

What does change take?

EMPOWERING LEADERS TO IGNITE SYSTEM AND SCHOOL CHANGE

CHANGE IS IN SESSION.

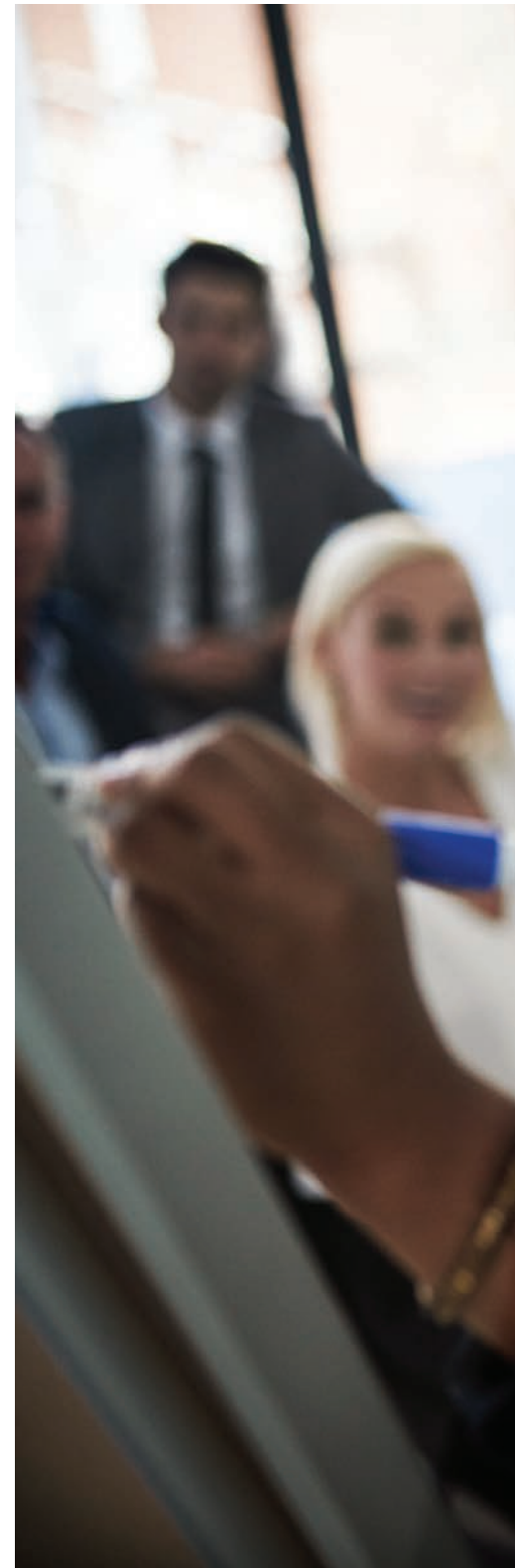
University of Virginia Partnership for Leaders in Education (UVA-PLE) is a world-class organization that emboldens education leaders to cultivate systemic change that, in turn, transforms school communities and yields remarkable student achievement. The effect? A more equitable, inclusive and just school system.

Higher education, elevating education.

Our foremost educators meld best practices into a single thought: district and school leaders must jointly re-examine their system to enrich conditions for sustainable, scalable improvements.

Teaching leadership at all levels.

UVA-PLE's Core Partnership is a multi-year commitment that leverages research-based practice to strengthen leadership capacity at every level. UVA-PLE collaborates with superintendents, school principals and teachers who work tirelessly to improve student outcomes.



