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 the 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 your building, connecting this work to your SIP/DIP.
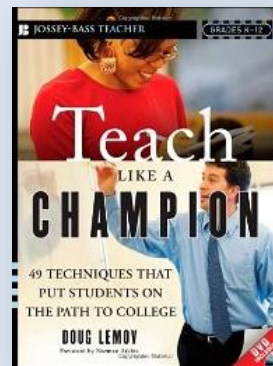- Acquire a clear picture of what effective teaching looks like.

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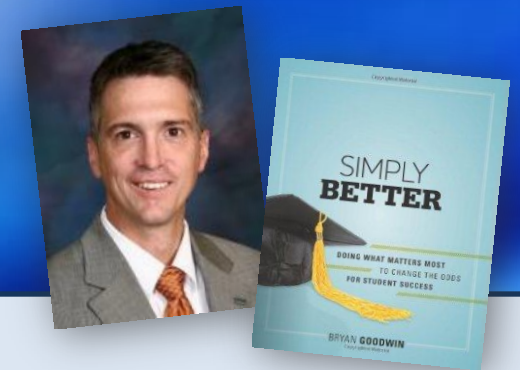
"This was so much more than the typical "sit and git" . . . well worth my time away from the building!"

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

Bryan Goodwin, McRel
Nov. 27th Session 1:
Introduction and Overview of Simply Better

Bryan is vice president of communications, marketing, and new business 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*.

Mike Wasta
The Leadership & Learning Center
Nov. 28th Session 2:
Developing High-Reliability District Systems

Mike is a Professional Development Associate for The Leadership and Learning Center as well as an External Consultant for the CSDE. He 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.

Dr. Anthony Rigazio-Digilio
CCSU
Dec. 11th Session 3:
Guaranteeing Challenging, Engaging, & Intentional Instruction

Dr. Rigazio-DiGilio is Department Chair and Professor of Educational Leadership at CCSU. Prior to joining the Department in 1990, he was a teacher and counselor and served as a principal of a hospital-based special education program and 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
CSDE
Jan. 15th Session 4:
Ensuring Curricular Pathways to Success

Diane, who retired in July as Superintendent of Schools in Simsbury, is presently assisting CSDE Commissioner Pryor in the areas of talent development, teacher and administrator evaluation, and Common Core State Standards. She is the newly appointed Director of the University of Connecticut Administrator Preparation Program (UCAPP), a nationally recognized certification program that has long benefited from her curricular expertise. Ensuring curricular pathways to student success remains her passion.

Harlem Children's Zone, New York
Feb. 12th Session 5:
Providing Whole Child Supports

Called "one of the most ambitious social-service experiments of our time," by The New York Times, the Harlem Children's Zone Project is a unique, holistic approach to rebuilding a community so that its children can stay on track through college and on to the job market. The goal is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults, a counterweight to "the street" and a toxic popular culture that glorifies misogyny and anti-social behavior. Supporting the whole child in such a way acknowledges that a mere 20% of the variance in student achievement relates to teachers (13%) and schools (7%).

Bob McCain
CREC
Mar. 12th Session 6:
Creating High Performance School Cultures

Bob is the new 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.

Eileen Howley
LEARN, West Hartford PS
Apr. 9th Session 7:
Developing High-Reliability District Systems

Eileen began her career as an English teacher. She has served as a staff development specialist with ACES, a consultant and Bureau Chief of Curriculum and Instruction for the CSDE, and an Assistant Superintendent of the Farmington and West Hartford Public Schools with responsibilities for curriculum, instruction, assessment and human resources. Effective December 1st, Dr. Howley will become the Executive Director of LEARN Regional Education Service Center. Improving teaching and learning is the arena within which she thrives.

CAS & CSDE Staff
May 14th Session 8:
Leadership Project Presentations & Wrap-Up