out to participants in the form of two mailings about six weeks prior to each retreat. The mailings contained logistical information about the upcoming retreat, details about what participants needed to do to prepare for the retreat (and associated reading material), and a description of what participants could expect at retreat sessions. Examples of the “how to prepare” and “what to expect” pieces appear as Appendix M.

Where feasible, materials were three-hole-punched so that participants could include them in a cumulative SERVE Leaders Institute three-ring binder. Participants received the binder in advance of the first retreat; they could include all supplemental materials as they received them.

## Budget

It is important to reiterate that the SERVE Leaders Institute was a research and development project whose operation was bounded by contract with the U.S. Department of Education and SERVE, Inc. Consequently, not all costs of the Institute will necessarily be reflected in an ongoing program. As a point of reference, the categories of

### SERVE Leaders Institute Annual Budget

<i>Description</i>	<i>Estimated Total Cost</i>	<i>Percentage of Total Costs</i>
<b>Salaries and Benefits</b>	<b>\$161,199</b>	<b>46.08</b>
<b>Consultants</b>	<b>\$ 68,000</b>	<b>19.44</b>
<b>Travel</b>	<b>\$ 47,900</b>	<b>13.69</b>
<b>Supplies and Materials</b>	<b>\$ 18,557</b>	<b>05.30</b>
<b>Postage and Communication</b>	<b>\$ 6,125</b>	<b>01.75</b>
<b>Printing</b>	<b>\$ 5,000</b>	<b>01.43</b>
<b>Rent</b>	<b>\$ 5,568</b>	<b>01.59</b>
<b>Total Direct Costs</b>	<b>\$312,349</b>	<b>89.29</b>
<b>Indirect Costs</b>	<b>\$ 37,482</b>	<b>10.71</b>
<b>Total Contract Costs</b>	<b>\$349,831</b>	

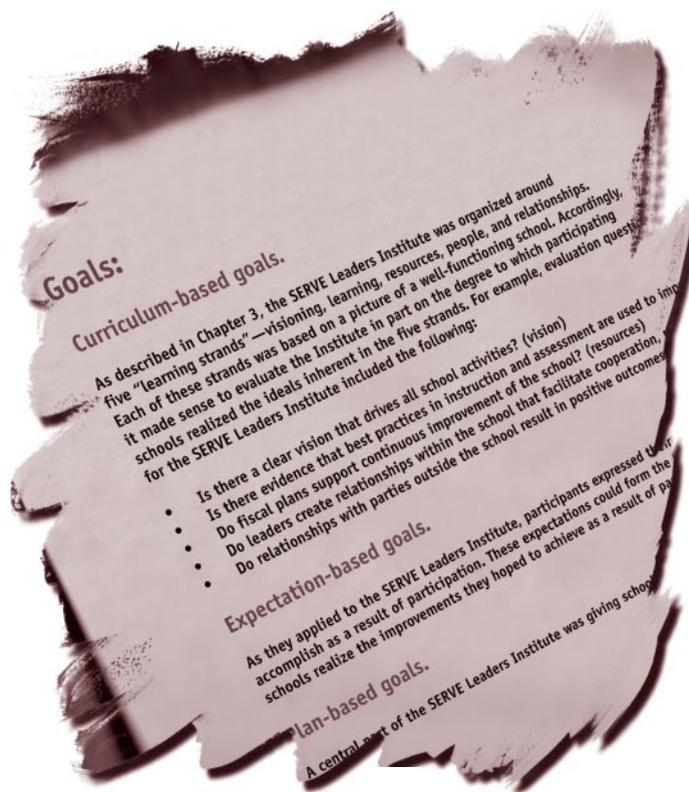
## Average Costs of SERVE Leaders Institute Retreat Activities

Description	Average Cost	Percentage of Total Costs
Materials (notebooks, texts, printing, A/V rental)	\$4,410	19.9
Rooms for participants (3 nights)	\$5,332	24.0
Meals and breaks	\$4,197	18.9
Participant travel	\$1,614	07.3
Facilitator fees	\$3,448	15.5
Facilitator travel (airfare, mileage, meals, rooms)	\$3,190	14.4
<b>Total retreat production</b>	<b>\$22,191</b>	
<b>Per participant</b> ( <b>\$22,191 divided by 30</b> )	<b>\$740</b>	

costs for the SERVE Leaders Institute are tabulated in the table below.

The actual amount spent over the course of the two years was only about 75 percent of the total contract costs allocated. The savings accrued primarily from cost containment of travel and consultant fees and from the use of university—as contrasted with commercial—facilities.

Actual costs of producing a retreat for 30 school leaders—including materials, rooms, meals and breaks, travel, and facilitator fees and travel costs—may also be instructive. The table above shows a breakdown of these expenses averaged over four retreats. These expenses do not include salary or travel costs for SERVE staff.



# Chapter 6: Evaluation

Since the SERVE Leaders Institute was a demonstration project funded by the U.S. Department of Education to investigate strategies for school leadership development, intensive evaluation was a critical part of the initiative. But every program for school leaders, however it is funded, needs to include an evaluation mechanism for both formative and summative purposes. Organizers can use evaluation data to shape future development of an institute and to report results to funding agencies, partners, and potential participants.

The purpose of this chapter is not to discuss the principles of program evaluation, a topic well beyond the scope of this guide. Instead, this chapter focuses on some of the specific lessons learned by the SERVE Leaders Institute in the process of evaluating its activities. These lessons center around three themes: an institute's goals, the role of the evaluator and the evaluation, and the methods of gathering information.



## Goals

Any viable evaluation begins with the program's goals and examines the extent to which the program is living up to its promise. Two kinds of goals typically guide a leadership development program. First, organizers want

participants to be satisfied with their experience at the institute. They want school leaders to come away from institute activities thinking, "That experience will help me be a more effective school leader." Second, organizers want school leaders to take what they have learned at the institute and use it to make significant improvements in their schools. It is not enough for participants to enjoy the experience and regard it as valuable; they must also capitalize on the institute's activities in ways that benefit their schools.

Of these two classes of goals, the first set provides an easier basis for evaluation. Using the variety of means described in this chapter, evaluators can simply ask participants to rate all of the institute's activities. Evaluating the institute's impact on the participating schools, by contrast, is significantly more challenging because so many factors impinge on what happens at a school, which makes it very difficult to pinpoint the effect of any one intervention, such as a leadership program, on a school's success.

