

Some good stuff. Very  
similar to what we've been  
throwing around. Let's keep for  
"good language" on leadership needs.  
Technology & networking are big in  
this program — we'd be wise to keep  
these on front-burner in our  
ideas. —JB

# National College for School Leadership

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# National College for **School Leadership**



## A Prospectus



# The National College for School Leadership

“... a driving force for world class leadership  
in our schools and education service.”

*Tony Blair*

“... potentially the single most important  
transformational agent in our school  
improvement agenda.”

*Michael Barber,  
Head of Standards and Effectiveness Unit, DfEE*

“... arguably the most important school  
leadership development on the world stage.”

*Brian Caldwell,  
Dean of Education, Melbourne University*

“... surely one of the educational success  
stories of the next decade.”

*John Dunford, General Secretary,  
Secondary Heads Association*

“... the most exciting development in leadership  
training we have seen for generations. The NAHT  
gives the College its wholehearted support.”

*David Hart, General Secretary,  
National Association of Head Teachers*



## **Leadership College in Nottingham**

- Providing a national and international focus for school and education service leadership
- State-of-the-art design and sustainable concepts
- A strong virtual presence
- Opportunities for cross-cultural ideas for Heads and teachers
- Firmly grounded in practical research and linked to school improvement
- Maintain a world-class education system

# National College *for* School Leadership

## **Co-located with Nottingham University's new state-of-the-art Jubilee Campus**

- Central Location
- School Improvement
- International Links
- Social and Cultural Diversity
- Brownfield Initiative
- Co-location of College with Education,  
Business and IT Services



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13 December 1999

*Dear Andy*

**A NATIONAL COLLEGE FOR SCHOOL LEADERSHIP**

I am writing to you at the suggestion of Michael Barber, following your recent meeting with him, to share with you our plans for the National College for School Leadership in this country. While I know that Michael was able to give a general outline of the role of the College, you may not have full details of our Government's vision for the College. I am therefore enclosing a copy of the College prospectus, together with details of the progress that we have made so far.

The college is a centrepiece of our government's wider proposals for the modernisation of our teaching profession and the Prime Minister, Tony Blair, sees the College as a driving force for world-class leadership in our schools and as potentially the single most important transformational agent in our school improvement agenda. At the New Heads Conference held in London on 21 October, the Prime Minister announced Nottingham as the site for construction of the physical College headquarters by September 2001. The College will be a landmark building of the third millennium, setting a new standard for high quality and sustainable building design in the public sector. It will have a purpose designed and dedicated building with high quality lecture and study facilities, cutting edge ICT equipment and on-site residential facilities. While based in Nottingham, the College's impact will be felt much more widely as soon as it begins operation in September 2000. Through a strong virtual presence, the College will give a potential audience of approximately 100,000 school leaders in this country access to interactive discussion and exchange, on-line mentoring and master classes, and up to date research evidence. In addition, in order to create a truly world-class education system, the College will facilitate international conferences, on-line masterclasses, workshadowing and placement opportunities.

Following the enormous enthusiasm expressed for the College from both the teaching profession and the public and private sectors, we are working with a wide range of external organisations in taking forward planning for the College. The College's small core staff will be responsible for ensuring that the College is accessible to the widest possible audience as well as managing accreditation and quality control of both courses and providers. The additional staff required for programme design and delivery will be drawn from the best practitioners, seconded to the College for short periods, in order to keep the College relevant and at the forefront of educational and leadership developments.

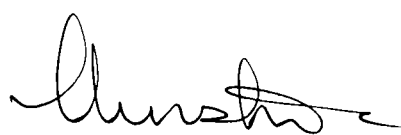


INVESTOR IN PEOPLE



As the first step towards creating an on-line learning community of school leaders, our Secretary of State, David Blunkett, launched in October a £3 million package which will provide laptop computers for all of this year's newly appointed heads in maintained schools. Professor Stephen Heppell, of Ultralab at Anglia Polytechnic University, is working with the Department to develop an interactive website which will host networks, structured on-line debates on topics related to leadership development. It will also give access to world-class expertise and good practice on-line and will contribute to the development of the College itself. The "Talking Heads" network will be up and running early in the New Year.

