

Granite State Leadership Academy

The New Hampshire School Administrators Association, founded in 1941, is committed to fostering and supporting outstanding educational leadership in New Hampshire at all levels. In partnership with the NH Department of Education, NHSAA has established the **Granite State Leadership Academy**, which is intended to build highly skilled leadership capacity throughout the state.

New Hampshire needs and deserves to have leaders who:

- Have a powerful vision
- Aim for and achieve extraordinary results
- Demonstrate exceptional skill
- Possess steadfast will
- Champion the needs of *all* NH children

We believe that the **Granite State Leadership Academy** will be the foundation upon which the new generation of New Hampshire educational leaders will be built.

Academy Overview

The **Granite State Leadership Academy** is designed specifically to provide a rich, collegial cohort opportunity for all educators who aspire to become an educational leader in New Hampshire. This *highly selective* multi-year program will focus on developing transformative leaders at all levels who will inspire sustainable efforts to lift student achievement for *all* children and to enable public schools to thrive and succeed.

The Academy will focus on exploring and developing the skills, knowledge and commitment needed to succeed as an educational leader, regardless of formal role. Program faculty members are highly successful NH leaders who have served at the classroom, building, and systems levels, and will provide multiple perspectives on effective leadership. Emphasis will be placed on the value of coaching and mentoring as an important link between academic and practical preparation.

The Academy curriculum will focus on educational leadership within a competency-based context over a three (3) year period, helping educational leaders:

- Develop strategic and systemic processes for sustained school improvement;
- Empower instructional leadership teams;
- Build and sustain a collaborative learning culture and a shared decision-making structure in their schools;
- Coach teachers and leaders about how to use student data and developmental theory in order to enrich classroom instruction;
- Foster effective communication with colleagues, families and citizens;
- Increase the effectiveness of student improvement plans;
- Build strong governance teams and policies; and
- Create an ethical culture of high achievement

Academy Fellows will gain increased awareness of the importance of building and nurturing relationships and effective communication with school board members, elected and appointed officials, parents, the media, and the community at large. Academy Fellows will expand and refine their existing leadership skills, acquire new skills, and learn about the search and interview process, conducting contract negotiations, and entry planning. Session facilitators will present strategies designed to cultivate balance in managing their professional and personal lives.

Academy Fellows will recognize the complexities and responsibilities of “equal responsibility” as required under federal and New Hampshire state laws that govern student services including, but not limited to, special education and Section 504. Fellows will also identify potential pitfalls and areas of liability as well as recognize best practices that support students’ educational growth targets. Academy Fellows will identify strategies used by effective school districts to narrow the achievement gap between students with educational disabilities and their peers without educational disabilities.

In addition, Fellows will be able to identify the qualities of an effective school environment that supports the social-emotional, academic and personal development of each child from preschool through high school.

Academy Fellows will engage in readings; small group discussions; voice of experience conversations with seated, recently appointed, and retired distinguished educational leaders at all levels; simulations; mock interviews; problems of practice; and analyses of case studies. Each Academy Fellow will identify and interact with a mentor/coach and keep a reflective journal. Final products will include an entry plan for the first 90 days on the job as a leader and a reflective synopsis that identifies new awareness of the leader’s role and the application of what has been learned.

Experienced, effective school leaders would teach all sessions and each participant will be paired with a coach for guidance at the end of the cohort and beyond.

The New Hampshire Department of Education and New Hampshire School Administrators Association will jointly award a certificate for successful completion of the program.

The Academy will focus on seven areas that encompass educational leadership functions that will be divided into several multi-day sessions:

- 1) General Leadership
- 2) Curriculum & Instruction
- 3) Personnel Management
- 4) Finance
- 5) Student Services
- 6) Communications & Community Relations
- 7) Maintenance & Capital Improvement

Within each of these areas reside a myriad of complex legal and procedural roles and responsibilities. In addition to these seven areas, time will be spent discussing the

process of obtaining and maintaining a leadership position.

I. Elements of Effective Leadership

These sessions focus on the following topics:

- Vision
- Ethical Leadership
- Organizational Culture
- Systems Thinking
- Science of Leadership Theory

Time will be allotted to discuss the process for coaching and the organization of the reflective journal. Fellows will share reflections based on session discussions and activities. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Understanding and articulating a personal leadership vision, values, story and strengths as related to the role of superintendent
- Understanding of personal preferences in leadership and communicate and develop a plan to strengthen weak areas
- Identifying characteristics of effective leadership and applying to personal context
- Understanding the leader's role and responsibilities in developing highly effective and sustainable board / administration relationships
- Preparing to successfully enter a new leadership position by developing an effective plan of entry that sets the state for long-term success
- Developing a dynamic district plan and performance management system
- Developing a theory of action that will result in an effective school system
- Developing an effective leadership team and organizational structure
- Identifying strategies to transform the culture of an organization from one of adult entitlement to one emphasizing the whole child – healthy, safe, engaged, supported, and challenged.