To overcome this obstacle, institutes can focus their evaluations not on broad measures of school success, such as student test scores, but on more specific factors that the institute explicitly sets out to affect. The following are a few possibilities:

### Curriculum-based goals

As described in Chapter 3, the SERVE Leaders Institute was organized around five "learning strands"—visioning, learning, resources, people, and relationships. Each of these strands was based on a picture of a well-functioning school. Accordingly, it made sense to evaluate the Institute, in part, on the degree to which participating schools realized the ideals inherent in the five strands. Evaluation questions for the SERVE Leaders Institute included the following:

- Is there a clear vision that drives all school activities? (vision)
- Is there evidence that best practices in instruction and assessment are used to improve student performance? (learning)
- Do fiscal plans support continual improvement of the school? (resources)
- Do leaders create relationships within the school that facilitate cooperation, performance, and mutual satisfaction? (people)
- Do relationships with parties outside the school result in positive outcomes for students? (relationships)

## Expectation-based goals

As they applied to the SERVE Leaders Institute, participants expressed their hopes and expectations—what they wanted to accomplish as a result of participation. These expectations could form the basis for evaluation: To what extent did participating schools realize the improvements they hoped to achieve as a result of participating in the Institute?

## Plan-based goals

A central part of the SERVE Leaders Institute was giving school teams the time to make plans for the improvement of their schools. At each retreat, school teams set priorities and began sketching out plans for tackling these priorities once they were back at school. These plans, like participants' expectations, could form a basis for evaluation: To what extent did participants enact the plans they devised through their work at the Institute?

# Roles of the evaluation and the evaluator

Though the evaluation of the SERVE Leaders Institute served summative purposes, the focus on the evaluation was clearly formative—providing timely information that could be used to improve the quality of the program immediately. The evaluator served as an ongoing member in the design team. Evaluation findings resulted in significant changes to retreat activities, including some changes that occurred within retreats as evaluations provided helpful feedback that could be addressed immediately. To play this role effectively, the person charged with evaluation had to be a “living evaluator”—someone whom the participants got to know and trust as a person they could approach with ideas.

# Methods of gathering information

SERVE Leaders Institute staff used many different mechanisms to gather information useful to the evaluation. This section summarizes those deemed most important.

## Session evaluations

At the end of each session of an Institute retreat, participants filled out a form with a series of questions about the session they had just experienced (Appendix N). The

form addressed overall impressions of the session, the quality of the presenter, and the session's likely impact on the individual and school. On each of several dimensions, participants were asked to rate the session as “Excellent,” “Good,” “Satisfactory,” or “Poor.” In addition, the form gave the participants the chance to answer open-ended questions about what could be done to improve the session and other issues. As a demonstration project, Institute staff found the session evaluations to be essential. They provided a variety of helpful comments, as well as quantitative information that informed decisions about what kinds of sessions to keep and drop. The downside of the session evaluations was the burden they placed on participants, who quickly tired of completing the same form over and over.

## End-of-retreat evaluation forms

At the end of each retreat, participants completed an overall retreat evaluation form similar to the session forms (Appendix O). In addition, they reviewed a list of all of the retreat's sessions, offering quick comments such as “drop,” “keep,” or “expand.” These end-of-retreat forms, informed as they were by participants' overall impressions, were also valuable in planning subsequent retreats.

## Evaluation discussions

Periodically, the evaluator took some time during a meal to give participants the chance to offer oral comments about how the Institute was going. These discussions provided a different sort of input, since they allowed participants to hear each other's ideas, perhaps generating thoughts that would not arise as participants worked alone on evaluation forms.

## Informal evaluation conversations

As noted above, the evaluator attended all retreats and made himself or herself available to participants who had comments about how the activities were proceeding. On numerous occasions and in some cases, immediately, informal feedback proved helpful.

## Site visits

SERVE Leaders Institute staff and the evaluator conducted site visits to each school during their year of participation in the program. The site visits were not entirely evaluative in nature; staff also provided coaching and support on technological issues. But the visits allowed the evaluator to see firsthand what was happening in schools, observe school activities in progress, and speak with people outside the three-person team attending the Institute. Site visits were especially critical for gathering information about the impact the Institute was having on participating schools since the foregoing methods all focused more on participants' levels of satisfaction.

# Conclusion: Lessons for the Field

Several broad lessons emerged from the SERVE Leaders Institute that transcend any one of the topics addressed in this resource guide. Staff of the Institute explain these lessons in detail in “Designing School Leadership Development Programs: Recommendations from the SERVE Leaders Institute,” a Spring 2000 article in *AASA Professor*. This concluding section distills those lessons under six headings:

- Start with theory
- Build on participant needs
- Develop cohorts of learners
- Provide opportunities for reflection
- Develop core staff
- Pay attention to the environment

## Start with theory

One underpinning of the SERVE Leaders Institute’s success was its intentional communication of several essential theories of school leadership. For example, the Institute communicated the idea that leader development—understood as personal, expertise, and organizational development—may be taught and learned by anyone. The Institute’s success at mixing charter with regular public schools, professional staff with board members, principals with teachers, and paraprofessionals with parent volunteers demonstrates the effectiveness of not only the “big tent” approach but of demystifying leadership itself.

On a related note, Institute staff taught that effective school leadership involves shared learning, purpose, and action, and that responsible leaders collaboratively construct schools where justice and democracy prevail. Having invited school leadership teams to participate, Institute staff demonstrated by design the importance of shared decision making and action.

Finally, the Leaders Institute communicated the notion that, although pedagogical, organizational, and material resource issues are important, vision drives every component of school leadership and leader development. Recognizing that vision determines why an organization is

doing what it is doing, our desire was to make leaders more intentional.

By mentioning these particular theories, this resource guide does not intend to suggest that they should be the driving force behind all leadership institutes. Indeed, the SERVE Leaders Institute benefited from other guiding ideas, and others designing leaders institutes will begin with their own theories. The point here is the importance of using compelling theories to guide the design and conduct of a leadership institute. Just as a clear vision is vital to the success of a school for children, a coherent set of ideas is essential to the development of a leadership program like the SERVE Leaders Institute.

**The Institute’s success at mixing charter with regular public schools, professional staff with board members, principals with teachers, and paraprofessionals with parent volunteers demonstrates the effectiveness of not only the “big tent” approach but of demystifying leadership itself.**

## Build on participant needs

As Chapter 3 suggests, organizers of leadership institutes face a range of broad design issues as well as very specific choices about topics to address. While it makes sense to work out a design in advance of running a leaders institute, designers should leave room for adjustment and adaptation to the expressed needs of actual participants.

