

The 2012-13 Executive Leadership Program will begin with an intensive five (5) day course, **School District Executive Leadership**. This course will meet daily from 8am-4pm on: **July 23 through July 27, 2012**

Faculty Information

The Executive Leadership Program faculty includes:

Dr. Robert Villanova, Director of Executive Leadership Program; Dr. Philip Streifer, Superintendent Bristol, CT; Dr. Diane Ullman, Superintendent Simsbury, CT; Dr. Steven Adamowski, CT State Dept. of Education; Dr. Casey Cobb, Chair, Department of Educational Administration, Dr. Richard Kisiel, Dr. Anysia Mayer and Dr. Morgaen Donaldson, Department of Educational Leadership
Dr. Lee Hay and Dr. Diane Ullman provide additional program support as part of the Neag/Connecticut Association of Public School Superintendents Partnership in the preparation and professional development of school superintendents.

For more information contact:

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Here is what participants are saying about their experiences in the Executive Leadership Program.....

"The Executive Leadership program through both the academic work and the internship experience, provided me with a broader lens and enhanced skill set to cultivate teaching and leadership throughout the school system. It provided me with a synthesized and coherent view of the role of the superintendent which informs my leadership practice today."

—Karen Baldwin, Superintendent, Watertown, CT

"I recommend the Executive Leadership Program to any school administrator aspiring to work in a central office leadership position. One of the most valuable aspects of the program lies in its ability to assist principals in shifting their leadership perspectives from a building focus to a district focus. To this end, the combination of the targeted coursework and the internship experience with a veteran superintendent proved to be very worthwhile. As educators, we have an obligation to improve learning outcomes for all students, and the Executive Leadership Program provides cohort members with the knowledge, skills, and tools required to make this goal a reality."

--Mark Zito, Superintendent, East Hartford, CT

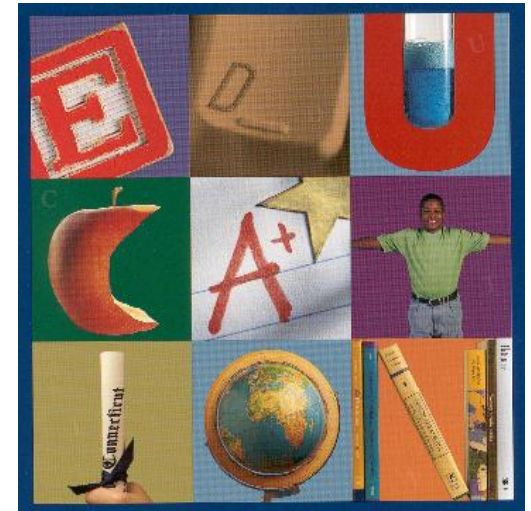
"A successful transition to the role of superintendent for any educator begins with participation in UConn's Executive Leadership Program. Being superintendent is the most dynamic and exciting position in education today and requires a viewpoint that is more comprehensive than any role in education. The courses, readings, assignments, capstone project, and internship successfully broaden one's perspective in preparation to be the ultimate change agent in our schools. The most valuable aspect of the program is the access to former and current superintendents who serve as teachers of the program's courses, visitors to classes, and mentors throughout the internship. The ELP not only stresses district improvement models that are founded in current research and practice, but effectively assists cohort members in gaining the confidence and expertise necessary to meet the significant challenges that face all superintendents."

-- Paul Smith, Superintendent, Bolton, CT



Executive Leadership Program 2012-2013

Superintendent Preparation and Certification Program



Department of Educational Leadership
Neag School of Education
University of Connecticut
249 Glenbrook Road Unit 2093
Storrs, CT 06269-2093
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Program Purpose and Goals

Purpose

To provide educational leaders preparation for assuming the school superintendency and other central office positions. The Executive Leadership Program leads to a UConn institutional endorsement for the CT 093 superintendent certification.

Goals

- Provide prospective superintendents with the background and knowledge necessary to successfully meet the challenges of the 21st century superintendency.
- Provide course work and structured clinical experiences that prepare participants to demonstrate mastery of CT School Leaders Standards (2011).

