

The Executive Leadership Program is designed around a cohort model that emphasizes shared learning and the cohort as a professional learning community.

The 2009-10 Executive Leadership cohort will begin the program with a five (5) day district leadership course from June 29 through July 3, 2009.

Faculty Information

The Executive Leadership Program faculty includes: Dr. Robert Villanova, Director of Executive Leadership Program; Dr. Philip Streifer, Superintendent of Schools, Bristol, CT; and Dr. Richard Kisiel, Superintendent of Schools, Avon, CT. Dr. Lee Hay, Dr. George Goens, and Dr. Joe Cirusuolo from the CT Association of School Superintendents (CAPSS) provide additional program support as part of the Neag/CAPSS Partnership in the preparation and professional development of school superintendents.

**For more
information...**

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Here is what participants are saying about their experiences in the Executive Leadership Program.....

"The Executive Leadership program through both the academic work and the internship experience, provided me with a broader lens and enhanced skill set to cultivate teaching and leadership throughout the school system. It provided me with a synthesized and coherent view of the role of the superintendent which informs my leadership practice today."

—Karen Baldwin, Superintendent, Watertown, CT

"The internship portion of the Executive Leadership Program was extremely valuable. Having the opportunity to shadow and discuss daily leadership work with experienced and successful superintendents helped me more fully understand the issues I'd be faced with as a superintendent. The readings and the cohort discussions were both practical and intellectually stimulating."

—Kevin Case, Superintendent, Canton, CT

"The focus on effective district improvement, and mentorship with an experienced superintendent, gave me insight and tools that I found valuable as I made the transition to a district level position. The cohort structure was very beneficial, and the level of instruction was always of the highest caliber. I have recommended this program to a number of aspiring district leaders. My internship experience and this course work has afforded me the opportunity to grow immensely as a school administrator. The cohort model has been effective as we are all comfortable with each other and encourage each other along the way."

—David Telesca, Assistant Superintendent, Plainville, CT

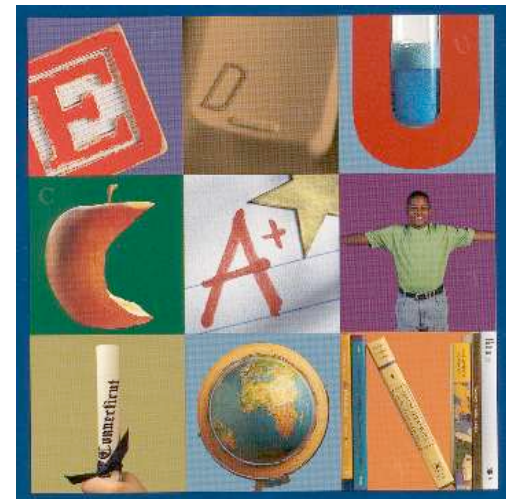


University of
Connecticut

Neag School of Education

Executive Leadership Program

Superintendent Preparation
and Certification Program



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Program Purpose and Goals

Purpose

To provide educational leaders preparation for assuming the school superintendency and other central office positions. The Executive Leadership program leads to a UConn institutional endorsement for the CT 093 superintendent certification.

Goals

- Provide prospective superintendents with the background and knowledge necessary to successfully meet the challenges of the 21st Century superintendency.
- Prepare school leaders for district leadership positions and the superintendency and qualify them for the CT superintendent's certificate.

Relationship to the Ed.D. Program in Educational Administration

The goal of all programs in the Department of Educational Leadership is to develop leaders who have the skills and knowledge required to guide systemic school and school district reform. To this end the Executive Leadership Program is linked conceptually and programmatically with the EdD program. In the Ex. Lead. Program participants learn the practical skills necessary to address problems of practice associated with district leadership. The EdD program builds upon and extends these skills. Specifically, the focus in the EdD program is on developing an educational leader's ability to (a) lead a district-wide inquiry process that explores and identifies the systemic and root causes of problems of practice and (b) formulate solutions based on this inquiry that have conceptual depth and breadth. Students who complete the 093 program and are chosen for admission into the EdD program will find that their EdD program of study is modified to recognize the coursework they completed in the 093 program.