One example from the SERVE Leaders Institute illustrates this finding. A question that occupied organizers’ attention in the design phase was, “What is the right balance between long- and short-term developmental needs?” Although the Institute’s curriculum primarily addressed long-range personal, expertise, and organizational development, participants wanted to focus more on the “here-and-now” concerns of running a school. Informed by a framework that grew from research activities, leader focus groups, and interviews with North Carolina charter school principals, the original design team made several assumptions about “leadership needs” and the ideal content of the first retreat. Formative and summative evaluations of the retreat led the Institute to adjust both its thinking and the curriculum. Other changes over time in the

Institute included the addition of sessions on technology, fundraising, discipline and safety, and assessing personal leadership styles.

## Develop cohorts of leaders

Designers of leadership programs need to ask themselves, “What will be left when the program is over?” SERVE Leaders Institute staff wanted to ensure that learning continued beyond the life of the Institute. Thus, organizers sought to create opportunities for bonding and networking among participants. By design, the Institute brought teams of charter and public school leaders together as a cohort to develop a support system and provide networking opportunities among members. The cohort approach allowed members to share their unique learning experiences as a group and to develop long-term support systems.



## Provide opportunities for reflection

What does it take to institutionalize new thinking and practice? The SERVE Leaders Institute experience suggests collegial dialogue is a first step. It was apparent during the first retreat that the school teams wanted and needed time to talk and process what they were learning. To address this need, we added “team time” to the schedule for Retreat 2 of Year 1. This time was a structured opportunity at the end of each day for school leadership teams to reflect on each session and session content, consider what they would like to share at their schools, and plan ways to apply what they had learned.

Using a simple action plan design, teams documented the concepts, strategies, and tools learned in each session to be shared with their respective schools. Interviews with principals from Year 1 indicated that school teams implemented many components of their action plans—from strengthening publicity activities to working with their board. One product of a Year 2 charter school team was a restructuring plan later shared with their board of directors.

In the hectic daily life of a school, it is rare for school principals, teachers, and other leaders to find the time to sit

back and reflect on their work. The pressing crisis of the moment tends to soak up any available time in the day. If nothing else, a leadership program can provide school leaders with the chance to take time to reflect.

## Develop core staff

Just like running a school, planning and delivering a professional development program requires a team of individuals committed to making it work. Despite geographical, organizational, and temporal impediments, organizers of the SERVE Leaders Institute realized that its mission compelled them to create a learning organization. Thus, building the Institute’s leadership team became a priority. Institute staff achieved this in at least four ways: hiring the right people, job cross-training, communicating, and getting to know one another.

The Institute employed a staff of five part-time professionals, including a director, a social researcher, an educational technology specialist, an evaluator, an administrative assistant, and an outside consultant. Each person brought not only unique strengths to the project, but also a commitment to the team and a desire to contribute. Although each individual was assigned specific responsibilities, the structure created opportunities to cross-train in each other’s work.

Communication was an essential part of building the core staff and a prerequisite for problem-solving. Spread out at varying intervals over a 500-mile geographic con-

tinuum, the team depended on weekly conference calls to stay synchronized. E-mail also proved indispensable in the transmission of documents and deliverables and generally keeping abreast of changes.

Finally, core staff used each retreat as an opportunity to get to know each other better. Living and learning together (if only for few days a year) is a way to build a team that is not only effective but that models trust and faith. During retreats, staff typically attended sessions, roomed, ate, recreated, and debriefed together. Many of the staff regarded their experience with the Institute as a highlight of their professional lives.



## Pay attention to the environment

What's the setting got to do with it? Where professional development is concerned, all environments are not created equal. Setting has the potential to contribute slightly to or detract significantly from a leadership program. SERVE Leaders Institute staff treated the setting as an integral part of its design; sites were selected carefully by staff and evaluated by participants and facilitators.

Some of the specific lessons learned in the process are the subject of Chapter 5. But the broad lesson to emphasize here is that site transcends the logistical—it can have profound implications for the experience of participants. One example from the SERVE Leaders Institute illustrates this point: the retreat environment that was least ideal appeared to contribute the most to the attainment of one of the Institute's goals. The intense schedule and facility shortcomings of the initial retreat—and the constructive way they were handled by the staff—combined to create a very cohesive group of participants. They bonded through their shared discomfort in a way the cohort of the second year, starting off in a luxury hotel with a comparatively relaxed schedule, never did.

## A final word

Readers of this resource guide are likely to find themselves in different circumstances from those faced by the designers of the SERVE Leaders Institute. But for those interested in devising helpful learning opportunities for break-the-mold public schools, a common set of issues is likely to arise. Though no two leadership institutes could—or should—ever be the same, programs can learn a great deal from one another's experiences. This resource guide aims to provide one piece of that knowledge base, a base to which readers can add their own lessons as they develop.

# Appendices

## Appendix A: First Quarter of the SERVE Leaders Institute Annual Plan for 1999

Activity	Person(s) Responsible	January	February	March
<b>Remote learning:</b> Website development	LV/AH	Post Year 1 sessions 2	Facilitate cohort/website use	Post Year 2 Retreat 1 sessions
<b>Remote learning:</b> Technical assistance	SB/LV		Assist schools with CSRD proposals	
<b>Remote learning:</b> Fostering partnerships	SB		Create partnerships between cohorts 1 and 2	
<b>Retreat production:</b> Retreat I-Delivering content	SB/AH/BH	Refine session content for 2.1	Deliver Retreat 1	Review Retreat 1, plan for Retreat 2
<b>Retreat production:</b> Reviewing and managing logistics	AH/AP	Procure facilities, plan meals	Coordinate Retreat logistics	Review logistics, plan for Retreat 2
<b>Retreat production:</b> Review and coordinate people/resources	AP/AH	Procure rooms, arrange travel, distribute books	Respond to participants needs at Retreat 1	Review people/resource issues
<b>Leveraged Learning:</b> Mentoring and sharing	BH/SB	Plan peer mentor training and shared learning	Deliver peer mentor and shared learning	Monitor online mentor-protégé activity
<b>Leveraged Learning:</b> Presenting/publishing	SB/AH/BH			Present at NCS and NCARE
<b>Evaluation:</b> Collecting/analyzing	PF/AP		Collect Retreat 1 session data	Analyze Retreat 1 evaluations
<b>Evaluation:</b> Interpreting/reporting	PF		Interpret overall Retreat 1 functioning	
<b>Application and Selection:</b>	BH/SB	Interview and select cohort 2	Review cohort 2 selection process	
<b>Staff Capacity Building:</b>	SB	Plan 1999 activities		