Michael Barber may also have mentioned that in October he chaired an International Seminar in London, to discuss some of the key questions surrounding the development of our planned National College for School Leadership. Attendees included Marc Tucker and Dr Judy Coddling from the National Center on Education and the Economy in Washington DC; Professor Guilbert Hentschke from the Rossier School of Education, University of Southern California; Vicki Phillips, Superintendent, School District of Lancaster Pennsylvania; Professor Kenneth Leithwood, Centre for Leadership Development, University of Toronto; and, Professors Brian Caldwell and Peter Hill from the University of Melbourne. The seminar stimulated high level debate and many ideas on how best to develop the College in both the short and the long term as well as resulting in a number of practical recommendations which we are now taking forward. We intend to sustain and build on these and other international contacts in taking forward the design and delivery of the college and I should be delighted to develop a dialogue with you and your colleagues if you believe that would be helpful. Do please let me know if you would like any further information on our plans or if you think there are specific ways in which we might develop a partnership.

Yours  


**Christina Bienkowska**  
School Leadership Programme Director

## SCHOOL IMPROVEMENT PROGRAMS

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### **Professional development and program innovation: Principal leadership initiative** (Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget authority (\$000s):

| <u>2000</u><br><u>Predicted Appropriation</u> | <u>2001</u><br><u>Request</u> | <u>Change</u> |
|-----------------------------------------------|-------------------------------|---------------|
| 0                                             | \$40,000                      | \$40,000      |

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### **PROGRAM DESCRIPTION**

The Principal Leadership program would be a new initiative carried out under the authority of the proposed Elementary and Secondary Education Act of 1965 (ESEA) Title II (Teaching to High Standards) National Programs, to provide principals and prospective principals -- particularly individuals who serve in high-poverty, low-performing schools -- with professional development opportunities to improve their ability to function as instructional leaders. The capacity of a school to improve teaching and learning is dependent to a great extent upon the quality of the leadership exercised by its principal, but too often individuals who become principals do not possess the skills or experience necessary to meet the challenges of modern principalship and create an environment conducive to preparing all children to achieve to challenging standards.

Under the proposal, the Department would award grants to consortia that would include at least one LEA and an SEA, IHEs, or other organizations with the expertise to provide professional development to school administrators. Each consortium would be required to include at least one LEA serving a concentration of children living in poverty. Grantees would use their funds to establish a principal development center. The Department envisions establishing 60 centers, over time, with at least one in each State. Each grant would be for a period of 5 years. The Federal share of funding would decline by 10 percent during each year of the grant, from 90 percent in the first year to 50 percent in the fifth year.

The types of professional development activities offered by each center would vary according to the needs of the areas served by each grant, but would be geared to helping sitting and prospective principals meet the new demands of the job, in such areas as instructional leaders, data-driven decision-making, site-based management, meeting the needs of an increasingly diverse student population, maintaining a safe and orderly school environment, and making effective use of technology in instruction and administration. Grantees serving rural areas would make extensive use of technology in carrying out their activities.

### **FY 2001 BUDGET REQUEST**

For fiscal year 2001, the Department is requesting \$40 million for the Principal Leadership Initiative. Program funds would assist consortia to provide current and prospective principals, particularly individuals who serve in high-poverty, low-performing schools, with training to improve their capacity to serve as instructional leaders and successfully implement standards-

## SCHOOL IMPROVEMENT PROGRAMS

### **Professional development and program innovation: Principal leadership initiative**

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based reforms in their schools. This program would be the first significant Federal investment in improving the skills of school administrators.

Research has shown that what principals do on a daily basis makes a difference in how much and how well students learn. Principals influence teaching and classroom practice through such activities as formulating school goals, setting and communicating high achievement expectations, organizing classrooms for instruction, allocating resources, supervising teachers' performance, monitoring student progress, and promoting a positive, orderly environment for learning. An effective principal can create an environment that focuses on and facilitates student learning and leads to increased student achievement.

In recent years, local educational agencies have had increasing difficulty finding well-qualified candidates to fill principal vacancies. A 1998 report by the Educational Research Service (ERS), *Is There A Shortage Of Qualified Candidates For Openings In The Principalship?*, found that half of districts surveyed reported a shortage of candidates at all levels - elementary, middle, and high school. In addition, ERS found that only about one-fourth of surveyed districts reported the existence of an aspiring principals program to recruit and prepare candidates.

