

## PLS Objectives

- ☞ Internalize the five McREL components that research has demonstrated change the odds for student success:
  - Guaranteeing challenging, engaging, and intentional instruction
  - Ensuring curricular pathways to success
  - Providing whole-child supports
  - Creating high-performance school cultures
  - Developing data-driven, high reliability systems
- ☞ Analyze my personal, school, and district strengths and challenges relative to the five McREL components.
- ☞ Actualize one or more of the research components to effect positive change in my building, connecting this work to my SIP/DIP.
- ☞ Acquire a clear picture of what effective teaching looks like.
- ☞ Participate fully in a PLC focused on school improvement.



## Quotes from Previous Participants:

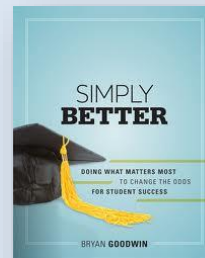
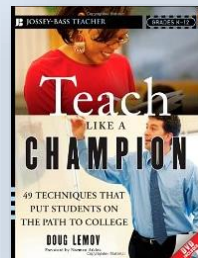
"The content was informative and practical. I brought back many of the key components to my building and district."

"Every session was valuable with relevant content, opportunities for networking, and strong leadership connections and applications. The series definitely increased my capacity as an instructional leader."

"The facilitated conversations were profound. I thoroughly enjoyed the broad sharing of ideas, experiences, and wisdom."

"This was so much more than the typical "sit and git" . . . well worth my time away from the building!"

**Each participant will receive copies of the following books:**



# Principals' Leadership Series

We already know what works in schools; we just need to focus on getting it right. This is the premise of Goodwin's book *Simply Better: Doing What Matters Most to Change the Odds for Student Success*.

It is also the premise of this **Principals' Leadership Series**  
2014-2015



### Mike Wasta

Independent Consultant  
Nov. 19<sup>th</sup> Session 1:  
*Leadership in an Era of Stress and Transition*  
Heritage Hotel, Southbury

Recently a Professional Development Associate for the Leadership and Learning Center, as well as an external consultant for the CSDE, Mike is now an independent educational consultant. He, also, previously served as Superintendent of the Bristol Public Schools adopting there many of the programs and initiatives designed by The Center including Data Driven Decision Making, Data Teams, Holistic Accountability, Making Standards Work, Effective Teaching Strategies, and Common Formative Assessments. Instituting these practices district-wide in a comprehensive and integrated fashion resulted in dramatic improvements in student achievement.



## **Bryan Goodwin McRel**

**Nov. 20<sup>th</sup> Session 2:  
Overview of *Simply Better*  
Heritage Hotel, Southbury**

Bryan is the chief operating officer at McREL, responsible for managing internal and external communications, including media relations. Bryan played a key role in McREL's review and analysis of hundreds of research reports on effective school and district practices which he distilled into the report *Changing the Odds for Student Success: What Matters Most*. The report serves as the foundation for Goodwin's book *Simply Better*.



## **Dr. Anthony Rigazio-Digilio**

**CCSU  
Dec. 2<sup>nd</sup> Session 3:  
*Guaranteeing Challenging,  
Engaging, & Intentional  
Instruction*  
CAS, Cheshire**

Tony is Professor of Educational Leadership at CCSU. He is also former chair of that department. Prior to joining the Department in 1990, he was a teacher and counselor, served as a principal of a hospital-based special education program, and was principal of a public elementary school in Berlin, Connecticut. Tony's areas of expertise center on school changes and administration, specifically how districts can work toward school renewal, and on teacher and administrator development across the career span.



## **Diane Ullman District Management Council and Erin Murray, Assistant Superintendent, Simsbury Public Schools**

**Jan. 6<sup>th</sup> Session 4:  
*Ensuring Curricular  
Pathways to Success*  
CAS, Cheshire**

A Senior Advisor at The District Management Council, Diane has worked in varied leadership positions, including the CSDE's Chief Talent Officer, Superintendent of Simsbury Public Schools, and Director of UCONN's Administrator Preparation Program. In 2008, she received the University Council for Educational Administration's Excellence in Educational Leadership Award and was Connecticut's Superintendent of the Year in 2012. She is widely recognized for her pioneering work in the development and implementation of standards-led curricula.



## **Yale Center for Emotional Intelligence**

**Feb. 17<sup>th</sup> Session 5:  
*Providing Whole-Child  
Supports*  
CAS, Cheshire**

The work of this session will be an examination of the research-based "social, emotional, and academic supports that are most vital in mitigating the factors that place disadvantaged students at risk of failure." We will examine the most useful measures in preventing "the devastating downward spiral" that occurs when a young student's learning deficiencies, especially in reading, are left unchecked. A particular focus will be the scaffolding strategies that support students to the point where they are ready to learn independently.



## **Bob McCain CREC Mar. 17<sup>th</sup> Session 6: *Creating High Performance School Cultures* CAS, Cheshire**

Bob is the Principal of Two Rivers Magnet High School, a CREC inter-district magnet school that features an integrated learning environment combining traditional academics with a focus on environmental science and environmental engineering. Prior to CREC, Bob served as the principal of the award winning Nathan Hale Middle School in Norwalk. There, his transformational leadership created a high performance school culture resulting in Nathan Hale being named the New England Middle School of the Year.



## **Kathleen Greider Superintendent, Farmington Public Schools Apr. 21<sup>st</sup> Session 7: *Developing High-Reliability District Systems* CAS, Cheshire**

Kathy has served as Superintendent of Schools for Farmington since 2009. She has worked collaboratively with the Farmington community to establish a Vision of the FPS Graduate that merge rigorous content standards with the core competencies required of students to become successful in college, careers, and as citizens of a global society. Prior to her work in Farmington, she served as the Deputy Superintendent of the Greenwich Public Schools and Lead Principal for the Hartford Public Schools.



## **CAS & CSDE Staff May 5<sup>th</sup> Session 8: Leadership Project Presentations & Wrap-Up**