SB Steve Bingham  
 BH Bryan Hassel  
 LV Linda Valenzuela  
 AH Art Hood  
 PF Pam Finney  
 AP Abigail Peoples

## Appendix B: Deliverables and Due Dates for Base and Implementation Year Periods

Deliverable	Due Date (or Time Frame)
1. Formulation of a design team that ensures a best-practices approach to school leadership development based on public and private sector experience	End month 1
2. Summary report of benchmark best practices chosen for possible inclusion in the Institute	End month 2
3. Summary report of focus group input into charter and other public school leadership needs	End month 3
4. An outline of Institute's intended learning content, learning processes, learning environments, and accompanying materials and tools	End month 4
5. A list of core facilitators and trainers familiar with the Institute who may be available for additional institutes elsewhere	End month 4
6. List of first cohort participants likely to provide future leadership not only in their school systems, but in the broader community and future learning institutes	End month 4
7. A plan for leveraging and sharing primary cohort learning with other interested groups and individuals	End month 4
8. An outline of evaluation measures, methodology, and tools	End month 4
9. Monthly, annual, and final financial and progress reports	
<b>Implementation Year 1</b>	<b>Implementation Year 1 Period</b>
1. Retreat logistics and learning materials	End month 7
2. List of topics for learning clusters, "how to" process-map, and topics materials and tools to facilitate remote communication and learning in groups	End month 7
3. Summary of lessons from first selection process and list of second cohort members	End month 12
4. Peer facilitators prepared to help next cohort	End month 10
5. Summary of learning from first retreat and second retreat logistical and learning materials	End month 10
6. Sharing of leadership learning with other interested groups and individuals	End month 12
7. Public forum materials	End month 12
8. Monthly progress and financial reports	Monthly
<b>Implementation Year 2</b>	<b>Implementation Year 2 Period</b>
1. Report of evaluation findings from Year 1	End month 13
2. Revised Institute program outline for Year 2	End month 14
3. Retreat logistical & learning materials (revised)	End month 15
4. Modified list of topics for learning clusters, "how to" process-map, and materials and tools to facilitate remote communication and learning in groups	End month 24
5. Peer facilitators prepared to help next cohort	End month 17
6. Summary of lessons learned from second selection process and list of third cohort members	End month 17
7. Summary of learning from first retreat of Year 2 and second retreat Year 2 logistical and learning materials	End month 23
8. Continued sharing of leadership learning provided to primary cohorts with other interested groups and individuals	End month 24
9. Public forum materials	End month 24
10. Annual and monthly progress and financial reports	Monthly
11. Handbook containing Institute deliverables and step-by-step "how to" instructions for replicating the Institute	End month 24
12. At-least one journal-publishable article and provision of Institute deliverables to the public via the Internet	End month 2

## Appendix C: Characteristics of Second Cohort Participants in the SERVE Leaders Institute

<b>Type of team participants</b>	<p>8 principals/executive or managing directors      2 assistant principals          10 teachers      2 education directors/coordinators          1 guidance counselor      1 media specialist          1 testing coordinator      1 operations coordinator          2 others</p>
<b>Type of school</b>	4 regular, 6 charter
<b>Grade level</b>	4 elementary, 3 middle, 1 elementary/middle, 1 middle/high school
<b>School size</b>	Ranging from 60 to 693, average=288
<b>Location</b>	3 urban, 3 suburban, 4 rural
<b>Percentage of students eligible for subsidized lunch</b>	Ranging from 0% to 78%; average=37%
<b>Percentage of ethnic minority students</b>	Ranging from 4% to 100%; average=43%
<b>Schools' descriptions of some of the unique attributes of the schools</b>	<ul style="list-style-type: none"> <li>• Numerous parent contacts and a staff that is dedicated and willing to go the extra mile to support the school and help the children</li> <li>• Calm, non-threatening environment</li> <li>• Reduced class size (15 students per class) and flexible program for parental involvement</li> <li>• Small, community school with a great deal of community and parental support and participation (parents directly involved in the instructional program)</li> <li>• Use of <i>Accelerated School Model</i></li> <li>• Extremely diverse students, faculty, and staff</li> <li>• Mentoring program</li> </ul>
<b>Schools' descriptions of some of the unique challenges of the schools</b>	<ul style="list-style-type: none"> <li>• Finding the balance between maintaining true hands-on learning and "teaching to the test"</li> <li>• Getting the school on a year-round calendar—encouraging community and school support of this effort</li> <li>• Keeping students at their home school rather than going to a magnet school in the area</li> <li>• Operating in a temporary facility and accommodating the high percentage of both gifted and learning-disabled children</li> <li>• Meeting the financial needs of a first-year school</li> <li>• Navigating the transition from a traditional school with management from the top to a truly site-based-managed school</li> <li>• Finding space for the school</li> <li>• Enrolling a sufficient number of students to meet the state's minimum enrollment guidelines</li> </ul>
<b>Schools' descriptions of the main reasons for participating in leadership program</b>	<ul style="list-style-type: none"> <li>• Network with forward-thinking and innovative school leaders</li> <li>• Develop skills in community building within a school and learn how to establish beneficial relationships outside the school with media, educational authorities, families, and other organizations</li> <li>• Learn how to design curriculum which addresses the needs of students who have been entirely alienated from traditional teaching approaches</li> <li>• Select best practices of instruction and assessment</li> <li>• Develop leadership skills and learn problem-solving strategies</li> <li>• Develop a clearly articulated vision that helps focus all efforts toward specific aspects of school improvement</li> <li>• Learn more about current thinking and practices in state and national school reform</li> </ul>

## Appendix D: Application Packet to School Principals

# SERVE

*Improving Learning through  
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the School of Education,  
University of North Carolina  
at Greensboro  
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October 1, 1998

Dear School Principal:

Greetings! As a former school principal and current director of the SERVE Leaders Institute, I am convinced that the education deregulation movement represents a unique opportunity to re-engineer school leadership. Articulating shared vision, ensuring effective teaching and learning, harnessing resources, and developing collaborative relationships in a context of heightened autonomy and accountability demand extraordinary leader performance. Charter schools, site-based management, and other deregulatory practices challenge us with compelling opportunities. But how do we develop the competencies to succeed?

