

## PLS Objectives

- ☞ Internalize the need to reposition the role of the principal as instructional leader so that it maximizes the learning of all teachers and, in turn, all students by using the right drivers to build sustained capacity for improvement:
  - Building Professional Capital
  - Building a Collaborative Approach within the District
  - Building Skills as an Agent of Change
- ☞ Internalize the value of key McREL components that research has demonstrated change the odds of student success:
  - Developing data-driven, high reliability systems
  - Ensuring Curricular Pathways to Success
  - Guaranteeing Challenging, Engaging, and Intentional Instruction
  - Providing Whole Child Supports
- ☞ Internalize the critical importance of creating a structure in schools where students are encouraged to take the lead in their own learning so that they learn in ways that are meaningful to them and that help them lead productive, contributing, satisfying lives.
- ☞ Actualize one or more of the topics examined to effect positive change in his or her school.

## Quotes from Previous Participants:

"Having the ability to network has to be one of the most valued aspects of the program... I enjoyed meeting administrators from around the state and being able to brainstorm solutions with them."

"I really valued being provided with a framework that could be used individually, in the classroom and school-wide to develop the emotional intelligence of kids."

"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."

"I learned a great deal about the big picture of what is important for our schools."

"I learned how to identify a need for my school and implement an action plan."



# Principals' Leadership Series 2015-16

Using Michael Fullan's *The Principal: Three Keys to Maximizing Impact*, as the basis for its examination of the work of effective school building leaders, this year's Principals' Leadership Series will focus on the importance of using the right drivers, even in the most challenging conditions, to build the capacity necessary for sustained improvement in teaching and learning. Supplementing Fullan's work will be an examination of key elements of Bryan Goodwin's *Simply Better: What Matters Most to Change the Odds for Student Success*.

**The Series will feature a two-day presentation by Joanne Quinn, Director, Whole Systems Change & Capacity Building with Michael Fullan Enterprises**

## **Kathleen Grieder**

**Superintendent**

**Farmington Public Schools**

**September 28<sup>th</sup>, Session 1**

**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.

## **Joanne Quinn**

**Director, Whole Systems Change & Capacity Building; Michael Fullan Enterprises**

**October 21<sup>st</sup> & 22<sup>nd</sup>, Sessions 2 & 3**

**Maximizing the Principal's Impact on Teaching & Learning**

**CAS, Cheshire**

An international consultant in the field of whole systems change, capacity building, and leadership and professional learning, is the Director of Whole System Change and Capacity Building with Michael Fullan Enterprises, where she leads the design of strategic whole system capacity building at the global, national and district levels. She also serves as the Director of Global Capacity Building for New Pedagogies for Deep Learning: A Global Partnership focused on building an eco-system of knowledge and excellence to transform learning. Throughout her career she has held senior leadership positions, including Superintendent with the Halton District School Board; Implementation Advisor to the Ontario Ministry of Education; and Director of Continuing Education at the University of Toronto. These diverse leadership roles and a passion to improve learning for all give Joanne a unique perspective on influencing positive change.

## **Erin Murray**

**Assistant Superintendent Simsbury**

**Public Schools**

**November 9<sup>th</sup>, Session 4**

**Ensuring Curricular Pathways to Success  
CAS, Cheshire**

Erin W. Murray, Assistant Superintendent for Teaching and Learning in the Simsbury Public Schools, provides district leadership by building and maintaining a vision, direction, and focus for improved teaching and learning. Mrs. Murray completed the Executive Leadership Program at the University of Connecticut in order to obtain her superintendent certification. She holds a Sixth Year Degree in Special Education from Central Connecticut State University and Masters of Education in Administration and Supervision from the University of Hartford. She received her B.S. in Special Education from Western Michigan University.

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

**CCSU**

**Dec. 14<sup>th</sup>, Session 5**

**Guaranteeing Challenging,  
Engaging, and 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.

## **Dena Simmons**

**Yale Center for Emotional Intelligence**

**March 1<sup>st</sup>, Session 6**

**Providing Whole-Child Supports  
CAS, Cheshire**

Dena Simmons, Ed.D., Director of School Initiatives at the Yale Center for Emotional Intelligence, oversees education, training, and coaching initiatives at the Center as well as the implementation and scaling up of the RULER approach to social and emotional learning. Prior to her work at the Center, Dena served as an educator, teacher educator, diversity trainer, and curriculum developer. Dena's primary research interest focuses on assessing teacher preparedness to address bullying in the K-12 school setting. Dena has given two TEDx talks, and has been profiled in the AOL/PBS project, MAKERS: Women Who Make America, and a Beacon Press Book, Do It Anyway: The New Generation of Activists. Among her many recognitions, Dena is a recipient of a Pahara NextGen Fellowship, an Arthur Vining Davis Aspen Fellowship, a Harry S. Truman Scholarship, and a J. William Fulbright Fellowship.

## **Presenter TBA**

**April 25<sup>th</sup>, Session 7**

**Making Learning Personal: Bringing Out  
The Best In Students  
CAS, Cheshire**

The work of this session will be an examination of the process by which students grow and develop through knowledge and understanding of critical content skills required for graduation and to be college- and career ready. Key to this process will be the preparation of students to demonstrate mastery of competencies rather than accumulation of seat time and to demonstrate competencies that include application and creation of knowledge along with the development of important skills.

## **CAS & CSDE Staff**

**May 9<sup>th</sup>, Session 8**

**Leadership Project Presentations &  
Wrap Up  
CAS, Cheshire**