



**PARTNERSHIP *for***  
**LEADERS *in* EDUCATION**

Darden School of Business  
Curry School of Education

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Through our experience with school turnaround, our research in the field, and the expertise of a world-class faculty from the Darden School of Business and the Curry School of Education, the University of Virginia Partnership for Education (PLE) is uniquely positioned to assist Loving Municipal Schools build upon its success as a result of a year of planning and two years of execution support. The UVA Sustainability Program provides a final, extension period to boost capacity, fuel ambitious leadership and advocate ownership through research-driven sustainability practices and/or tailored efforts to engage district cabinet leaders. The Sustainability Program includes executive education, support, and resources that provide district and school administrators the knowledge and skills needed to affect the systemic alignment crucial to the success and sustainability of transformation efforts. Schools must have successfully completed the turnaround program to be considered, with a particular focus on those that have experienced significant growth to date.

The University of Virginia School Turnaround Program is the only program in the country focused on establishing system conditions ripe for change and building transformative leadership to achieve that change. The sustainability extension program is the only one known in the country focused on innovation, systems change, and team leadership to build capacity for an ongoing culture of continuous improvement. Other turnaround programs address only initial change efforts and typically consist of either (1) teams of coaches or mentors that provide advice to particular principals on a weekly or monthly basis; (2) leadership training without follow-up; and/or (3) embedded support at school level without the work at the school system level needed for sustainability. Extant research indicates that most these programs are not entirely effective.

The PLE's approach to turnaround is also unique in that:

1. The PLE follows executive education sessions with on-site support to insure effective implementation; and
2. The PLE provides a multi-dimensional perspective on high-quality education leadership by drawing on faculty members from multiple disciplines at UVA and experienced practitioners in the field who've been successful in turnaround-

We have a proven track record of success. The Darden/Curry Partnership for Leaders in Education's work with over 400 schools and 80 districts in 20 states since 2004 has yielded promising results. In only two years, almost 50 percent of our recent partners have achieved double-digit gains in math or language arts.

We look forward to continue our collaboration with Loving Municipal Schools to achieve gains in student achievement and to build capacity within your state, districts, and schools to ensure long-term success.

With kindest regards,

William Robinson

A handwritten signature in black ink that reads "William Robinson". The signature is written in a cursive style with a prominent initial "W" and a long, sweeping underline.

Executive Director

University of Virginia Darden/Curry Partnership for Leaders in Education

**APPENDIX 1: SCOPE OF 2018-2019 PROGRAM**

The Program is designed as a one-year program will focus on building leadership capacity to accomplish the following components:

- Developing organizational vision on what strategic capabilities are most needed to move to sustainable, high performance.
- Helping school leadership team members become transformational agents. Define or enhance the ambitious role of school leadership teams and how those team members champion organizational change and day-to-day efforts that matter for sustainability.
- Designing, launching and executing an innovative project that creatively leverages talent and resources to advance capabilities most needed to achieve sustainability.
- Informing continued redesign of the central office to institutionalize lessons learned during the initial turnaround effort and spread those learnings district(s) wide.

**APPENDIX 2: SUSTAINABILITY PROGRAM DELIVERY MODEL**

**15 Total Participants** (Loving can shift the number of participants by entity, as long as there are at least two participants per school. )

	District Team Members	School Principals	School Team Members
Loving Municipal Schools	3		
School 1		1	3
School 2		1	3
School 3		1	3
<b>TOTAL PARTICIPANTS*</b>	<b>3</b>	<b>3</b>	<b>9</b>

Programming and Support	Description	Month	Location
Conference Call	Call with district team on 90-day plans	August	Virtual
Program Kickoff Virtual Webinar	Provide overview of research on sustainability and the process of design thinking – to guide work until program	September	Virtual
Fall Program, <i>University of Virginia Darden School of Business, Charlottesville, VA</i>	A 2.75 day executive education session. The instruction at each will be delivered by PLE faculty members and select experts	October/ November	UVA <sup>1</sup>
Independent Work	Follow-up guidance on “Learning Launch” projects to keep work on track	Winter	Virtual

District Site Visit – <i>District</i>	PLE representative will visit each participating school, to help the school leaders assess progress, identify necessary resources and determine next steps – and debrief system-wide lessons with district leadership	January	District <sup>2</sup>
Virtual Webinar and Independent Work	Follow-up on district and school site visits	Spring	Virtual
Spring Program, <i>University of Virginia Darden School of Business, Charlottesville, VA</i>	A 2.75-day executive education session. The instruction at each will be delivered by PLE faculty members and select experts	April/May	UVA <sup>1</sup>

<sup>1</sup> Participant travel expenses to and from all programs are the responsibility of the Client.

<sup>2</sup>The Client shall be responsible for providing the necessary meeting facilities and associated expenses.

### **APPENDIX 3: DESIGN DIFFERENCES FROM UVA-STP PROGRAM**

The primary design differences from the experiences of the first two years of the traditional program would be:

- More cross-district, cross-role collaboration in solving school challenges
- Application process, would make the process competitive and allow PLE to accept only schools and districts with the results and capacity to sustain turnaround efforts
- Ability to bring other school leaders beyond principals to all programs
- Less focus on change leadership practices and more focus on continuous improvement leadership practices, including potentially matching resources and teacher strengths with needs, improving coaching to staff, and insisting upon high quality experiences for all
- Use of design thinking, a creative problem-solving approach to developing transformational innovations (districts would help decide if we use this approach)
- Use of technology (webinars) to connect participants, faculty and PLE more often, rather than only relying on in-person support.

Target Audience:

- Schools must have successfully completed the turnaround program to be considered
- We encourage the consideration of schools that have developed systems that would be served with a greater layering of sustainability practices