II. Elements of Instructional Leadership

These sessions will focus on the following topics:

- How to Create a Vision for Learning
- Effective Instruction in an Era of Increased Accountability
- Competency-Based & Personalized Learning
- Use of Technology in 21st Century Instructional Practices

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Understanding the leader's role and responsibilities in developing a highly effective and accountable learning organization and instructional system
- Developing dynamic instructional delivery strategies
- Identifying strategies to transform teaching and learning
- Driving optimal organizational accountability systems to drive academic growth
- Creating strategies for effectively aligning a district's standards, curriculum, instruction, assessments, and professional development
- Exploring New Hampshire's competency-based instructional design to transform learning systems
- Identifying early intervention and enrichment opportunities to support personalized learning for all students
- Identifying scientifically-based research driven strategies for improving educational results and functional outcomes for all students
- Identifying qualities of effective teaching practices that optimize students' learning across all areas of the curriculum
- Utilizing technology and partner organizations to bring technology into classrooms
- Ensuring our districts, schools, teachers and students are using technology effectively and ethically
- Identifying strategies to increase parent, community and business involvement to support students' learning opportunities

III. Elements of Effective Personnel Management

These sessions will focus on the following topics:

- Collective Bargaining Strategies
- Recruiting, Hiring and Retention
- Supervision & Evaluation
- Professional Development
- NH Certification
- Succeeding Through Effective Management

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Understanding the importance of creating and sustaining positive relationships
- Understanding the leader's role and responsibilities in negotiating and overseeing collective bargaining agreements
- Identifying strategies for recruitment and retention of high quality personnel

- Identifying best hiring practices and avoiding unfair labor practice violations
- Identifying best practices in supervision and evaluation
- Creating dynamic and sustainable performance management systems
- Promoting a culture of continuous learning for professionals at all levels in the organization
- Utilizing technology and partner organizations to bring technology into classrooms
- Ensuring our districts, schools, teachers and students are using technology effectively and ethically
- Working with the district's attorneys to support compliance with personnel, fiscal and student service requirements

IV. Elements of Effective Fiscal Leadership

These sessions will focus on the following topics:

- Budget Development, Implementation and Monitoring
- Purchasing, Control, Reporting and Auditing
- Stewardship of Public Resources
- Annual Meeting Preparation
- Communication

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Understanding the leader's role and responsibilities in developing and implementing a budget
- Understanding the leader's role and responsibilities in fostering an environment of stewardship over public funds
- Identifying strategies to increase revenue streams
- Aligning the district's budget and budgeting processes to support achievement of the district's plan
- Developing a dynamic system to best leverage resources
- Understanding and utilizing technology and social media to effectively communicate with boards and communities
- Working with the district's attorneys to support compliance with personnel, fiscal and student service requirements

V. Elements of Effective Student Services Leadership

These sessions will focus on the following topics:

- Developmental Theory
- Brain-Based Research
- Personalized Learning
- IDEA, Section 504, ESOL

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Identifying strengths and barriers to equal access for all students' learning within the least restrictive environment
- Identifying early intervention and enrichment opportunities to support personalized learning for all students
- Identifying scientifically-based research driven strategies for improving educational results and functional outcomes for all students
- Identifying qualities of effective teaching practices that optimize students' learning across all areas of the curriculum
- Identifying legal and procedural areas of liability as identified under special education and Section 504
- Working with the district's attorneys to support compliance with personnel, fiscal and student service requirements

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

VI. Effective Communications & Community Relations

These sessions will focus on the following topics:

- Discovering the Context and Politics Where You Work & Live
- Understanding Demographic & Economic Challenges
- Effective Communications and Pro-active Media Relations
- Uses & Pitfalls of Social Media
- Building and Nurturing Relationships
- The Dynamics of Leadership and Board Relationships
- Promoting Internal and External Positive Climates
- Responding to a Crisis Situation

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches

and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings:

- Understanding and utilizing technology and social media to effectively communicate with boards and communities
- Identifying policy and procedure development
- Understanding the internal and external contexts of the educational organization
- Identifying leadership traits and how to adapt to changing situations
- Understanding the leader's role and responsibilities in developing highly effective and sustainable board/administration relationships

VII. Effective Capital Management & Care

These sessions will include the following topics:

- Long-term Facility Planning
- Enrollment Projections
- Capital Improvement Plans
- Maintaining Facilities and Grounds
- Fostering Stewardship of Public Resources

Fellows will share their reflections based on session discussions and activities. Time will be allotted for Academy Fellows to discuss interactions with their coaches and assigned readings recorded in their reflective journals. An evaluation will be completed at the end of these sessions.