Thanks to their participation in the SERVE Leaders Institute last year, 27 North Carolina charter and district school leaders in nine schools enhanced their capacity to perform as entrepreneurial school leaders. The Institute is again partnering school teams from across the state to study with regional and national experts in a variety of fields, including instruction and assessment, school finance and facilities, education law, organizational leadership, community relations, instructional technology, and more.

Evaluating the first Institute, participants wrote: *“The learning was practical and always led by principle” . . . “It balanced information and reflection” . . . “The experience was a great value for such a short time period—well worth the effort!” . . . “We left recharged, refocused, excited, and much more confident!”* Considering improvements at home, participants targeted: *committee organization . . . board restructuring. . . hiring practices . . . teacher evaluation . . . classroom dynamics and teaching practices . . . shared decision making . . . portfolio assessment . . . better communication.*

Whether you are an innovative public school leader or the principal of a charter school, your challenge is the same: doing the best you can with all you can get. In this time of transition, take courage in recalling that the Chinese character for “change” is the same as that for “opportunity.” I invite you to embrace both by applying for an **all-expense-paid admission** to the 1999 SERVE Leaders Institute. The following pages contain details and an application form to complete and return by **November 13<sup>th</sup>**. Best wishes!

Sincerely yours,

Steve Bingham, Director

(2) Enclosures

## SERVE LEADERS INSTITUTE

### What is it?

The SERVE Leaders Institute is a two-year project funded by the U.S. Department of Education. Its goal is to provide networking and professional development opportunities for North Carolina public school leaders who are operating in a dynamic, innovative environment. Each year a different cohort of charter and other public school leaders will be selected to participate. The Institute consists of the following:

#### Retreats:

Participants will attend two, three-day sessions over the course of a year in a retreat setting. The retreats will be held in April and August.

#### Remote learning:

The Institute will facilitate communication among participants between retreats, extending learning beyond retreat sessions. Participants will also have the opportunity to work on priority projects, identified at the Institute, with the guidance of faculty and peer coaches.

#### Peer mentoring:

Some members of the first cohort will serve as peer advisors to participants in the second cohort.

#### Leveraged learning:

The Institute will disseminate its curriculum, tools, and processes as widely as possible so that school leaders who are not part of the selected cohorts will still benefit.

### What is the Institute curriculum?

The curriculum is based on a review of leadership research and best practices from the education and business fields and focuses on the following learning strands:

- Visioning
- Organizational Planning
- Support Services
- Internal and External Relations
- Budget and Resources
- Instruction and Assessment
- Staffing
- Governance

### Who can attend?

Selected leaders from North Carolina charter and other public schools can attend. In early 1998, the SERVE Leaders Institute will select a cohort of up to 30 promising public school leaders. Approximately 21 of the participants will represent charter schools, with the rest coming from other innovative public schools. Schools will have the opportunity to send teams of up to three people. In 1999, the Institute will select a second cohort of the same size and makeup.

## APPLICATION FOR 1999 SERVE LEADERS INSTITUTE

Name of school \_\_\_\_\_

Name of LEA in which the school is located \_\_\_\_\_

Name of contact person for this application \_\_\_\_\_

Street address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Fax \_\_\_\_\_ E-mail address \_\_\_\_\_

Is your school: Urban \_\_\_\_\_ Rural \_\_\_\_\_ Suburban \_\_\_\_\_ Number of students: \_\_\_\_\_

What percentage are: members of ethnic minorities? \_\_\_\_\_ eligible for subsidized lunch? \_\_\_\_\_

*The SERVE Leaders Institute invites teams of **up to three** individuals from each selected school to attend. Each team member must play a significant leadership role at the school. Please list below the names of all proposed team members, brief descriptions of their roles (e.g. "principal"; "lead teacher"), and contact information. **Each proposed team member must sign this form to indicate his or her commitment to participate, including full attendance at two retreats on the following dates:***

<b>Retreat I</b>	<b>February 25-28, 1999</b>	<b>University of North Carolina - Greensboro</b>
<b>Retreat II</b>	<b>July 22-25, 1999</b>	<b>Davidson College</b>

1. Name \_\_\_\_\_ Role \_\_\_\_\_

Preferred mailing address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Name \_\_\_\_\_ Role \_\_\_\_\_

Best mailing address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

3. Name \_\_\_\_\_ Role \_\_\_\_\_

Best mailing address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

*...Appendix D continued*

On separate sheets of paper, please answer the following questions. Your answers to these questions will be used both to select Institute participants and to shape the content of the Institute to meet participants' needs.

1. In a paragraph or two, state your school's mission.
2. Describe two positive aspects of your school that set it apart from most other schools.
3. Describe a significant challenge your school has faced in recent months or is facing at the moment. Explain how the school's leaders have dealt with the challenge and what you have learned from experience.
4. What does your team hope to accomplish by attending the SERVE Leaders Institute? Are there specific capabilities you hope to develop? Are there specific areas of weakness in your school that you hope to tackle?
5. Describe some ways in which your team could share what they learn at the SERVE Leaders Institute both within your school and with other schools.
6. Explain the leadership role played by each of your proposed team members.

*All Institute participants will be expected to engage in electronic communication with each other and with faculty before and after the retreat sessions. To help us gauge the need, please indicate below if any of your proposed team members would need either training or equipment in order to participate in this aspect of the Institute.*

**Your answer to this question will not affect your selection for participation in the Institute.**

◆◆ **IMPORTANT DATES** ◆◆

**Application Due Date** Applications must be postmarked by November 11, 1998 or received at SERVE by 5:00 p.m., November 13, 1998.

**Applicants Notified of Selection Decisions** January 8, 1999

**First Retreat** February 25-28, 1999

**Second Retreat** July 25-28, 1999

**Note:** Full attendance at both retreats is required of each participant.

The SERVE Leaders Institute is committed to accommodating the special needs of all participants.

