

Literacy Leadership Institute

Leadership Strategies from International & Local Experts

Current and aspiring elementary school leaders must not miss this opportunity to develop the practical and research-driven skills for implementing effective literacy programs.

Learn from some of the world's most highly regarded literacy experts in this year-long program conducted over six modular sessions.

It includes:

- Phone/video conference check-ins between sessions
- Personalized analysis of before/after implementation data
- Development of strategic planning skills
- Two cohorts/locations (Connecticut Association of Schools, Cheshire; Housatonic Community College, Bridgeport)

While this prestigious program is free, attendance is limited, so please apply online by Dec. 1 at:

ctedreform.org/2017/10/institute_application/



Hartford Steam Boiler

Dr. Douglas Reeves

Expert in Educational Leadership



Dr. Reeves has authored more than 30 books and 90 articles on educational leadership and student achievement. He was twice named to the Harvard University Distinguished Author Series. He has received many awards and recognitions, including being named a Brock International Laureate in 2006 for his contributions to education.

Dr. William Teale

Director, The Center for Literacy | The University of Illinois at Chicago



Dr. Teale is a Professor of Education and University Scholar in addition to directing the Center for Literacy. He is the author of over 150 books, chapters, and articles in professional publications. His work has focused on early literacy learning, children's literature, and leadership in literacy education.

Dr. Margie Gillis

President, Literacy How



Dr. Gillis is a Certified Academic Language Therapist who has taught children to read for more than 40 years. She founded Literacy How in 2009 to advise teachers on how best to implement research-based reading practices in the classroom. She has worked with the Connecticut General Assembly and the state Department of Education to pass bills that support evidence-based reading instruction. She also worked with state officials on policies that support the identification and treatment of dyslexia.

Dr. James Thompson

Superintendent, Bloomfield Public Schools



Dr. Thompson is known for improving student scores, closing the achievement gap, and transforming Bloomfield High School from one of the state's lowest-performing schools in 2011 to one of "Connecticut's Best High Schools" in the 2017 U.S. News & World Report. He began as an elementary school teacher in Hartford after receiving his undergraduate degree at Fayetteville State University. He has a Master's Degree in Urban Education from the University of Hartford and an Ed.D. in Educational Leadership from Nova University. He's held several positions with Hartford Public Schools, including principal and district administrator.



Dear School Leader,

The education landscape is riddled with abandoned initiatives that have failed to deliver on their hefty promises. What goes wrong? Was the initial research that compelled us to embrace the approach flawed? Did we err in our selection of the strategy? Or did we simply fail to effectively implement the initiative with fidelity? We can fall victim to the latter when we measure outcomes without also measuring outputs. "Outcomes" tell us about the long-term impact of our efforts, while "outputs" help us to identify whether an intervention was delivered in the first place.

To draw reasonable conclusions about whether an initiative in our school is working for our students, we need to see the relationships between outcomes and outputs. **In other words, we need to monitor implementation.**

That's the context for our upcoming leadership series, The Literacy Leadership Institute. This is an opportunity for select leaders—current and aspiring—to work with international and local experts on effectively implementing and monitoring literacy programs. This year-long series will help you think about what's working in literacy, explore useful resources, and ramp up your literacy efforts. It will also impart broad leadership skills that will help you to monitor the implementation of other initiatives.

Applications are due December 1st, and we look forward to hearing from you.

Sincerely,

A handwritten signature in black ink that reads "Dr. Karissa L. Niehoff".

Karissa Niehoff
Executive Director
Connecticut Association of Schools

A handwritten signature in black ink that reads "Jeffrey Villar".

Jeffrey Villar
Executive Director
Connecticut Council for Education Reform