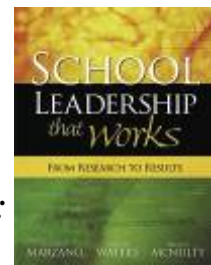




A BALANCED LEADERSHIP™ Consortium

From research to results

Through leading-edge research on school, leader, and teacher impact on student achievement, McREL is advancing a new science of school leadership as described in our new publication, *School Leadership that Works: From Research to Results*.



McREL also has almost 40 years of experience with providing high-quality professional development that offers teachers and leaders with proven, practical guidance on what they can do to improve student achievement in their classrooms and schools.

We combine these areas of expertise in a **Balanced Leadership Consortium**, which brings together school leaders from a state, region, or district and provides them with intensive, ongoing professional development aimed at raising student achievement in their schools.

A Balanced Leadership Consortium creates not only collegial learning environments, but also a mechanism for pooling local resources. As a result, it offers high-quality, yet affordable, professional development for local school leaders.

Ongoing, intensive learning

During the three-year leadership consortium, McREL provides a series of 10, two-day professional development sessions to help practitioners learn and apply the leadership responsibilities and practices identified in McREL's research. Together, these sessions describe the four components of the Balanced Leadership Framework™:

1. Leadership
2. Focus of Change
3. Magnitude of Change
4. Purposeful Community

All 10 Balanced Leadership sessions incorporate research on high-quality professional development. McREL has translated this research into a “knowledge taxonomy” which identifies four types of knowledge needed to develop improved practices:

1. Declarative — knowing *what* to do
2. Experiential — knowing *why* it is important
3. Procedural — knowing *how* to do it
4. Contextual — knowing *when* to do it

Most professional development programs for principals tends to focus on only two types of knowledge: *declarative* and *procedural*. Although these are important, understanding *why* a particular leadership responsibility is essential and *when* it should be fulfilled, is more likely to help school leaders develop the knowledge and skills they need to lead changes in their schools. Accordingly, the 10 sessions provided through a Balanced Leadership Consortium help leaders develop all four types of knowledge. These 10 session descriptions follow.

Year 1 McREL offers the following sessions during Year 1 of the consortium.

Session 1: Balanced Leadership: An Overview

This first session focuses on six major research findings from McREL's meta- and factor-analyses on principal leadership. It also includes an introduction to the concept of shared leadership, balanced leadership, and the Balanced Leadership Framework™. This session will help participants develop

- Increased understanding of McREL's research on principal leadership, correlating leadership responsibilities with student achievement
- Increased knowledge and skills for improving leadership practices
- Awareness of the degree to which individual participants fulfill research-based leadership responsibilities

Session 2: Developing a Purposeful Community

In this highly interactive session, participants engage in a variety of hands-on learning experiences that promote a deep understanding of the importance of creating a purposeful community, which McREL defines as a *community with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes*. As a result of this session, participants develop

- Increased *understanding* of purposeful community relative to student achievement
- Increased *understanding* of the four characteristics of a purposeful community and how they relate
- Increased *understanding* of how to develop and maintain a purposeful community
- Increased *knowledge* about research-based leadership responsibilities associated with purposeful community

Year 2 McREL provides the following sessions during Year 2 of the consortium.

Session 3: Managing Change

The session increases participants’ knowledge about change and effective change leadership. *Managing Change* is based on McREL’s findings that identified specific leadership responsibilities associated with first- and second-order change. Participants learn how to initiate, monitor, and lead change effectively by applying McREL’s four phases of change: *Create Demand, Implement Change, Monitor and Evaluate Change, and Manage Personal Transitions*. As a result of this session, participants develop

- Increased *understanding* of McREL’s research identifying leadership responsibilities correlated with student achievement
- Increased *awareness* of change theory and McREL’s view of change
- Increased *knowledge* and *use* of tools and activities for effectively leading change
- Increased *knowledge* of research-based leadership responsibilities associated with leading change

Session 4: Choosing the Right Focus

This session is based on McREL’s meta-analytic research identifying research-based classroom practices, school practices, and leadership responsibilities positively associated with high levels of student achievement. As a result of this session, participants develop