## Appendix E: NWREL's Profile of Leadership Needs of Charter School Founders

Content Areas	Topics of Knowledge and Skills
<i>Start-Up Logistics</i>	<ul style="list-style-type: none"> <li>Reality checks (political environment, fiscal feasibility, sustaining energy, relationships)</li> <li>Writing a good application</li> <li>Making things different (resource allocation, power structure, instructional changes)</li> <li>Building organizational vision</li> <li>Formation of core founding group</li> <li>Establishment of a legal entity</li> <li>Acquisition of a facility</li> <li>Availability of necessary start-up financing</li> <li>Acquisition of professional services (for example, legal, accounting)</li> <li>Develop a business plan</li> </ul>
<i>Curriculum Standards and Assessment Development</i>	<ul style="list-style-type: none"> <li>Development of academically rigorous curriculum true to school vision</li> <li>Accountability and evaluation: Development of student and school measures of performance</li> <li>Curriculum options</li> <li>Renewing the charter</li> </ul>
<i>Governance/ Management</i>	<ul style="list-style-type: none"> <li>Organizational structure: governance, management, operations</li> <li>Personnel issues</li> <li>Develop internal policies (finance, personnel, student discipline, child abuse, enrollment, etc.)</li> <li>Evaluation of governing board</li> <li>Managing growth</li> <li>Liability issues (insurance, workers' compensation)</li> <li>Contracting for services</li> </ul>
<i>Community Relations: Internal and External</i>	<ul style="list-style-type: none"> <li>Dealing with controversy</li> <li>Dealing with interest groups</li> <li>Media relations</li> <li>Community relations</li> <li>Relationships with district and/or sponsoring agency</li> <li>Communicating parent expectations</li> <li>Marketing the charter school</li> </ul>
<i>Regulatory Issues</i>	<ul style="list-style-type: none"> <li>Equity in serving student populations</li> <li>Special education requirements</li> <li>Assuring health and safety</li> <li>Individual rights</li> <li>Religious issues</li> <li>Student records and freedom of information</li> <li>Civil rights regulations</li> <li>Parental involvement requirements</li> <li>State laws and regulations</li> <li>Types of charter schools (for profit, private conversion)</li> <li>Awareness of legal options</li> </ul>
<i>Leadership Training Requirements</i>	<ul style="list-style-type: none"> <li>High-quality, structured information on student and program assessment plans and tools</li> <li>The ability to share experiences and learn from other new charter school developers</li> <li>The ability to talk with, and learn from, experienced charter school practitioners</li> <li>Exposure to new ways of thinking about public education and their own role in improving public education state-specific information</li> </ul>
<p>Source: Lane, B. and Ley, J. (1998, September). <i>A Profile of the Leadership Needs of Charter School Founders</i>. Portland, OR: Northwest Regional Educational Laboratory. Order from NWREL by calling 503-275-9519 or access online at: <a href="http://www.nwrel.org/charter/deliverable/index.html">http://www.nwrel.org/charter/deliverable/index.html</a></p>	

## Appendix F: ISLLC Standards for School Leaders

A school administrator is an educational leader who promotes the success of all students by

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations, and resources for safe, efficient, and effective learning
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and ethical behavior
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

For the full list standards, knowledge, dispositions, and performances, see <<http://www.ccsso.org/isllc.html>> or call the Council of State School Officers at 202-408-5505.

## Appendix G: SERVE Leaders Institute Session Topics

Session Title	Session Description
<b>VISIONING</b>	
<b>February Visioning Sessions</b>	
<i>Orientation: Developing Leadership</i>	Understanding leadership capacity as broad-based, skillful participation in leader work and determining where you and your school are.
<i>Your Values: Foundation of Vision</i>	Understanding the role of values in visioning. Evaluating how your personal values “fit” your school’s values.
<i>Making Your Vision Real: I and II</i>	Using storyboarding to create vision/mission statements and strategic/action plans, with special emphasis on gap analysis. (Part 2 is a continuation of Part 1 with special emphasis on program implementation.)
<b>July Visioning Session</b>	
<i>Sharing Best Practices in Instruction and Leadership (Regular Publics)</i>	Participants will share “what works” in their schools relative to teaching, learning, and leading.
<b>LEARNING</b>	
<b>February Learning Sessions</b>	
<i>Aligning Goals with Vision</i>	Defining and clarifying student learning goals. Matching goals with vision. Identifying and reconciling disconnects.
<i>Aligning Practice with Goals</i>	Using instructional activities that ensure desired student outcomes, including thematic instruction. Developing learning principles for your school.
<i>Are Our Assessments Informative?</i>	Understanding the role of assessment in learning, including the North Carolina ABC plan. Evaluating how your school’s assessments measure student progress.
<i>Creating an Orderly Environment</i>	Participants will be provided with resources to develop a school-wide discipline plan.
<i>Learning with Technology I</i>	Participants will build a knowledge base about education technology, examine their school’s current practices and policies in the areas of engaged learning and technology, and establish directions for writing, updating, or improving their school’s technology plan.
<i>Learning with Technology II</i>	Participants will increase their awareness of issues surrounding inequities in school technology and develop a knowledge base of infrastructure issues, enabling education leaders to facilitate better decision making related to school technology.
<b>July Learning Sessions</b>	
<i>Active Learning Strategies</i>	Participants will experience multiple and specific strategies for engaging students and maximizing learning in an interactive format.
<i>Project-based Teaching and Learning</i>	Participants will learn the characteristics and benefits of project-based learning. Several models and examples of project-based learning will be explored, and participants will become familiar with the building blocks for designing technology-enriched projects.
<i>Gauging Effective Technology Integration</i>	Participants will use SEIR♦TEC’s Technology Profile Tool to help them evaluate the effectiveness of school technology integration.
<i>What is Quality Assessment?</i>	Participants will discover the characteristics of performance assessment with attention on design, implementation, and curriculum and instruction alignment issues.
<i>Portfolios: The Good, Bad, and Ugly</i>	Participants will learn about student portfolios and their varying uses. The facilitators and selected participants will provide positive and negative examples of portfolios.