Application and Admission Requirements

To be considered for admission to the Executive Leadership Program, the applicant must submit the materials listed below by April 1 of the application year. Required Materials include:

- A completed application; http://www.education.uconn.edu/departments/edlr/edadmin_assets/Exec%20Leadership%20App.pdf
- Transcripts of all college and university graduate work
- A personal statement from the applicant regarding his/her professional aspirations related to the Executive Leadership program
- Two written recommendations attesting to how the education and /or professional experiences of the applicant have prepared him/her to successfully meet requirements of the Executive Leadership Program.

A committee consisting of UConn faculty will review all applications and select qualified candidates for admissions interviews.

Criteria for acceptance include: a Master's degree and a minimum of 15 appropriate graduate credits beyond Master's, successful educational leadership experience, demonstrated ability to sustain positive professional relationships, demonstrated capacity to manage complex organizations, demonstrated ability to solve complex problems, positive professional references, high quality interview and academic record.

Preference is given to applicants who hold a Master's degree and have served successfully in a position that requires the Connecticut Intermediate Administrator Certificate, such as a principal or Central office leader for four or more years.

Program Structure

- Fifteen (15) credits: four (4) three-credit courses along with an internship (3 credits) that has been designed to coincide with the fall and spring courses. Participants can expect to attain their CT 093 certification in one year upon satisfactory completion of this program. The internship is a significant part of the program, scheduled during evenings, Saturdays, vacation periods, and during the regular school week. Participants utilize professional and vacation time to meet this requirement. There are three (3) distinct Executive Leadership Internship components that require 230 hours of internship-related activities. The ELP Internship is coordinated and supported through a partnership between the Department of Educational Leadership and the Connecticut Association of Public School Superintendents (CAPSS).
- Each course will be delivered through a balance of academic and practitioner perspectives and will emphasize applied theory and authentic learning experiences.
- University and clinical faculty will serve as instructors in this program. Practicing superintendents, state policy makers, and other professionals will also be used actively in the program through “**Best Practices Seminars.**”
- Participants will be expected to keep “**Personal Reflection and Action Journals**” to develop personal applications of the material covered in each session and to communicate and discuss these thoughts and ideas with faculty via web-based discussions and teleconferences.
- Special Education course work, a requirement for the CT superintendent's certificate, will be incorporated throughout the program.
- Location: depending on cohort membership, summer sessions will be held in the Hartford/Stamford area in an intensive week-long experience. Fall and spring Saturday/weekday sessions will also be held in the Hartford/Stamford area, also based on cohort membership.
- Internships: participants will be paired with a practicing superintendent or head of agency proximate to their regular work assignment.
- This will be a cohort program ensuring a high degree of support and interaction.

Course Work

EDLR 6301 School District Executive Leadership

Seminar and case study practicum experiences focusing on district leadership and policy issues facing school district leaders. The context and challenges of the 21st Century superintendency will be thoroughly explored.

EDLR 6302 School District Policy, Politics and Governance

Study of educational policy and school governance; the politics of educational administration; reform; finance; and the processes of district policy formulation, implementation and analysis. Specific school district policy and governance issues are examined.

EDLR 6303 Data-Driven Decision Making for School Improvement and Policy Development

The purpose of this course is to provide school district leaders with the knowledge necessary to improve instructional programs and improve policy by relying on data-driven strategies and tools. The course meets in seminar/lab format with students working on problems of practice, data analyses, and developing programs, school and district improvement plans. Students work on several case studies and a major project of personal, professional significance.

EDLR 6304 Financial and Human Resources Management in Education

Study of human resources development practices in school systems, with emphases on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. This course also includes the study of concepts in school district finance and school business management. Attention is given to national, state, and local issues. Emphasis is also given to school support services including transportation, facility planning and maintenance, food service, and risk management.

EDLR 6092 Internship/Practicum

The Executive Leadership Program internship is structured to provide a wide range of opportunities to observe, analyze, apply, and reflect upon the district leadership concepts that are the foundation of the program. The practicum involves direct work with a clinical supervisor from the Department, direct work with a mentor superintendent and then, both indirect and direct work with the Central Office Leadership Team in the participant's own district.