- An *understanding* of the relationship between choosing the right focus and student achievement,
- An *understanding* of the 11 research-based classroom- and school-level practices
- Increased *knowledge* of research-based leadership responsibilities associated with choosing the right focus
- An *Understanding* of the importance of alignment

Session 5: Developing a Purposeful Community: Extending Knowledge & Refining Practice

This session uses case study methodology to further explore a purposeful community. Case study methodology allows participants to assume the role of decision makers in order to deepen their understanding of the characteristics of purposeful communities. Through this session, participants develop

- *Understanding* of how to use case methodology to extend and refine declarative, procedural, contextual, and experiential knowledge
- *Understanding* of how the coherence of purposes, principles, policies/processes, and practices builds a purposeful community
- *Extended knowledge* of ways to develop collective efficacy
- *Extended knowledge* of how to use all community assets, particularly intangible assets

Session 6: Managing Change: Extending Knowledge & Refining Practice

The session builds participants’ contextual and experiential knowledge about the change process. Using case study methodology, participants apply their knowledge of the change process and research-based leadership responsibilities to field-based situations. As a result, participants develop

- *Extensive knowledge* of ways to measure the magnitude of a change
- *Extensive knowledge* on ways to manage personal and organizational transitions
- *Extensive knowledge* of how to share leadership

Session 7: Choosing the Right Focus: Extending Knowledge and Refining Practice

Choosing the Right Focus: Extending Knowledge and Refining Practice extends participants' knowledge of the findings from McREL's three meta-analyses. These three meta-analyses identify research-based classroom practices, school practices, and leadership responsibilities positively associated with high levels of student achievement. In this session, participants continue to use case study methodology to apply their knowledge of these research-based practices to real-life situations. As a result of this session, participants develop

- *Extensive knowledge* of research-based school and classroom-practices and student-level characteristics and how they relate
- *Ability* to apply research-based leadership responsibilities associated with choosing the right focus
- *Ability* to analyze and communicate professional growth and effectiveness in emphasizing research-based leadership responsibilities

Year 3

During the third year of the consortium, McREL provides three additional sessions, which build on the first two years of the consortium and provide participants with opportunities to practice and apply their new knowledge and skills. Year 3 sessions are as follows:

- **Session 8: Leading Change in a Purposeful Community**
- **Session 9: Leading Between Systems: Balancing Leadership in the Future**
- **Session 10: Optimizing Systems: Pulling It All Together**

Achieve real results

McREL offers proven, practical guidance which educators can use to address their real-world challenges. By the end of a three-year Balanced Leadership Consortium, school leaders gain the research-based knowledge and practical skills they need to

- Choose the right focus for change initiatives
- Lead and manage change
- Develop purposeful communities that are capable of improving student achievement
- Create a school community with the collective capacity to sustain continuous improvement

Ultimate Outcomes

These ultimate outcomes reflect what school leaders will ultimately know and be able to do as a result of their participation in the three-year consortium:

1. Choose the right focus for change initiatives, effectively lead change, and develop a purposeful community in order to improve student achievement
2. Develop the individual and collective capacity to lead and sustain continuous improvement in their schools

Annual Outcomes

The annual outcomes describe what school leaders will know and be able to do at the end of each year of the consortium. As shown in Figure 1, the three years reflect increasing levels of knowledge acquisition and skills mastery. Annual outcomes are as follows:

- Year 1: Knowledge building and application
- Year 2: Knowledge refinement and application
- Year 3: Skillful application