<b>RESOURCES</b>	
<b>February Resources Sessions</b>	
<i>Writing Proposals That Work Part I</i>	Introduction to successful proposal writing, including learning terminology, identifying sources of funding, and understanding and reviewing successful proposal components.
<i>Writing Proposals That Work Part II</i>	Introduction to successful proposal writing, including understanding proposal components (Part II), what reviewers look for, and tips for winning, also includes discussion of proposals schools are interested in applying for.
<b>July Resources Sessions</b>	
<i>Employment Law Overview</i>	Introduction to federal employment discrimination law, including an assessment of your current level of knowledge, an overview of the issues, and a discussion of how to build your legal capacity.
<i>Facilities Planning (Charters)</i>	Introduction to a long-term facilities plan, including current year and long-term needs assessments, current year and long-term cost estimates, and a review of options and strategies. Participants will leave with a framework for developing their own long-term plan.
<i>Budgeting and Funding (Charters)</i>	Introduction to establishing a basic budget development and fiscal management system, including budget development and monitoring, fiscal management policies and practices, fiscal roles of administrative staff and board, maximizing the school's revenues, and aligning expenditures with the school's vision.
<i>Budgeting and Funding (Regular) Publics</i>	Discussion of the principal's role in the budget process and examination of ways to operate successfully in the budget process.
<b>PEOPLE</b>	
<b>February People Sessions</b>	
<i>Assessing Personal Leadership I</i>	Participants will review the results of their Myers-Briggs assessments and discuss their relevance to leadership roles in schools.
<i>Assessing Personal Leadership II</i>	With the aid of two additional leadership assessment tools, participants will explore how to grow as leaders and apply appropriate leadership approaches to different situations.
<i>Managing People Strategically</i>	Introduction to leading-edge thinking about how to support missions and goals through people-management practices. Includes group discussion.
<b>July People Sessions</b>	
<i>Benefiting from Personality Profiles</i>	Participants will learn how to use their personality style to maximize growth of self and school organization.
<i>Making Shared Decision Making Work</i>	Participants will learn about proactive approaches to dealing with school problems and how to organize for successful shared leadership.
<i>Managing Performance</i>	Introduction to the performance management cycle used by high-performing organizations. Overview of the cycle: planning, coaching/developing, evaluating and rewarding performance; emphasis will be on the "planning performance" stage—clarifying how individuals can best support the school's mission and goals. Also includes introduction to performance management tools (including tools for clarifying roles and responsibilities at the board and school-leader level).
<i>Promoting Professional Growth</i>	Participants will review formative approaches to staff evaluation and systems that provide feedback to staff that promote continual improvement.

<b>RELATIONSHIPS</b>	
<b>February Relationships Sessions</b>	
<i>Using PR to Achieve Your Vision</i>	Participants will hear from a speaker with deep experience in public relations for education institutions and have the chance to hear their own PR challenges and opportunities.
<i>Partnership in Practice</i>	Based on the results of participants' needs assessments completed by participants, an expert on school partnerships will lead a discussion about creative ways to make the most of partnerships.
<b>July Relationship Sessions</b>	
<i>Planning for Safe Schools</i>	Participants will learn ways to organize and behave that will maximize a safe, positive school climate. They will be afforded the opportunity to share and discuss their own "safe schools plan" and to receive helpful recommendations.
<i>Working With Your Board (Charters)</i>	Participants will learn about critical principles for working effectively with a nonprofit board of directors, with an opportunity to apply these principles to their own settings. (Note: This session is designed primarily for charter schools, which have legal boards of directors, though all participants are welcome.)
<i>Working with Parent Groups (Regular Publics)</i>	An elementary school administrator and community partnership expert will help participants to learn how to work effectively with parent organizations.

## APPENDIX H: Faculty of the SERVE Leaders Institute, 1998

Laura Benedict	Non-profit organization finance expert, Director of North Carolina Community Facilities Fund, Durham, North Carolina
Steve Bingham	School leadership expert, Director of SERVE Leaders Institute, former public school principal, Greensboro, North Carolina
Elizabeth Byrom	Proposal author/management expert, Director of Technology in Learning, SERVE, Durham, North Carolina (former public school teacher)
Yvonne Chan	Charter school management expert, Principal of Vaughn Next Century Learning Center, Los Angeles, California
Paula Egelson	Teacher evaluation expert, Senior Research Specialist, SERVE, Greensboro, North Carolina (former middle school teacher)
Madine Fails	President, Charlotte-Mecklenburg Urban League, 20 years of experience working with boards as a nonprofit executive director
Roy Forbes	Assessment expert, HuCo Consulting, former Executive Director of SERVE, Amsterdam, The Netherlands
Thelma Glynn	Private school founder and director, Executive Director of North Carolina Charter School Resource Center, Durham, North Carolina
Linda Harrill	Community and educational development expert, President/State Director of Communities in Schools, Raleigh, North Carolina
Bryan Hassel	Public policy and charter schools development expert, Public Impact, Charlotte, North Carolina
Emily Ayscue Hassel	Strategic human resources management consultant, Public Impact, Charlotte, North Carolina
David Hostetler	Education personnel expert, Editor of <i>Education Law in North Carolina</i> , Associate Director of Principals Executive Program, Chapel Hill, North Carolina
Mark L'Esperance	School organization and climate expert, Assistant Professor of Education, East Carolina University, Greenville, North Carolina
Nancy McMunn	Assessment expert, Research Specialist, SERVE, Greensboro, North Carolina (former high school science teacher)
Vicki Parks	Core curriculum expert, former charter school director, Principal of Michigan Avenue Montessori School, Ft. Myers, Florida
Eric Premack	Director, Charter School Development Center, Cal State University at Sacramento, Charter, Friends National Network (California)
Dick Schultz	Strategic planning and organization development expert, McNellis Company, New Brighton, Pennsylvania
Mable Scott	Marketing and public relations expert, former public relations officer, Guilford County Schools, Public Relations at A&T State University, Greensboro, North Carolina
Linda Valenzuela	Former education technology and computer networking expert, SERVE, Tallahassee, Florida
Tom Watkins	Charter school founder, Executive Director of Economic Council of West Palm Beach County (Florida)
Katrina Wilson-Davis	Disadvantaged youth education expert, charter school founder and director, Liberty City Charter School, Miami, Florida

## Appendix I: 1999 SERVE Leaders Institute Retreat Schedules

### Retreat I Schedule

#### Thursday, February 25—Orientation and Day 1, Alumni House

Time	Event	Presenter
1:00	Hotel Check-in and Reception at the Alumni House	
2:00	Orientation: Developing Leadership ( <i>VISIONING</i> )	Steve Bingham
3:45	Assessing Personal Leadership I ( <i>PEOPLE</i> )	Joe Bryson
5:30	Your Values: Foundation of Vision ( <i>VISIONING</i> )	Linda Proctor Downing
7:00	Dinner at the Alumni House and Team Time	

