



University of Connecticut
Neag School of Education

Department of
Educational Leadership

January 15, 2010

Dear Colleague:

The Neag School of Education, Department of Educational Leadership is now accepting applications for the Executive Leadership Program 2010-11 cohort. The Executive Leadership Program prepares educational leaders for district leadership positions with a primary emphasis on the superintendency. The program provides prospective superintendents the knowledge and skills necessary to meet the challenges of the 21st century superintendency and results in endorsement for the Connecticut Superintendent Certification (093). The 13-month program is specifically designed with consideration of the professional and personal scheduling challenges of contemporary school leaders. The Executive Leadership Program has a well-established partnership with the **Connecticut Association of Public School Superintendents (CAPSS)** and in addition to overall program support, CAPSS coordinates and supports the internship portion of the program.

This will be the tenth Executive Leadership Program cohort and at this time there are more than 60 ELP graduates serving as district leaders with approximately 25 now serving as Connecticut superintendents. We believe (and feedback from former participants confirms) that the success of program graduates is due in large measure to three program strengths. First, the program is designed around a cohort model which increases participant interaction and fosters a professional learning community; second, the ELP/CAPSS Internship with both a mentor superintendent and the superintendent from the participant's home district provides a direct connection between theory and practice in real district leadership settings; and finally, program instructors include scholar-practitioners who ground course content in experiences and case studies that integrate district leadership theory and best practices.

Most of the EL Program participants have been identified and encouraged to consider applying to the Executive Leadership Program by superintendents and/or graduates of the program. I invite and encourage you at this time to share the attached brochure with educational leaders who you believe have the promise and potential to serve as district leaders and superintendents. **There will be an Executive Leadership Program Information Session for interested candidates held at 4:00 PM on March 2, 2010 at West Woods Upper Elementary School in**

An Equal Opportunity Employer

249 Glenbrook Road Unit 2093
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Telephone: (860) 486-4812
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Farmington, CT. All interested candidates are welcome and encouraged to attend this session.

Our commitment to develop the next generation of school district leaders is an important part of our own educational leadership commitment. I thank you in advance for your assistance and encourage you to contact me if you have questions or suggestions concerning the Executive Leadership Program.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert M. Villanova", with a long horizontal flourish extending to the right.

Robert M. Villanova
Director, Executive Leadership Program
robert.villanova@uconn.edu
(860) 559-5849
RMV:ar

The Executive Leadership Program is designed around a cohort model that emphasizes shared learning and the cohort as a professional learning community. The cohort participates together in each of the 5 program courses.

The 2010-11 Executive Leadership cohort will begin the program with an intensive five (5) day course, *School District Executive Leadership*.

July 5 through July 9, 2010.

Faculty Information

The Executive Leadership Program faculty includes:

Dr. Robert Villanova, Director of Executive Leadership Program; Dr. Philip Streifer, Superintendent of Schools, Bristol, CT, Dr. Casey Cobb, Department of Educational Administration, and Dr. Richard Kisiel.

Dr. Lee Hay and Dr. Diane Ullman on behalf of the CT Association of School Superintendents (CAPSS) provide additional program support as part of the Neag/CAPSS Partnership in the preparation and professional development of school superintendents.

For more information contact:

Robert M. Villanova, PhD.
Director, Executive Leadership Program
University of Connecticut
robert.villanova@uconn.edu
(860) 486-4812

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

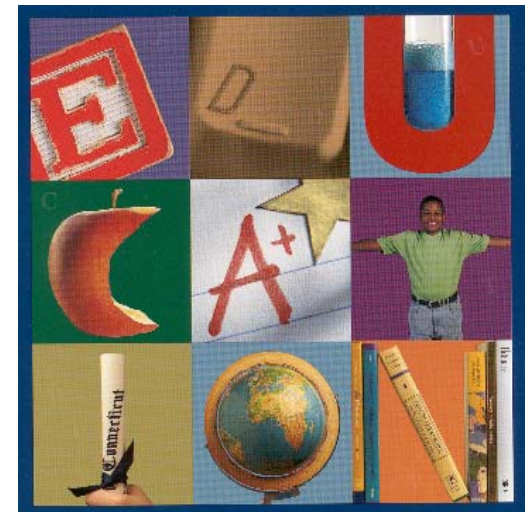
"The focus on effective district improvement, and mentorship with an experienced superintendent, gave me insight and tools that I found valuable as I made the transition to a district level position. The cohort structure was very beneficial, and the level of instruction was always of the highest caliber. I have recommended this program to a number of aspiring district leaders. My internship experience and this course work has afforded me the opportunity to grow immensely as a school administrator. The cohort model has been effective as we are all comfortable with each other and encourage each other along the way."

—David Telesca, Assistant Superintendent, Plainville, CT



Executive Leadership Program

Superintendent Preparation and Certification Program



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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.
- Prepare school leaders for district leadership positions and the superintendency and qualify them for the CT superintendent's certificate.

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 and programmatically 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 and are chosen for admission into the EdD program will find that their EdD program of study is modified to recognize the coursework they completed in the 093 program.

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://www.education.uconn.edu/departments/edlr/edad_min_assets/Exec%20Leadership%20App.pdf
- 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 the Executive Leadership Program (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)

- Four (4) three-credit courses along with an internship (3 credits). Participants can expect to attain their CT 093 certification in one year upon satisfactory completion of this program. The internship or clinical practicum is a key component of the program. Internship experiences are scheduled for evenings, Saturdays, vacation periods, and during the regular school week. Participants utilize professional 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 will emphasize 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 through "Best Practices Seminars."
- Participants will be expected to keep "District Leadership Reflection and Action Journals" to develop personal applications of the material covered in each session and to communicate and discuss these thoughts and ideas with faculty via web-based discussions and teleconferences.
- Special Education course work, a requirement for the CT superintendent's certificate, will be incorporated throughout the program.
- Location: depending on cohort membership, summer sessions will be held in the Hartford/Stamford area in an intensive week-long experience. Fall and spring Saturday/weekday sessions will also be held in the Hartford/Stamford area, also based on cohort membership.
- Internships: participants will be paired with a practicing superintendent proximate to their regular work assignment.

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, direct work 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.