Figure 1: Outcomes of Balanced Leadership Consortia

Year 1 Knowledge building & application	Year 2 Knowledge refinement & application	Year 3 Skillful application
<ul style="list-style-type: none"> • Increased knowledge about research-based leadership responsibilities and practices correlated with student achievement • Increased knowledge about the elements of a purposeful community • Increased knowledge about research-based school- and classroom-level practices and student characteristics correlated with student achievement • Increased knowledge about effective change leadership and research-based responsibilities and practices associated with leading change • Increased knowledge about balanced leadership • Increased knowledge about sustaining leadership and continuous improvement • Tools to assess the capacity of a school to become a purposeful community • Tools to estimate the magnitude of change • Tools to assess the extent to which research-based practices are implemented • Tools to select research-based practices • Increased capacity and use of reflective practice • Supportive and professional collegial networks among school leaders 	<ul style="list-style-type: none"> • Refined knowledge about research-based leadership practices • Refined knowledge about purposeful community • Refined knowledge about change • Refined knowledge about research-based school- and classroom-level practices and student characteristics • Refined knowledge about sustaining leadership and continuous improvement • Strategies to develop and lead a purposeful community • Strategies to initiate, lead, and monitor change effectively • Strategies to implement research-based practices • Increased capacity and use of reflective practice • Supportive and professional collegial networks among school leaders 	<p>Skillful application of knowledge and skills to develop, lead, and sustain a community of purpose</p> <ul style="list-style-type: none"> • Skillful application of knowledge and skills to choose, implement, and monitor and evaluate research-based practices • Skillful application of knowledge and skills to assess, initiate, lead, and monitor change effectively • Strategies for sustaining leadership and continuous improvement • Strategies for sustaining professional collegial networks • Increased capacity and use of reflective practice • Supportive and professional collegial networks among school leaders

Ongoing guidance & support

Between leadership training sessions, McREL continues to support participants' professional growth by providing materials, tools, and ongoing support, including a Web site for consortium participants and our **Balanced Leadership Profile 360™** (see right), a unique online survey that lets principals assess their performance on the 21 responsibilities of effective leaders identified in our research. Visit www.educationleadershipthatworks.org to learn more.



McREL also can provide additional coaching support to leaders. In addition, we can help school, district, or intermediate agency staff support a leadership consortium by offering a program to develop professional developers.

Pricing

Standard pricing for various Balanced Leadership offerings are listed below. Additional services not listed below include group discounts for the Balanced Leadership Profile 360 and ongoing consultation and coaching for school and district leaders.

Offering	Includes	Cost
Keynote/Introductory Session <i>One day or less</i>	<ul style="list-style-type: none"> One consultant No materials or only limited photocopies of over-heads/brochures 	\$3,500 plus travel
Stand-alone 2-Day Session <i>Up to 40 participants</i>	<ul style="list-style-type: none"> One consultant Up to 40 copies of participant manuals 	\$7,000 plus travel
Stand-alone 2-Day Session <i>40-80 participants</i>	<ul style="list-style-type: none"> Two consultants Up to 80 Copies of participant manuals 	\$14,000 plus travel
Small Consortia <i>4 two-day sessions</i> <i>Up to 40 participants</i>	<ul style="list-style-type: none"> Participants Manuals for each session (up to 40 copies) <i>School Leadership That Works</i> (up to 40 copies) Access to Internet site with additional resources and on-line coaching from consultants 	\$12,500 per session plus travel <i>1st-year pricing for 4 sessions:</i> <i>\$44,500 (\$5,500 discount)</i>
Large Consortia <i>4 two-day sessions</i> <i>40-80 participants</i>	<ul style="list-style-type: none"> Two Consultants Participants Manuals for each session (up to 80 copies) <i>School Leadership That Works</i> (up to 80 copies) Access to Internet site with additional resources and on-line coaching from consultants 	\$21,000 per session plus travel <i>1st-year pricing for 4 sessions:</i> <i>\$77,000 (\$7,000 discount)</i>
Prices do not include optional features: <i>Balanced Leadership Profile 360™</i> , on-site coaching, implementation consultation and training-of-trainer sessions.		

Start a consortium today

Because several participants and school sites are typically required to foster collegial learning and provide cost-sharing benefits, a Balanced Leadership Consortium is most often convened and sponsored by state education agencies, intermediate agencies, foundations, professional organizations, or school districts.

These convening organizations generally provide facilities for hosting the two-day professional development sessions and also identify and, if necessary, compensate local mentors. Schools or districts interested in joining a consortium can contact McREL to learn if we are forming a consortium in their area.

Contact us

To start a Balanced Leadership Consortium or learn more about McREL's wide array of research-based products and services for schools leaders, contact McREL at

info@mcrel.org

303.337.0990

To learn more about other McREL research and services for school leaders visit www.mcrel.org/leadership.



Mid-continent Research for Education and Learning (McREL)

4601 DTC Blvd, Suite 500

Denver, CO 80237-2596

www.mcrel.org

info@mcrel.org

Ph. 303.337.0990

Fax. 303.337.3005