GOVERNOR’S INSTITUTE for SCHOOL LEADERSHIP

A Partnership between the Governor’s Office (Delaware Department of Education), University of Delaware College of Education and Human Development (Delaware Academy for School Leadership), and Delaware’s 19 Local Education Agencies & Public Charter Schools
Background
The Governor’s Institute for School Leadership (GISL) is a partnership between the Delaware Governor’s Office, Department of Education (DOE), University of Delaware College of Education and Human Development (CEHD), and local Delaware school districts and public charter schools. GISL is a collaborative response to the need for continual support and development of leaders at all levels within public education and acts upon the benefits that are derived from intentional and collaborative district, university and government partnerships. By serving as partner, the College of Education and Human Development (CEHD) affirms its institutional commitment to “advancing knowledge and developing solutions to the problems that face our schools.” Jointly facilitated by the Delaware Department of Education and the Delaware Academy for School Leadership (DASL), a center in the College of Education and Human Development at the University of Delaware, this partnership serves to offer Delaware school leaders access to specialized resources and world-renowned experts in education. Within this collaborative partnership, DASL will function as a provider for specialized leadership development and serve as a knowledge broker between University researchers and district practitioners.

The Governor’s Institute for School Leadership is conceptualized as a two-prong approach to support the professional learning of individuals at both ends of the school leadership spectrum. To this end, GISL will (1) support capacity building of the nineteen public school district superintendents with the creation of a Superintendent Study Council, and (2) serve to strengthen the principal pipeline in Delaware with the creation and implementation of an Assistant Principal Academy.

Mission
The mission of the Governor’s Institute for School Leadership is to foster a collaborative state-wide climate and culture that supports and promotes leader learners and to mobilize resources, research and collective knowledge to build school-level and district-level leadership capacity.
GISL Program Overview

The initial kickoff of the Governor’s Institute for School Leadership includes the launch of two programs in January 2021.

Superintendent Study Council

The Superintendent Study Council will create a leadership network consisting of State of Delaware superintendents and other district office administrators who will meet monthly for discussion, collaboration and professional learning on relevant and timely topics related to school improvement, equity, and improving outcomes for all students. The Council is a collaborative effort between districts, DOE and UD-DASL that provides relevant, timely, and meaningful research, best practices, and professional learning to support executive level leaders in addressing complex and evolving challenges in education.

Assistant Principal Academy

The Assistant Principal Academy is a highly selective 12-month program designed to develop distinguished assistant principals into transformational building-level principals. The program consists of 5 modules of instruction aligned to Professional Standards for Educational Leaders (PSEL), coaching by University of Delaware Academy for School Leadership (DASL) Leadership Coaches, and a practice-based mentorship with a successful building principal.
GISL Superintendent Study Council

Program Vision

Study Council Background
District superintendents, with complex, demanding, and often isolating roles, benefit from specialized ongoing professional support to address dynamic educational and organizational challenges. Knowledge about learning networks speaks to the potential for the Study Council to offer superintendents meaningful interaction to innovate for solutions to educational challenges, to leverage and mobilize resources, and to increase capital for state-wide collaboration.¹ Functioning as a learner network, the Superintendent Council will seek to create a community of executive-level learners who share a commonality of organizational tasks and demands, as well as bring unique ideas, background and knowledge.² The network will foster collective capacity through shared goals, development of network trust, structured dialogue, and access to experts and resources.³

Study Council Purpose
Study Council will function as a leadership network and provide access to relevant and timely research and professional learning to support State of Delaware School Superintendents in addressing the complex and evolving challenges in education. Through monthly collaborative sessions, members will develop a shared agenda and engage in the leadership activities to foster collective learning, promote collaboration, and lead and act with purpose and promise.

1. Foster Collective Learning: Council members will collectively engage in learning that builds upon participant knowledge and expertise as executive leaders. Professional learning will provide members the latest research from nationally recognized experts.
2. Promote Collaboration: Through the formation and strengthening of collegial networks, the Council will collaboratively innovate solutions to complex problems.
3. Lead and Act with Purpose and Promise: As key influential actors in education across the State of Delaware, Council members will create intentional opportunities for collective leadership and action.
Study Council Program Highlights

- The Superintendent Study Council is managed collaboratively by The Delaware Academy for School Leadership (DASL) at the University of Delaware and the Delaware Department of Education (DOE)
- Study Council monthly meetings held at the University of Delaware will provide access to University of Delaware’s expert faculty, resources, seminars, and library system
- Monthly meetings will include professional learning led by colleagues, researchers, and practitioners addressing critical current issues and the latest research on topics including: college and career readiness, community involvement, curriculum and instruction, education policy, equity and access, family engagement, legal issues, school finance, social justice, workforce preparation, special education and others
- Opportunities for site visits to observe best practices in action in Delaware, regionally, and nationally
- Opportunities for partnership with national professional organizations – The Schools Superintendents Association (AASA), NYC Leadership Academy, Schlechty Center

