

What did some of the Series 3 participants say about New Jersey Leadership Academy?

This is the second year we have brought a team of educators to the Leadership Academy. We find the sessions valuable and an opportunity to discuss issues affecting our school district.

Assistant Superintendent - Series 3, Cohort 4

I thought the videos contextualized what we were learning. I also liked the way we created a useful product (action plan).

Curriculum Supervisor - Series 3, Cohort 2

This validated the work that we do. The workshop gave me some real ideas that I can use with my staff right now!

High School Principal - Series 3, Cohort 3

The workshop gave me an opportunity to create an action plan and think more about how to actually implement some of the ideas on assessment and PLCs that we discussed.

Assistant Principal - Series 3, Cohort 1

I appreciated the chance to reflect on all three leadership workshops and build coherence. It is easy to get lost in the idealism of leadership but asking us to reflect and record concrete ideas on the strategic action planning chart helped me to walk away with goals for next year.

Supervisor of Mathematics - Series 3, Cohort 5

The Leadership Academy provided great information, particularly in the microlab during session 3.

Superintendent - Series 3, Cohort 6

Locations

Bergen Community College

Technology Education Center (TEC), Room 128
400 Paramus Road, Paramus, NJ 07652
(Park in lot B. If full, park in A)

Brick Township Professional Development Center

101 Hendrickson Ave., Brick, NJ 08724

Foundation for Educational Administration (FEA)

12 Centre Drive, Monroe Township, NJ 08831

Rowan College at Gloucester County

Business and Corporate (BAC) Center
Rooms 502 and 503
1400 Tanyard Road, Sewell, NJ 08080
(Park in lot E)



New Jersey Leadership Academy

Using the PSEL Standards to Enhance School and District Leadership Capacity Through Quality Professional Learning

New Features for Series 4!

- Content linked to Professional Standards for Educational Leaders
- PSEL Reflection and Growth Tool will be an integral part of the program
- Specific focus on PSEL Standard 10: School Improvement
- Regional cohorts in North, Central, and South Jersey
- Half-day sessions, from 9 am to 1 pm
- Reduced price - \$450 for three courses
- Ideal for teams of district leaders, school leaders, and teacher leaders

Register now for NJLA series 4!

www.njpsa.org/njla4



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School Administrators
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New Jersey Leadership Academy - Series 4

Using the PSEL Standards to Enhance School and District Leadership Capacity Through Quality Professional Learning

New Jersey's approved ESSA plan, the new QSAC process, the adoption of the 2015 Professional Standards for Educators (PSEL) with the PSEL Reflection and Growth tool developed in partnership with NJPSA and NJASA and a focus on teacher leadership are all key priorities facing district, school, and teacher leaders. Developed by practitioners for practitioners, NJLA Series 4 is three-part leadership learning opportunity that promises to transform leadership practices and engage participants in a high-quality, sustained and collaborative professional learning experience. Each of the three sessions will be framed by the core attributes and leadership actions of one specific standard within PSEL and **Standard 10: School Improvement**. Leaders and leadership teams will use the standard to self-assess their strengths and weaknesses and work with colleagues to identify and apply multiple relevant strategies to create a culture of shared leadership and continuous improvement within the context of their own districts and schools. NJLA also provides each participant with an easily adaptable Professional Development Plan (PDP) linked to the content of the courses.

Revolutionizing Schools Through Shared Leadership: A Commitment to Building Successful Districts

Day 1 - Building Professional Community

Standard 7: Professional Community for Teachers and Staff

Transforming the culture of a school and district into a cohesive community of learners requires leaders at all levels to have a toolbox of strategies for collaboration and shared leadership that:

- Engages all educators in developing a mindset that embraces mutual accountability and collective responsibility;
- Provides frequent opportunities for honest dialogue and conversation that employs continuous improvement as a way to ensure academic and professional growth;
- Supports the work of professional learning communities by helping to establish a clear connection to student learning and ensuring appropriate resources (time, materials, data) are available to engage in the work;
- Creates an environment in which job-embedded professional learning, collaborative inquiry and problem-solving promotes effective practice and improved student learning outcomes; and
- Provides time and resources for the implementation of new learning with ongoing feedback from peers and school leaders that ensure ongoing growth of all professionals in the school or district.

Day 2 - Strengthening Shared Instructional Leadership

Standard 4: Curriculum, Assessment, and Instruction

Integrating a model of shared instructional leadership throughout a district and/or within a school demands that leaders at all levels promote and support the implementation of coherent systems of curriculum, assessment, and instruction based on:

- A shared mission and vision that establishes and models high expectations for curriculum, instruction and assessment for educators, students and members of the community;
- A collaboratively developed viable standards-based curriculum that incorporates effective instructional practices integrated into relevant and challenging units of study;
- A comprehensive assessment system that uses valid formative and summative assessments of student learning to monitor and adjust instruction;
- Effective data protocols that drive instruction, interventions and professional learning; and
- Observation cycles that use high quality evidence to provide feedback for enhancing instructional practices.

Day 3 - Sustaining Equitable Educational Opportunities

Standard 3: Equity and Cultural Responsiveness

The increasing diversity of school and district populations compels leaders to support all staff in developing the knowledge, skills and attitudes to implement culturally responsive practices that promote each student's success academically and socially by:

- Collaboratively developing and employing culturally sensitive practices across the district that ensure all students are treated with respect and understanding related to the student's culture and home environment;
- Confronting and altering institutional biases and assumptions that can impede equitable educational opportunities for each student;
- Supporting the collaborative development and communication of high expectations to the students and the community;
- Leading staff in understanding the academic, cultural, and socio-emotional needs of each student and applying that learning to the implementation of culturally responsive instructional practices that allow for the diverse learning needs of each student; and
- Working with staff to maintain an open and welcoming environment that promotes the diversity of the community and builds partnerships with all families.

Schedule (All Sessions are 9 am - 1 pm. Breakfast and lunch are provided.)

Series 4 - Cohort 1 (at FEA)

- 1) Sep. 26, 2017
- 2) Nov. 2, 2017
- 3) Dec. 12, 2017

Series 4 - Cohort 2 (at FEA)

- 1) Oct. 17, 2017
- 2) Nov. 15, 2017
- 3) Jan. 11, 2018

Series 4 - Cohort 3 (at FEA)

- 1) Nov. 6, 2017
- 2) Dec. 6, 2017
- 3) Jan. 29, 2018

Series 4 - Cohort 4 (at Rowan College at Gloucester County)

- 1) Dec. 11, 2017
- 2) Jan. 23, 2018
- 3) Mar. 7, 2018

Series 4 - Cohort 5 (at Bergen Community College)

- 1) Jan. 18, 2018
- 2) Feb. 28, 2018
- 3) Apr. 11, 2018

Series 4 - Cohort 6 (at Brick Twp. PD Center)

- 1) Jan. 31, 2018
- 2) Mar. 14, 2018
- 3) May 22, 2018

Cost: \$450 for the series (payable to FEA)