Once on the job, new principals find that their previous experiences have not prepared them adequately for the demands of the job. Principals are increasingly being held accountable for student achievement in their schools, but frequently lack training in such areas as: using achievement data to inform instruction and curriculum choices; determining the alignment of comprehensive school reform designs with State or local content and performance standards and assessment structures; and strategies for engaging parents and families in their child's education. Few districts have formal programs for providing principals with such training. The ERS report found that fewer than half of the surveyed districts had a formal induction or mentoring program for new principals.

The amount requested would support approximately 24 centers that would provide professional development opportunities for approximately 10,000 current or prospective principals. Participants would be provided training in such areas as:

- Defining the mission of the school. A principal who is an effective instructional leader clearly envisions the school's purpose and what it seeks to accomplish, and creates a climate of high expectations for staff and students.
- Managing the instructional program. An effective principal needs to be able to work with teachers in the evaluation, development, and implementation of the school's curriculum and instructional programs.
- Promote a positive climate. A principal can create a positive climate by establishing clear, explicit standards that embody the school's expectations and creating a system of rewards that reinforces academic achievement.

### **SELECTED PROGRAM PERFORMANCE INFORMATION**

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired interim and end targets are identified for indicators where a baseline

## **Independent School Leadership Centers: Training Leaders for 21<sup>st</sup> Century Schools**

### **Summary**

Without quality school leaders, school reform is destined to fail. To address this, our initiative would fund independent School Leadership Centers at the state and regional level. The Centers would focus on leadership development opportunities for existing schools leaders (principals, superintendents, etc) in areas such as effective management, school design, technology, and district governance. In addition, recruiting and training nontraditional candidates for school and district leadership would also be part of the Center's mission.

Independent nonprofits or public-private partnerships would run centers on a state or regional basis and they would be required to partner with leadership from the public and private sector. Just as Presidential leadership has increased the national focus on improving teacher quality, federal leadership is needed to push states to make greater investments in developing quality school leaders prepared for accountability, the devolution of decision making, and the focus on school-based reform. At present, there is no federal program focused solely on school leadership and only a handful of programs allow funds to be used for it. There is broad political support for a focus on improving school leadership, as evidenced by the inclusion of a smaller provision in the House-passed ESEA bill.

We recommend \$40 million in competitive grants to fund approximately 20 state-level or regional centers.

### **Background and Rationale**

The one area central to all school reform strategies is school leadership. The devolution of decision making—from budgets to curriculum to instruction—has brought much greater responsibility for superintendents, principals and other school leaders. It has also meant greater accountability for results. In these new systems, school leaders are being asked to play much bigger roles in crafting instructional approaches, restructuring their organizations, working with the local community, and using resources strategically than they have previously.

To support the development of school leadership, the DPC recommends a program that would seed regional and state-level partnerships that focus on the needs of school leaders and provide ongoing development opportunities for the current ranks. The federal government would serve as a catalyst for bringing nontraditional partners into the effort, such as the business community, to disseminate its lessons in leadership to those in charge of improving the public schools.

## **DPC Proposal**

The Department of Education would run a competitive grant program that would provide seed/capacity-building funds to state or regional independent School Leadership Centers under the “national activities” section of the reauthorized Title II of ESEA. Multi-year grants would be made to nonprofit public-private partnerships composed of alliances of business groups, education stakeholders, and other relevant partners such as existing nonprofits or the armed services.

The centers would be focused on providing training and networking school leaders (ie, principals, superintendents, assistant principals, assistant superintendents, and select teachers), and attracting nontraditional candidates into the profession and constructing alternate pathways. Centers could not be run by state departments of education, university or college schools of education, or the federal government’s regional education labs, although these organizations could be partners in the effort.

Funds would be awarded on a 3-5 year basis. Centers would be expected to offer training and services to support school leaders in areas such as instructional leadership, management practices, school organization, use of technology, school design, community engagement, and school board relationships. Centers would also be expected to involve leaders and best practices from fields other than education. An Advisory Board to the Secretary, made up of national leaders in the areas of education, business, nonprofits and the armed services, will be assembled to advise the Secretary on choosing grants.

The grant program would provide \$40 million for funding leadership centers around the country. Grants would range from \$250,000 to \$1 million per year for three to five years. At an average grant of \$500,000 for three years, funding could support 25 state-level or regional centers. In addition, the program would provide \$2.5 million for rigorous evaluation of the centers and their impact. Grant recipients would be required to provide a 50% match, 30% of which could be in-kind.