

Leadership Academy Cohort IV 2002-2004



Annual Professional Development Workshops

Summer National Workshop,
August 12-15, 2002

National NSTA and NCTM Conferences,
Spring 2003

Summer National Workshop, August 2003

Summer National Workshop, August 2004



Fellow Applications

To receive an application package or request
additional information, contact:

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Applications are due **March 29, 2002**
Candidates will be notified by **May 1, 2002**
Tuition of \$5,000 will be due **June 1, 2002**



The National Academy for Science and Mathematics Education

Leadership is a collaboration between WestEd and

National Research Council's Center for Science,

Mathematics, and Engineering Education (CSMEE);

National Science Education Leadership Association (NSELA);

Council of State Science Supervisors (CSSS);

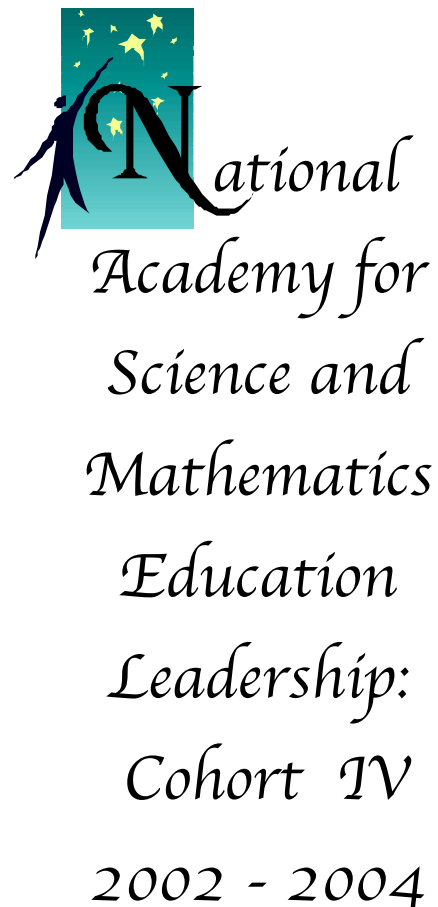
Association for the Education of Teachers in Science Education
(AETS);

National Science Teachers Association (NSTA),

National Staff Development Council (NSDC),

National Council of Supervisors of Mathematics (NCSM) and;

Association of State Supervisors of Mathematics (ASSM).



National
Academy for
Science and
Mathematics
Education
Leadership:
Cohort IV
2002 - 2004

A Project of
WestEd

Academy Overview

Increasingly, science and mathematics educators are called upon to plan and carry out wide scale changes at all levels of the education system. WestEd's National Academy for Science and Mathematics Education Leadership is an in-depth professional development program to prepare leaders of science and mathematics education reform to succeed in this role. The purpose of the Leadership Academy is to enhance the knowledge, skills, and strategies of science and mathematics education leaders focusing especially on those with one to five years of experience. The National Science Foundation provided WestEd with five years of funding to design and conduct the first three Cohorts of Fellows. The Leadership Academy continues with Cohort IV on a tuition basis.

For Cohort IV 60 new Fellows will join the Leadership Academy, participating for two years. For this Cohort of 60 Fellows, the Leadership Academy is especially seeking leaders who are either new science or mathematics leaders, teacher leaders, teams from school districts and institutions of higher education working in partnership, and/or are leaders interested in starting a leadership development program in their own settings.

New Science or Mathematics Leaders

The Leadership Academy will accept an equal number of new science and mathematics leaders. Multiple-day professional development workshops will be conducted specifically for science leaders at the National NSTA conference and for mathematics leaders at the National NCTM conference in the first year. All 60 Fellows will convene annually for a three to four day summer session.

Teacher Leaders

Cohort IV will include science and/or mathematics education teacher leaders. These leaders can hold leadership positions in their schools, districts, states, or at the national level. There are no restrictions on this pool of candidates concerning whether or not they are continuing to teach in the classroom. However, it is important that these candidates demonstrate an established role as a leader outside of the classroom in addition to classroom teaching.

School District/Higher Education Partnerships

The Leadership Academy will recruit teams of leaders from school districts working in partnership with institutions of higher education. These teams are well positioned to strengthen and support pre-K through 12th grades science and mathematics education and the Leadership Academy will provide leadership and professional development designed to enhance their reform efforts.

Professional Developers and/or Administrators

The Leadership Academy is also seeking candidates who are interested in starting a leadership development program in their own settings, either at the local, state, or national level. Candidates who are interested in designing their own leadership academy will be asked to complete an additional section on the application describing the intended audience, the source of resources and financial support, and the initial plan for implementing the design. During each multiple-day professional development workshop throughout the two years, these Fellows will have an opportunity to work directly with Leadership Academy staff and consultants to design a leadership development program to meet the needs of their intended audiences.

Program

Professional Development Workshops

Leadership Academy Fellows will participate in two multiple day workshops each year.