Relationship to the Ed.D. Program in Educational Administration

The goal of all programs in the Department of Educational Leadership is to develop leaders who have the skills and knowledge required to guide systemic school and school district reform. To this end the Executive Leadership Program is linked conceptually with the EdD program. In the Ex. Lead. Program participants learn the practical skills necessary to address problems of practice associated with district leadership. The EdD program builds upon and extends these skills. Specifically, the focus in the EdD program is on developing an educational leader's ability to (a) lead a district-wide inquiry process that explores and identifies the systemic and root causes of problems of practice and (b) formulate solutions based on this inquiry that have conceptual depth and breadth. Students who complete the 093 program will be given priority consideration in the Ed.D. Program application process.

Application and Admission Requirements

To be considered for admission to the Executive Leadership Program, the applicant must submit the materials listed below by April 1. Required materials include:

- A completed application; <http://neag.uconn.edu/execlead-appform/>
- Transcripts of all college and university graduate work
- A personal statement from the applicant regarding his/her professional aspirations related to school district leadership and prior experiences in educational leadership (one page)
- Two written recommendations attesting to how the education and /or professional experiences of the applicant have prepared him/her to successfully meet requirements of the Executive Leadership Program.

A committee consisting of UConn faculty will review all applications and select qualified candidates for admissions interviews in March and April.

Criteria for acceptance include: a Master's degree and a minimum of 15 appropriately related graduate credits beyond Master's, successful educational leadership experience, demonstrated ability to sustain positive professional relationships, demonstrated capacity to manage complex organizations, demonstrated ability to solve complex problems, positive professional references, high quality interview and academic record.

Ordinarily applicants have served successfully for four (4) or more years in a position that requires the Connecticut Intermediate Administrator Certificate, such as a principal or central office leader.

Program Structure-Cohort Model (13 months/15 Credits)

- Five (5) three-credit courses including an internship (3 credits). Participants can expect to attain their CT 093 certification in one year upon satisfactory completion of this program.
- Superintendent Internship--The internship or clinical practicum is a key component of the program. Participants are paired with an experienced superintendent mentor. Internship experiences typically take place on evenings, Saturdays, vacation periods, and during the regular school week. Participants use professional development and vacation time to meet this requirement. The internship culminates with a Capstone Project completed during the spring semester in the cohort member's district in cooperation with the superintendent. The ELP Internship is coordinated and supported through a partnership between the Department of Educational Leadership and the Connecticut Association of Public School Superintendents (CAPSS).
- Each course is delivered through a balance of academic and practitioner perspectives and emphasizes applied theory and case studies around authentic district leadership problems of practice.
- University and clinical faculty will serve as instructors in this program. Practicing superintendents, state policy makers, and other professionals will also be used actively in the program the "Neag/CAPSS Best Practices Seminars."
- Special Education course work, a requirement for the CT superintendent's certificate, will be incorporated throughout the program.
- Location: All sessions will be held in a Hartford location. Sessions are often held at the CAPSS Office in West Hartford.

Course Work

EDLR 6301 School District Executive Leadership (5 day summer schedule)

Seminar and case study practicum experiences focusing on district leadership and policy issues facing school district leaders. The context and challenges of the 21st century superintendency will be thoroughly explored.

EDLR 6302 School District Policy, Politics and Governance (Fall Semester- 6 sessions)

Study of educational policy and school governance; the politics of educational administration; reform; finance; and the processes of district policy formulation, implementation and analysis. Specific school district policy and governance issues are examined.

EDLR 6303 Data-Driven Decision Making for School Improvement and Policy Development (Spring Semester- 6 sessions)

The purpose of this course is to provide school district leaders with the knowledge necessary to improve instructional programs and improve policy by relying on data-driven strategies and tools. The course meets in seminar/lab format with students working on problems of practice, data analyses, and developing programs, school and district improvement plans. Students work on several case studies and a major project of personal, professional significance.

EDLR 6304 Financial and Human Resources Management in Education (5 day summer schedule—second summer)

Study of human resources development practices in school systems, with emphases on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. This course also includes the study of concepts in school district finance and school business management. Attention is given to national, state, and local issues. Emphasis is also given to school support services including transportation, facility planning and maintenance, food service, and risk management.

EDLR 6092 Internship/Practicum- (1 year)

The Executive Leadership Program internship is structured to provide a wide range of opportunities to observe, analyze, apply, and reflect upon the district leadership concepts that are the foundation of the program. The practicum involves direct work with a clinical supervisor from the Department, applied leadership opportunities with a mentor superintendent and then, both indirect and direct work with the Central Office Leadership Team in the participant's own district. The internship culminates with a Capstone Project around a significant district leadership problem of practice.