Potential Key Understandings

- Identifying long-term plans for facilities
- Understanding the importance of enrollment projections and tying to facility needs
- Understanding the need to work with local communities to build effective capital improvement plans
- Identifying key issues and concerns with facilities and grounds
- Understanding the roles and responsibilities of effective stewardship of public resources

IX. Preparing for Your First Leadership Position

These sessions focus on the following topics:

- Identifying Vacancies, the Search, and the Application Process
- Preparing Your Resume, Interviewing, and Contract Negotiations
- Current Issues the Leader Must Confront
- Striving for Harmony in Your Personal and Professional Life
- Identifying and Using Support
- Building Effective Governance Relationships at All Levels

These sessions are structured to help Academy Fellows identify and prepare for interviews, refine a resume and compose a contract. School board members and search firm representatives will describe how they evaluate candidates to fill leader vacancies. Fellows will attend several sessions of the New Hampshire Association of School Administrators (NHASA) Annual Conference in order to gain an insight to the issues that are currently being addressed by New Hampshire leaders.

Time will be allotted to discuss assigned readings and interactions with coaches. Fellows will share reflections based on session discussions and activities, finalize a vision template, submission of the entry plan framework, and complete and submit a two page reflective synopsis. The synopsis will describe what was learned about current issues in leadership based on participation in the Academy.

Potential Key Understandings:

- Supporting your family in the context of your leadership role
- Ensuring your self care / wellness
- Preparing to participate in a leadership search process
- Identifying current issues facing the educational leader
- Understanding how to build effective governance relationships at all levels
- Understanding the leader's role and responsibilities in legislative advocacy
- Understanding the role of the search consultant and school board in the hiring process
- Developing interviewing techniques
- Understanding the need to research and align personal goals and values with prospective district's goals and values
- Accessing support networks – professional and personal – to better ensure a successful leadership career
- Completing an effective plan of entry that sets the stage for long-term success

Completion of the Leadership Academy program will increase leadership capacity and enhance the ability to use reflection as a powerful leadership skill. Each academy fellow submits an evaluation of seminar discussions, activities, and lectures and completes and submits a reflective journal synopsis based on their total program experience.

Partnership with Southern New Hampshire University (SNHU)

We have partnered with SNHU to provide the foundational academic and practical curriculum and instruction for their approved Certificate of Advanced Graduate Studies (CAGS) program leading to superintendent certification. There are additional summer courses and an action research project as part of their program requirements. This is a voluntary component and not necessary for participation in the Academy – it is an additional low-cost benefit for Academy Fellows.

Application Process

The application process will begin with your submitted application, which must be submitted to the Executive Director of NHSAA by **March 29, 2019**. Applicants for consideration must meet the following criteria:

- 1) Ability and willingness to commit to a multi-year program;
- 2) Outstanding leadership potential;
- 3) Commitment to move into a building or systems leadership role within the program timeframe;

Application packets must include a completed application form, essay responses, current resumé, and **a letter of reference and indication of district financial support from your current superintendent.**

Applicants will need to commit to participate in the entire 3-year program for successful completion. Completed application packets must be submitted to the Executive Director of NHSAA by **March 29, 2019**.

Program Costs & Deliverables

Interested candidates will need to coordinate with central office administration or school leadership to submit a **Title II-A Reallocation grant or utilize other district funding** through their respective districts to secure funding for the program. The grant amount to be requested is **\$12,500** for each participant. This fee has not increased since the creation of the program in 2016.

This program is intended to be both rigorous and challenging and requires a commitment on both the part of the individual participant and the sponsoring school district. We have endeavored to eliminate the major out-of-pocket expenses (such as tuition, materials, accommodations, etc.) that tend to preclude districts from participating.

However, there is still a commitment necessary from the sponsoring districts to ensure that their Academy candidates may attend the instructional sessions and conferences and will assist candidates with travel funds as appropriate and possible.

The components of the Granite State Leadership Academy will cover a three-year period.

Year One: Two (2) 2-day sessions immersing the participants in examining the first eight (8) components of the curriculum. All NHSAA sponsored professional development workshops and conference.

Year Two: One (1) 2-day session and Three (3) 1-day sessions focusing on specific areas of finance, personnel and special education. All NHSAA sponsored professional development workshops and conferences.

Year Three: Three (3) 1-day seminar sessions assisting Academy Fellows in preparing for a new leadership position. This may include a practicum experience if the Fellow has not changed positions within the time frame of the program. Each Fellow will be assigned a mentor if he/she has been appointed to a new leadership position. Fellows will be expected to participate in all NHSAA sponsored professional development workshops and conferences and to present at select events.

The overall 3-year program cost for each participant may be paid for through Title II re-allocation, Title I, or Title II-A grant funds. Payment plans are also available if districts need to pay annually (\$4,200/year).

The instructional program costs that will be included in the grant funding:

- Season Ticket each year to all NHSAA professional development events, which focus on the major seven (7) areas of leadership.
- All instructional program costs – i.e. books and materials
- All accommodations as necessary – i.e. hotel, meals, etc.

Travel to and from instructional sites or NHSAA conferences will be the responsibility of the individual/district, and coverage for absences (if necessary) will be the responsibility of the district.

All letters and application materials need to be scanned and emailed directly to Dr. Ladd at carl@nhsaa.org.