**WHAT SETS THE
UVA-PLE CORE
PARTNERSHIP
APART?**



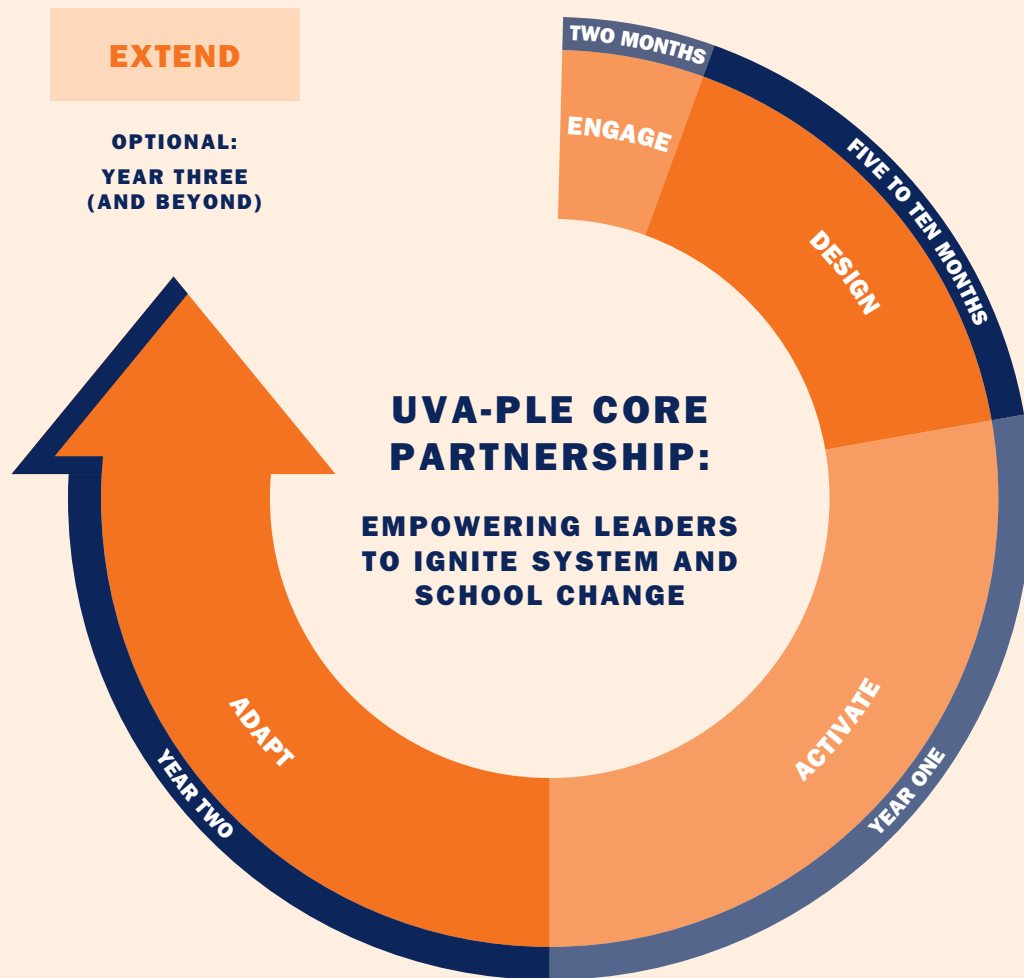
Responsive approach. Our adaptive methods increase district and school capacity to identify context-based priorities and customize community-based solutions. This ensures our partnership works for each individual district and school.

Change that stems from the roots. Major improvement demands committed organizational leadership and honest reflection on system-level challenges. Our guidance enables partners to create and strengthen systems that address their foundational needs.

Lessons in essential capabilities. We challenge educators to transcend, asking the tough questions necessary to better leverage the talents of others and boost students in complex environments. Instilling self-sufficiency is key.

Embedded support. To help leaders stay the course, our team delivers tailored support all year round.

HOW WE WORK.



WHY JOIN, IN 36 WORDS.

UVA-PLE strengthens not only leaders' abilities, but their capacity to lead. Meaningful reform depends on those closest to it — we draw from our national bank of expertise in cooperation with educators most familiar with schools and students.

“The biggest thing is how much it's been able to help us focus on *areas for improvement identified by the school* and what that means for all of us — leaders, teachers, principal supervisors, out to district departments.”

Amy Keltner

DEPUTY CHIEF SCHOOLS OFFICER,
DENVER PUBLIC SCHOOLS, CO

When young minds are at stake, good is never good enough. The UVA-PLE team collaborates with leaders who strive to better education by bettering the institution — change that cannot happen overnight. United by purpose and a plan, we pave the way for students to succeed.

1

ENGAGE | TWO MONTHS

Together, we identify your district's strongest needs and highest-leverage opportunities.

- **1 core assessment** to understand your system conditions
- **Multiple engagements** to craft the vision and scope of work

2

DESIGN | FIVE TO TEN MONTHS

We architect long- and short-term strategies to address district-specific challenges, outline sustainable change and prepare a learning lab of partner schools.

- **4 days** of system design courses through Darden School of Business Executive Education
- **Multiple days** of embedded, research-based leadership interviews to identify change-ready principals, district leaders and additional personnel
- **At least 1** on-site support visit to help structure your strategy and optional custom support to schools to accelerate their leadership advancement
- **Continuous** on- and off-site collaboration to shape a strategy contextualized to your ambitions

3

ACTIVATE | YEAR ONE

School and district leaders immerse in a rigorous campaign to ignite school performance, leadership commitments and collective purpose.