#### Friday, February 26—Day 2, Alumni House/Bryan

Time	Event	Presenter
8:00	Assessing Personal Leadership II ( <i>PEOPLE</i> )	Joe Bryson
9:30	Break (Snacks and Beverages)	
9:45	Aligning Goals with Vision ( <i>LEARNING</i> )	Vicki Parks and Katrina-Wilson Davis
11:15	Break	
11:30	Aligning Practice with Goals ( <i>LEARNING</i> )	Vicki Parks and Katrina-Wilson Davis
1:00	Lunch at UNCG Dining Hall	
2:00	Are Our Assessments Informative? ( <i>LEARNING</i> )	Roy Forbes
3:30	Break (Beverages)	
3:45	Writing Proposals I ( <i>RESOURCES</i> )	Elizabeth Byrom
5:30	Writing Proposals II ( <i>RESOURCES</i> )	Elizabeth Byrom
7:00	Dinner on your own	

#### Saturday, February 27—Day 3, Bryan

Time	Event	Presenter
8:00	Using PR to Achieve Your Vision ( <i>RELATIONSHIPS</i> )	Mable Scott
9:30	Break (Snacks and Beverages)	
9:45	Creating an Orderly Environment ( <i>LEARNING</i> )	Mark L'Esperance
11:15	Break	
11:30	Making Your Vision Real I ( <i>VISIONING</i> )	Dick Schultz
1:00	Lunch at UNCG Dining Hall	
2:00	Making Your Vision Real II ( <i>VISIONING</i> )	Dick Schultz
3:30	Break (Snacks and Beverages)	
3:45	Learning with Technology I ( <i>LEARNING</i> )	Linda Valenzuela
5:30	Learning with Technology II ( <i>LEARNING</i> )	Linda Valenzuela
7:00	Dinner at UNCG Dining Hall	

#### Sunday, February 28—Day 4, Alumni House

Time	Event	Presenter
7:15	Hotel Check-Out	
8:00	Managing People Strategically ( <i>PEOPLE</i> )	Steve Bingham
9:30	Break (Snacks and Beverages)	
9:45	Partnership in Practice ( <i>RELATIONSHIPS</i> )	Liza McFadden
11:15	Break	
11:30	Where Do We Go From Here?: Action Planning	Bryan Hassel
1:00	Evaluation of Retreat I	Pam Finney
1:30	Lunch at Alumni House	

## Retreat 2 Schedule

### Thursday, July 22—Orientation and Day 1

Time	Event	Presenter
1:00	Check-in and Orientation	Steve Bingham
2:30	Planning for Safe Schools ( <i>RELATIONSHIPS</i> )	Mark L'Esperance
4:15	Working with Boards (Charter Schools) ( <i>RELATIONSHIPS</i> )	Susan Sewell
	Working with Parent Groups (Regular Publics) ( <i>RELATIONSHIPS</i> )	Pandora Bell
6:00	Dinner at Vail Commons	

### Friday, July 23—Day 2

Time	Event	Presenter
8:00	Benefiting from Personality Profiles ( <i>PEOPLE</i> )	Patty Von Steen
9:30	Break (Snacks and Beverages)	
9:45	Employment Law Overview ( <i>RESOURCES</i> )	Ken Soo
11:15	Break	
11:30	Facilities Planning: Charter Schools ( <i>RESOURCES</i> )	Karen O'Mansky, Reginald Johnson, and Bryan Hassel
	Sharing Best Practices in Instruction and Leadership (Regular Publics) ( <i>VISIONING</i> )	Pam Finney
1:00	Lunch	
2:00	Budgeting and Funding: Charter Schools ( <i>RESOURCES</i> )	Karen O'Mansky and Reginald Johnson
	Budgeting and Funding: Regular Public ( <i>RESOURCES</i> )	Jack Vogt
3:30	Break (Beverages)	
3:45	Making Shared Decision Making Work ( <i>PEOPLE</i> )	Myra Best
5:30	Team Time/Planning ( <i>VISIONING</i> )	
7:00	Dinner at Vail Commons	

### Saturday, July 24—Day 3

Time	Event	Presenter
8:00	Active Learning Strategies ( <i>LEARNING</i> )	Dan Lumley
9:30	Break (Snacks and Beverages)	
9:45	Project-Based Teaching and Learning ( <i>LEARNING</i> )	Linda Valenzuela
11:15	Break	
11:30	Gauging Effective Technology Integration ( <i>LEARNING</i> )	Linda Valenzuela
1:00	Lunch	
2:00	What is Quality Assessment? ( <i>LEARNING</i> )	Nancy McMunn
3:30	Break (Snacks and Beverages)	
3:45	Portfolios: The Good, Bad, and Ugly ( <i>LEARNING</i> )	Nancy McMunn and Connie Brown
5:30	Team Time/Planning ( <i>VISIONING</i> )	
7:00	Dinner on your own	

### Sunday, July 25—Day 4

Time	Event	Presenter
8:00	Managing Performance ( <i>PEOPLE</i> )	Steve Bingham
9:30	Break (Snacks and Beverages)	
9:45	Promoting Professional Growth ( <i>PEOPLE</i> )	Paula Egelson
11:15	Break	
11:30	Where Do We Go From Here?: Action Planning ( <i>VISIONING</i> )	Bryan Hassel
1:00	Evaluation of the Leaders Institute	Pam Finney
1:30	Lunch in the DuPont Room and Commencement	Wachovia Principal of the Year



States and districts across the country are setting higher standards for school and student performance—and holding schools accountable for achieving them. At the same time, many states and districts are placing more authority in the hands of school-level leaders. These new arrangements demand new forms of leadership from school principals, teachers, other staff, parents, and other members of the school community. Under a contract with the U.S. Department of Education, SERVE, Inc., a non-profit organization affiliated with the SERVE Regional Educational Laboratory and The University of North Carolina at Greensboro, developed a prototype leadership development program for leaders of both charter and regular public “break-the-mold” schools. *Developing Leadership Programs for “Break-the-Mold” Public Schools: Lessons from the SERVE Leaders Institute* distills lessons learned by the Institute in a way that will be useful to individuals and organizations interested in designing similar programs for school leaders elsewhere. Intended audiences include officials of state and local education agencies, representatives of charter school technical assistance organizations, and designers of leadership development programs in private organizations, universities, colleges, and other institutions. School leaders themselves will also find interesting material as they think about how to develop leadership capabilities within their schools.