

Partners for Educational Leadership



WHO WE ARE AND WHAT WE DO

Partners for Educational Leadership engages with superintendents, principals and thought leaders across the county to reimagine teaching and learning, dismantle instructional inequities and support systemic improvements so that all students can flourish. We support comprehensive educational reform through a system-wide, integrated approach focused on improving instructional practice and developing leadership at all levels.

We changed our name this year from the Connecticut Center for School Change to Partners for Educational Leadership to reflect our growing influence and following which goes well beyond the borders of Connecticut.

SIGNATURE PROGRAMS

Partners has developed a rich offering of educational programs, learning institutes, curated networks and strategic planning services. Each of our programs is customized to meet the needs of our partners. This is a summary of some of our most popular programs:

Acceleration Community of Practice - provides support for principals, instructional leaders and teachers in districts implementing Acceleration as a Strategy for getting all students to grade level.

CT Superintendents' Network - over the course of its 15 years, this network of two dozen district leaders has been singular in its aim - to support superintendents in developing the knowledge and skills to lead large-scale instructional improvement.

Equity, Diversity and Inclusion Network - a professional community of practice comprised of district diversity leaders who, together, explore equity-focused case studies, develop tools for building capacity and review the latest research in the field.

Systemic Instructional Improvement Program Network - comprised of district leaders who oversee the improvement of teaching and learning, this community of practice addresses authentic problems that emerge within district improvement efforts and offers shared learning concerning large-scale instructional change.



Strategic Planning Services – Partners engages with district and school teams in strategy-development processes designed to create plans worthy of high aspirations for all students – with guidance on implementation, communication and measurement.

Instructional Rounds – a protocol-driven process crafted in collaboration with the Harvard Graduate School of Education that focuses on the instructional core – the interaction between students and teachers around content identified by the school leadership team.

High Quality Instruction Live – is Partners’ answer to the challenge of defining and demonstrating high quality instruction. *HQILive* is a one-week summer immersion course in math for 20 students, taught by a master teacher with 20 teacher/observers. The course is videotaped for post analysis and codification of best teaching practices.

Parents Supporting Educational Excellence – a 13-session training program focused on parent leadership in education, created in partnership with the Connecticut Commission on Children. The program provides parents, grandparents and guardians with the skills, tools and understandings they need to become change agents and active partners in education.

PUBLICATIONS AND BLOGS

We regularly share our insights, observations and experiences from the field in blogs, publications and books. Here is a sampling:



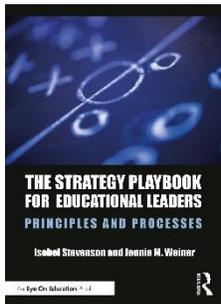
The Partners Blog is written primarily by Partners’ executive director Richard Lemons. Through these letters, Richard shares resources, tools, and research relevant to leading organizations, prompting large-scale instructional improvement and disrupting inequity.

The Coaching Letter is written by Isobel Stevenson, Director of Organizational Learning at Partners. Isobel has extensive experience as both a leader and a coach. The Coaching Letter’s perspective is that leaders could be a bit





more successful if they thought and acted more like coaches, and coaches could be a bit more successful if they thought and acted more like leaders.



Isobel Stevenson has also recently co-authored a highly acclaimed book, *The Strategic Playbook for Educational Leaders*, with Jennie Weiner, an Associate Professor of Educational Leadership at the University of Connecticut. This resource provides leaders with a concrete framework for a strategic improvement plan, helping educators link the “principles” to “processes” of planning.

CORE BELIEFS

Our work is founded on this set of core beliefs which pervade and inform our work:

Equity – Disrupting systemic inequities requires inclusive, culturally responsive and high-quality teaching and learning within institutions committed to anti-racism.

Excellence – Districts, schools and classrooms improve when educators aspire for bold improvements and reimagine what is possible for students.

Teaching and Learning – teaching and learning within the classroom is the primary vehicle for transforming the educational experience of students.

Leadership – leadership from the top and throughout the organization is essential for large-scale improvement.

Systems – large-scale improvement requires redesigning the interconnected networks of education so they are aligned, coherent, anti-racist, and intentional.

Coherence – large-scale improvement requires district leaders to recognize the interdependence of strategy, alignment, systems, and organizational culture; we strive to help people in the system experience the work as unified and connected.

Sustainability – meaningful change requires leaders to proactively and intentionally develop systems and structures with breadth, depth, and flexibility to sustain the improvement efforts over time.



Continuous Improvement – changing schools for the better demands a disciplined continuous improvement process grounded in data, guided by collective inquiry, and executed through routines.

Capacity – improvement requires consistent development of organizational and individual capacity.

Community Partnership – outcomes are optimized when schools partner with families and community stakeholders toward a common vision for students.

Context Matters – success in improvement efforts requires adjusting strategy to the local context.

Research and Evidence – sound research applied with discipline should inform improvement decisions.

Student Voice – the perspective of students, education’s primary client, is essential for informing improvement efforts.