- **1 week** of summer executive education for your selected leadership to advance their change leadership and address root issues
- **3 days** of winter executive education for leaders to iterate and adapt change efforts
- **At least 4** on-site support visits tailored to your focus areas and leaders' needs
- **1 Principal Supervisor Summit** to accelerate coaching opportunities and support schools
- **Year-round** off-site support for strategic consultation and year two planning

4

ADAPT | YEAR TWO

Leaders integrate the success of year one and adapt their approach toward new areas of sustainable improvement.

- **3 days** of summer executive education to synthesize the prior year's outcomes
- **3 days** of winter executive education to innovate on district successes and spread organizational learning
- **At least 3** on-site support visits to drive continuous improvement
- **1 Principal Supervisor Summit** to continue generating a community of senior leaders
- **Year-round** off-site support to consolidate your learning and deepen its impact

OPTIONAL

EXTEND | YEAR THREE (AND BEYOND)

Continuous improvement takes many shapes. 80% of our partners choose to extend their UVA-PLE partnership with sustainability, cabinet and/or new cohort support.



Check out page 18 to see the myriad successes of UVA-PLE partnerships.

**TOGETHER,
WE CAN
GRADUATE TO
GREATNESS.**



UVA-PLE empowers leadership across a wide spectrum of districts — from those at risk of state accountability to those seeking to build a reputation for excellence. As dedicated-yet-flexible partners, we accelerate the indelible transformation of entire education communities, no matter their status.

IS IT TIME TO TEAM UP?

Consider UVA-PLE if your district aspires to build sustainable supports for schools within this spectrum.

TRANSFORMATIONAL
CHANGE SCHOOLS

FALL IN
THE BOTTOM
10%
OF ACHIEVEMENT.

STRUGGLE
WITH LOW
*graduation
rates.*

ARE IN
JEOPARDY OF
*state
action.*

REPORT
low levels
OF COLLEGE
PREPAREDNESS/
LITERACY.

HAVE OPPORTUNITIES
TO ADVOCATE
SOLUTIONS TO
OVERCOME
*economic
segregation.*

UNDERSERVE
STUDENTS WITH
HIGH RATES OF
trauma.

SEEK
radical
IMPROVEMENT IN
LEARNING AND
EXPOSURE OF
STUDENTS.

STRUGGLE TO
attract & develop
TALENT, INCLUDING
TEACHERS.

NEXT-LEVEL REACH
SCHOOLS

ARE UNDER
threat
OF POOR
PERCEPTION.

ARE LOSING
students
TO OTHER SCHOOL
CHOICES.

FIND HIGH TEACHER
PERFORMANCE TO BE
inconsistent
AND GREATLY VARIABLE.

MANY GRADUATES
ARE NOT
*college &
career ready.*

HAVE NOT YET
REACHED THE TOP
25%
OF ACHIEVEMENT.

STRUGGLE TO
retain & develop
TALENT, INCLUDING
PIPELINES OF LEADERS.

SEEK
high impact
STRATEGIES TO HEIGHTEN
EXECUTION AND IMPACT
FOR ALL STUDENTS.

ARE YOUR LEADERS READY TO INVEST?

It's the first question our team sets out to answer. The Engage phase conducts an intense **readiness-assessment** process, working closely with your district to envision what change entails before developing an implementation plan.

What we enhance

Leadership Does your leadership have the capacity, willingness and bandwidth to get to work?

Differentiated support & accountability Does your district have the framework to provide for underperforming schools and prioritize underserved students?

Talent management Is your district willing to prioritize the staffing of leaders in high-needs schools?

Instructional infrastructure Does an effective foundation exist? If not, can it be created?



Identifying high-impact leaders

Once we have formed an implementation plan, our teams conduct behavioral event interviews to distinguish the areas of greatest need and the most promising candidates to inspire their reformation.

Who will spearhead change?

In addition to behavioral event interviews, our rigorous selection process takes into account a candidate's performance history to determine both the assignment and development needs of current and prospective leaders. This process also helps teams select who will oversee the cluster of learning lab schools.

“The *transformation of change* includes hard work, accountability and the ability to self-reflect on an ongoing basis. The payoff is nothing short of *awesome and fulfilling*.”

Melinda Baiza

NATIONAL CONSULTANT

PARTNERSHIP ALUMNUS

DESIGN

FIVE TO TEN MONTHS



BLUEPRINTS TO BUILD MOMENTUM.