Study Council Timeline
Assistant Principal Academy Background
The Assistant Principal Academy serves to strengthen the principal pipeline in Delaware by providing a specialized twelve-month program designed to develop assistant principals into transformational building level principals at high-needs schools in the State of Delaware. Functioning as a pipeline, the Academy will provide a structured career ladder for assistant principals aspiring to become building level principals. Given that success as an assistant principal can strongly predict success as a principal, participants will be selected among the most distinguished assistant principals in the State. The Assistant Principal Academy will specifically address the need for “on-the-job support” for experienced assistant principals by offering a sustained and tailored professional learning opportunity. The program will be structured around knowledge of how to build the capacity of aspiring principals including instruction aligned to the Professional Standards for Educational Leaders (PSEL), a focus on the skills and knowledge necessary for individuals who seek to transition from an assistant principal to principal role, as well the provision of one-on-one mentoring by an effective leader. The Academy will seek to serve as an essential link in the efforts to improve student outcomes in Delaware.

Assistant Principal Academy Purpose
The Assistant Principal Academy is a cohort of Fellows selected among highly distinguished aspiring assistant principals throughout the State of Delaware. Through a twelve-month high-quality leadership development program with individualized mentoring and support, the Academy will increase the instructional leadership knowledge and school leadership capacity of Fellows. After program completion, it is expected that Fellows will pursue placement as a building principal within their district or charter.
Academy Highlights

- Creation of cohort of Fellows comprised of 10-12 assistant principals from across Delaware with three or more years experience
- Highly selective program with a rigorous application process including nominations required by Superintendent/Designee or Head of School followed by application, interviews, and performance task
- Monthly learning sessions at the University of Delaware led collaboratively by leading practitioners and researchers in education and policy
- Program curriculum and instruction includes 5 modules and Summer Institute aligned to the Professional Standards for Educational Leaders (PSEL)
- Facilitation of a practice-based internship at mentor’s school
- Individual monthly coaching sessions from DASL Leadership Coach at fellow’s school

Academy Timeline
Academy Program Curricular Design: 5 Modules + Summer Institute

**ACADEMY PROGRAM CURRICULAR DESIGN:**

**5 MODULES + SUMMER INSTITUTE**

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### Module 1: Leadership for Purpose & Improvement

**Standard 1. Mission, Vision, and Core Values**

**Standard 10. School Improvement**

**Focus:** Developing, articulating, implementing, and delivering upon a vision of learning that is shared and supported by the school community. Acting as agents of continuous improvement.

**Weekend Faculty:**
- Gary Henry, Ph.D.
- Tony Middlebrooks, Ph.D.
- Jackie Wilson, Ed.D.

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### Module 2: Leadership for Self and Others

**Standard 2. Ethics and Professional Norms**

**Standard 3. Equity and Cultural Responsiveness**

**Focus:** Acting ethically and according to professional norms while striving for equity of educational opportunities through the use of culturally responsive practices.

**Weekend Faculty:**
- Lauren Bailes, Ph.D.
- Janine de Novais, Ed.D.
- Mark Holodick, Ed.D.

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### Module 3: Leadership for Student Success

**Standard 4. Curriculum, Instruction, and Assessment**

**Standard 5. Community of Care and Support for Students**

**Focus:** Developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment. Cultivating an inclusive, caring, and supportive school community.

**Weekend Faculty:**
- Chester Cox, M.Ed.
- Lynsey Gibbons, Ph.D.
- Tracy Hudson, Ed.D.
- Dave Santore, Ed.D.
- Jackie Wilson, Ed.D.

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### Module 4: Leadership for the Learning Community

**Standard 6. Professional Capacity of School Personnel**

**Standard 7. Professional Community for Teachers & Staff**

**Standard 8. Meaningful Engagement of Families and Community**

**Focus:** Developing the professional capacity and practice to promote each student’s academic success and well-being. Fostering a professional community of teachers and other professional staff. Engaging families and the community in meaningful, reciprocal, and mutually beneficial ways.

**Weekend Faculty:**
- Carolyn Hammerschmidt, M.A.
- Michael Saylor, Ph.D.
- Elizabeth Soslau, Ph.D.
- Bryan VanGronigen, Ph.D.

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### Summer Institute

**Focus:** Understand the impact one’s personality, behaviors, and leadership style have on others. Providing more effective feedback to colleagues and subordinates. Maintaining resilience while handling uncertainty and solving complex problems. Leading and collaborating in-person and virtually across organizational and geographical boundaries.

**Weekend Faculty:**
- Carolyn Hammerschmidt, M.A.
- Mark Holodick, Ed.D.
- Tracy Hudson, M.Ed.
- Alison Travers, Ed.D.
- Jackie Wilson, Ed.D.

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### Module 5: Student Improvement

**Impacting Student Outcomes:**

**Action Research**

**Focus:** Taking courageous action as agents of continuous improvement for students and staff alike.

**Weekend Faculty:**
- Jeff Klein, Ed.D.
- Tracy Hudson, M.Ed.
- Bryan VanGronigen, Ph.D.
Endnotes


3 Ibid

4 Hitt, D. H., Tucker P.D., & Young M. D. (2012). The professional pipeline for educational leadership: A white paper developed to inform the work of the national policy board for educational administration. University Council for Educational Administration.


https://www.rand.org/pubs/research_reports/RR2666.html