Reform Issue Groups

Issue Groups will be formed around six major issues related to standards-based science and mathematics education reform. Fellows will choose which group to participate in based on their individual needs and interests. The Fellows and experts on the topic areas will meet in their Issue Groups during the workshops to share knowledge and explore applications of the Leadership Academy to the reform topics.

Professional Project Plan

Each Fellow will develop a plan for carrying out a leadership development project within their organization.

Personal Growth Plan

Each Fellow will identify specific personal growth goals for their own leadership development and produce a plan to meet those goals.

Portfolios

Each Fellow will create a portfolio that documents his/her project and personal growth as a leader. The portfolio might contain pictures, documents, evaluation results, personal reflections, examples of student or teacher work and will be presented during the final summer professional development workshop.

Learning Colleagues for Mentoring

Experienced, role-alike professionals who have dealt with many of the challenges facing the Fellows, will provide Fellows with coaching and advice that comes from experience. Learning Colleagues will attend the professional development workshops, facilitate various small group discussions, consult individually with Fellows, and be available as resources by phone and email throughout the Leadership Academy to continue the learning of the Fellows and help them as they implement their Project Plans.

Ongoing Networking

Each Leadership Academy cohort will be linked to the Leadership Academy's electronic network for ongoing support, discussion, and sharing of resources.

Features

Local Study Groups

Fellows will form local study groups in their own organization to extend their learning to their coworkers and to apply new leadership skills. The study groups provide a direct link from the Leadership Academy to the Fellows' organization and/or colleagues, engaging others in the process and helping to ensure transfer of knowledge and skills. The study groups also constitute a local support team for the Fellows who will have colleagues in their sites with whom to discuss and reflect on their leadership development and ensure that what they are learning is applied to the mission and goals of their organization.

Leadership Materials and Resources

Leadership Academy Fellows will each receive resource books and a comprehensive notebook at each professional development workshop. The notebooks will include relevant articles and research; bibliographies and additional resources; packets for study groups based on the content addressed at the workshop; and handouts and overheads from each session. Fellows will receive two published books on the content addressed at each workshop (for a total of eight professional science/mathematics education books).

Leadership Academy Outcomes

Participation will enable Fellows to:

- Develop skills and knowledge on effective professional development, organizational development, and organizational change as they relate to science and mathematics education reform.
- Apply tools and strategies for effective planning and coordination of change in the science and mathematics education system and its critical components.
- Develop and implement a project plan that addresses an important component of science or mathematics education reform.
- Use facilitation skills to plan, mediate conflict, build collaborative teams, make informed decisions, solve problems, and monitor group processes.

Leadership Academy Focus

In-depth professional development for all 60 Leadership Academy Fellows will focus on:

- Individual and organizational change,
- Leadership development,
- Facilitating collaborative groups,
- Using data to inform and guide sustained system reform, and
- Professional development design and evaluation.

These topics will be explored in the context of six major issues related to standards-based science and mathematics education reform:

- Developing, revising, or implementing standards and frameworks,
- Equity and addressing the achievement gap,
- Public support,
- Assessment,
- Content and curriculum, and
- Instructional strategies.

Becoming a Fellow

Each candidate must complete an application package that includes three recommendations from a supervisor, a colleague, and a client, as well as a letter of commitment and financial support from the superintendent or CEO of the organization. Each Fellow agrees to:

- A two-year commitment to attend two Leadership Academy professional development workshops each year.
- Develop and carry out a Professional Project Plan.
- Utilize the expertise of a Learning Colleague who is an experienced science or mathematics education leader.
- Participate in the electronic network.
- Form and conduct a Local Study group with own colleagues.

Tuition is \$2,500 per year. Fellows will be billed upon acceptance into the Leadership Academy and full tuition (\$5,000) will be due within 30 days of billing. Refunds will be made up to 30 days before the first professional development workshop on August 12-15, 2002.

Guiding Principles for the Leadership Academy

- ♦ The national science and mathematics standards documents provide a rallying point for leaders with a vision for effective science and mathematics education. To realize this vision, leaders need an increasingly wide range of knowledge and skills that can come from research, scholarly thought, validated practice, and the expertise of other practitioners.
- ♦ Although one of their goals is to share leadership, leaders are often isolated and need the support of others in similar positions to be fully successful. As they gain research and theoretical knowledge and skills, they value elbow-to-elbow help with their own situation from experienced professionals.
- ♦ On-the-job experience is central to learning. The Leadership Academy is designed not as an add-on to Fellows' current work, but rather to enhance and further individual's own personal growth. Fellows assume responsibility for focusing learning on a particular aspect of that work.
- ♦ Professional learning occurs in many formats, takes place in many locations, and involves a variety of people. A combination of direct learning experiences, like those available in workshops and institutes, with the support of a Learning Colleague, meetings with local support groups, and pursuit of their own learning goals, can maximize learning.
- ♦ The Leadership Academy respects and is based on knowledge and research in the areas of professional development and science and mathematics education reform. Leaders recognize that learners need to make decisions based on data and to be able to ask questions and pursue evidence that will respond to the questions.
- ♦ Experience in a supportive learning community enables leaders to create one in their own setting.