In the Design phase, we formulate strategies to address district-specific challenges, outline sustainable change and prepare a learning lab of partner schools, all side by side.

District & school site visits

Initiatives of this magnitude require real-time support. We offer consultation and technical assistance to help the district and campus address any obstacles, be it in-person, over-the-phone or electronically. The goal? Resolve any concerns that may impair the success of the initiative, particularly during the first year. We also provide a framework through which districts can lead their own school needs assessments.

Spring leadership boot camp

Held at the UVA Darden School of Business, boot camp strengthens district leadership in the face of some of the most challenging, yet rewarding, work of an educator's career. The three-day executive education experience rallies superintendents and senior-level leaders from across the nation, effectively enabling them to embolden their turnaround plans, rethink school support and reassess their current accountability structures.

“The use of case studies to *highlight opportunities/challenges* in the field of education or get us thinking about those things through a different lens is something we all... latch on to.”

Harold Clay

DIRECTOR OF SCHOOL
TURNAROUND, RED CLAY
CONSOLIDATED SCHOOL
DISTRICT, DE

SET YOUR MISSION IN MOTION.

During year one, the Activate phase of Core Partnership, we invite select school and district leaders into the interactive pedagogy of the Darden School in Charlottesville, VA — largely driven by the case method. From there, we guide change agents toward calculated next steps.

3.1

Site visits & year-round tailored support

Your commitment deserves ours. To help our partners persevere with a sense of urgency, our core team regularly connects with school and district leaders. Additionally, we visit each school after their summer session and winter session, evaluating progress, adapting efforts and deciding next steps face-to-face.

3.2

Context-based 90-day plans

Twice per year, we lead your team through the development of 90-day plans that stretch semesters, establishing unique goals for each and encouraging leadership to own the responsibility of accomplishing them. Benchmarks assure teachers and students keep their performance on track.

3.3

Extended summer executive education

Chosen teams attend seven-day executive development workshops on UVA's main campus, where we foster honest conversations and higher levels of trust between district superiors and principals. With a focus on catalyzing change, teams work together to:

- understand root cause needs
- launch organization refinement efforts
- learn how to make decisions with improved data analysis
- establish focused execution plans, including tactical facilitation
- create an adaptable learning organization



3.4

Team-building winter executive education

Three winter days at Darden bring significant strides: we reinvigorate efforts to overcome resistance, further bolster teamwork and leverage achievements. Held in January or February, the sessions allow for strategic mid-course corrections and mark the first time leadership engages with teachers first-hand. We invite three critical teams charged with implementation:

- district turnaround leadership team
- school principals
- a three-member school leadership team from each participating school

3.5

Planning spring retreat

Attended by school system leaders and principals, a local one-day retreat energizes summer and year two planning. PLE staff facilitate imperative discussions about resource allocation and coordination.

3.6

First Principal Supervisor Summit

Partners make enlightening peers in this 1.5-day convention for principal supervisors. Participants travel from their respective corners of the country, no matter their phase, to a central location. There, we accelerate their ability to recognize coaching opportunities, dig in to those opportunities and support the schools in their portfolio.

“I think their ability to infuse a Fortune-500 mentality into how *principal leadership* can be managed, can be thought through, can be executed is ideal.”

Andre Wright

CHIEF ACADEMIC OFFICER,
AURORA PUBLIC SCHOOLS, CO

ADAPT

YEAR TWO

*“My team went
back ‘on fire’
with a rebirth
of insight and
enthusiasm for
the work.”*

Brad Smith
RETIRED SUPERINTENDENT
OGDEN, UT



STAY IN RELENTLESS PURSUIT OF POTENTIAL.

Knowing it's not enough to merely initiate reform, year two brings us to the Adapt phase. UVA-PLE Core Partnership is an end-to-end initiative designed to nurture continuous improvement, which is why we provide ongoing support for school systems and look to even larger transformational efforts.

4.1

Context-based 90-day plans

In each of two semesters, our teams again develop a 90-day plan as a powerful tool for establishing focus, momentum and accountability.

4.2

Concentrated summer executive education

Already involved and knowledgeable by year two, partner representatives attend our residential summer session for three days instead of six. We concentrate on parlaying successes, re-galvanizing efforts, closing rifts in implementation and employing innovations.

4.3

Cross-cohort winter executive education

Partner teams return to Darden for three days in order to pin down necessary mid-course corrections.

4.4

Sustainability spring retreat

Our final retreat centers around sustainability — helping leaders take measure of lessons learned and review practices that will drive transformation for years to come.

4.5

Second Principal Supervisor Summit

Partners reconvene to discuss the role of principal supervisors, continuing to generate a community of senior leaders.

4.6

Continued site visits & year-round tailored support

The UVA-PLE team holds our partners to their pledged responsibilities. In year two, we continue to link with system leadership to gauge advancements and overcome hurdles. Moreover, our representatives visit each school after the year-two summer session.

PROGRESS HAS NO STOPPING POINT.

That's why we offer an optional third year of Sustainability support, an additional period to boost capacity, fuel ambitious leadership and advocate ownership through research-driven sustainability practices and/or tailored efforts to engage district cabinet leaders.

Results that endure. Change that expands.

It's what our partners expect when they decide to extend their PLE partnership — and it's what we deliver. Meticulously structured to promise lasting change,

YEAR THREE COVERS THREE THEMES:

TEACHER
leadership

CULTURE OF
*continuous
improvement*

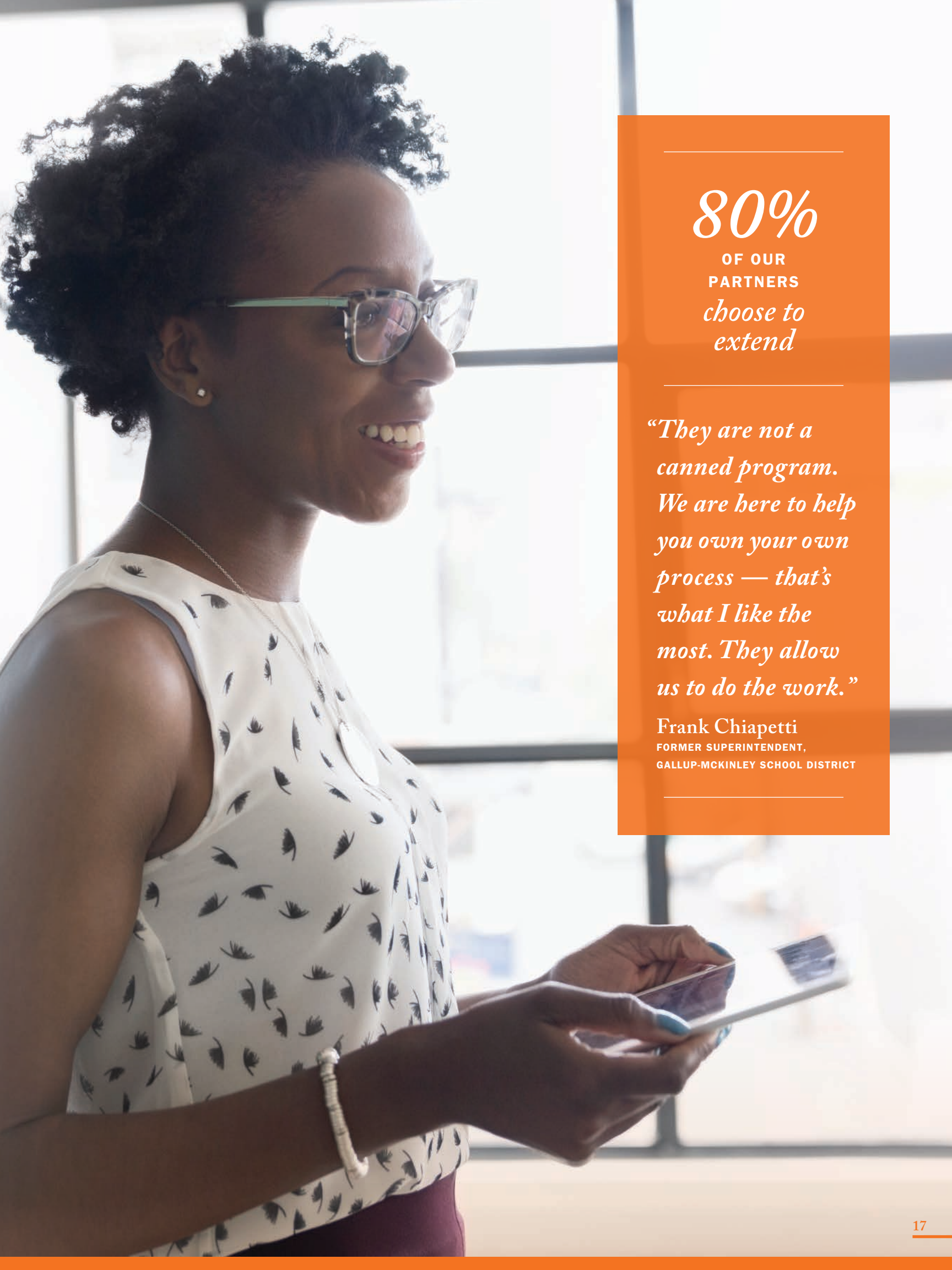
innovation

OVER THREE STAGES:

fall
EXECUTIVE EDUCATION

winter
VISIT

spring
EXECUTIVE EDUCATION



80%

OF OUR
PARTNERS

*choose to
extend*

*“They are not a
canned program.
We are here to help
you own your own
process — that’s
what I like the
most. They allow
us to do the work.”*

Frank Chiapetti

FORMER SUPERINTENDENT,
GALLUP-MCKINLEY SCHOOL DISTRICT



WE DID OUR HOMEWORK AND THEN SOME.

IT'S CLEAR: OVERACHIEVING PAYS OFF.

WE'VE GROOMED LEADERS AT

a large school district in Louisiana, where we emphasized the role of differentiated support to develop principals' leadership capacity.

a small district in New Mexico, where we worked on driving principals and school teams towards student achievement through the principal supervisor role.

a mid-sized district in Delaware, where we worked with district leaders to enhance their ability to engage and incentivize the support of the school board.

REVAMPED CURRICULUM AT

a small district in Colorado, where we emphasized the generation and quality control of a viable K-12 curriculum that illustrated the skills on which students would need to demonstrate mastery.

a large school district in Texas, where we worked on generating and deploying scaffolding, onboarding and development strategies for new and struggling teachers to "get to the green" faster.

AND SHIFTED CULTURES AT

a mid-sized school district in California, where we worked on establishing a culture of high expectations that was reinforced with tangible systems and structures for all.

a mid-sized school district in Indiana, where we worked on identifying and retaining the necessary services at the district-level to support the proliferation of data-driven practice in each school.

**UVA-PLE HAS
REIGNITED LEADERSHIP
AND TRANSFORMED
EDUCATION SYSTEMS
IN OVER:**



400+
SCHOOLS



80
DISTRICTS



20
STATES

IN ONLY TWO YEARS,

50%

**OF OUR RECENT PARTNERS HAVE
ACHIEVED DOUBLE-DIGIT GAINS IN
MATH OR LANGUAGE ARTS**

THE POWER OF A UVA-PLE PARTNERSHIP, A CASE STUDY:

GALLUP-MCKINLEY COUNTY SCHOOLS DISTRICT, NM

BACKGROUND

Gallup-McKinley County Schools officially began their UVA-PLE partnership in 2014. Once a siloed environment with schools that consistently scored in the failing range, it was one of the poorest performing districts in New Mexico, one of the poorest academically-performing states in the country.

RESULTS

In the 2013-14 school year, the pre-planning year for the school turnaround effort, 11 schools in the district received a failing F grade. *The district had no F schools in the 2015-16 year.* In the same period, the district's *number of A schools went from zero to two, and Bs went from two to nine.* In 2017-18, Gallup-McKinley was the highest growing district in New Mexico in literacy — marking the third straight year the district was among the top two growing districts in the state.

STANDOUT SCHOOLS

David Skeet Elementary

UVA-PLE behavioral event interviews helped identify Wade Bell as the right fit for principal at David Skeet Elementary. Bell, who said he was able to bring the aligned focus the elementary school had previously lacked, pushed David Skeet *to a 30-point rise in language arts and math compared to state average in two years.*

Crownpoint Middle School

At Crownpoint Middle School, principal Michael Cubacub brought the school from a *D to an A in the first year of partnership.* He attributes the 42-point jump to a major cultural shift.

“You figure out how the [UVA-PLE] philosophies work in your district. At the end of the day, it’s great for kids because it really does make them better academic students... Research-based strategies are good for all kids.”

Gerald Horacek

ASSOCIATE SUPERINTENDENT



**EMPOWER
YOUR LEADERS.
EMPOWER
YOUR DISTRICT.**

Learn more at DardenCurry.org.
To request a proposal, contact us at
DardenCurry@darden.virginia.edu
or call us at 434-924-8719.

100 Darden Blvd, Charlottesville, VA 22903
dardencurry.org

Your leaders, our partnership and a spark.



UNIVERSITY
of VIRGINIA

PARTNERSHIP *for*
LEADERS *in* EDUCATION

Darden School of Business
Curry School of Education

UVA-PLE CORE PARTNERSHIP