

CharterLeader Summer Cohort Program Description

I. Program Premise

The Georgia Charter Schools Association has implemented a charter school leadership development program specifically for those interested in becoming professional leaders of charter schools, *CharterLeader*. The purpose of the program is to support succession planning and leader retention in charter schools and to build capacity in current and future charter leaders to effectively manage charter schools.

In response to recognition, validated by data, charter schools have been projected to have a “severe shortage of quality school leaders” during the next 5-10 years. The National Alliance for public charter schools estimates that between 6,000 and 21,000 new charter school leaders will be needed nationwide during the next 10 years¹.

The National Governors Association (NGA) has noted that the quality of a school’s leaders is the most influential school-based factor affecting school learning, only slightly trailing the quality of a school’s teachers.² Further, the NGA notes that “success is highly dependent on the expertise of school directors and charter school board members.” The NGA also observes that “they must operate and run their schools without the resources and expertise provided by personnel within the traditional school district structure.”³

According to the National Charter School Research Project at the University of Washington,⁴ “When charter school directors step into the job, they step onto a high wire with no safety net below them. Charter school leaders face challenges in managing facilities, finances, personnel and strategic planning, even though they come to the leadership role well versed in instructional leadership. Working with the boards of their schools is another matter that new charter school leaders are often unprepared to manage. Charter school leaders need a broad skill-set covering both educational and business leadership to effectively run a public school that is also a non-profit business. The National Center for Charter School Research Project found that today’s charter school directors often come to their positions from other jobs in education and some come from business professions and have no educational training at all – neither background being adequate for the vast responsibilities of charter leadership. In addition, charter school leaders tend to be younger and newer to leadership positions; many have only a couple years of experience in school administration; and most are paid substantially less than their traditional public school counterparts.

It is for these reasons that many of the charter school leaders are choosing to leave the profession due to the stresses of the job and insufficient skill sets. According to the National Charter School Research Project, within the next five years, more than **70 percent of today’s charter school leaders expect to leave their current jobs**, and **almost half of charter school leaders reported that their schools have no plan for leadership succession**. CharterLeader will be an invaluable asset to building capacity in charter school leaders and ensuring that charter schools continue to grow and thrive.

¹ National Alliance for Public Charter Schools: *Charter Executives: Toward a New Generation of Leaders*, November 2008

² National Governors Association: *Issue Brief, Education Division*, November 14, 2008

³ National Governors Association: *Issue Brief, Education Division*, November 14, 2008

⁴ University of Washington, National Center for Charter School Research Project: Christine Campbell, Bethany Gross, *Working without a Safety Net*, September 2008.

II. Overview of Program

- Program was developed based on research from:
 - The National Alliance for Public Charter Schools: *Charter Executives: Toward a New Generation of Leaders*, November 2008
 - National Governors Association: NGA Center for Best Practices: *Issue Brief, Improving Charter School Leadership*, November 14, 2008
 - University of Washington, National Center for Charter School Research Project: Christine Campbell, Bethany Gross, *Working without a Safety Net*, September 2008
- Program was developed using a grant provided by The National Alliance for Public Charter Schools in partnership with The Georgia Department of Education and Teach for America.
- 2 modules: Educational Leadership and Business Leadership
- Performance based program includes blended learning (classroom and self-paced e-learning)
- Curriculum provided in Partnership with the Georgia Leadership Institute for School Improvement and The Finance Project (through the National Resource Center on Charter School Finance and Governance) and subject matter experts

III. Program Logistics

Business Leadership Module	June 21 – June 25, 2010
Educational Leadership Module	July 19 – July 23, 2010

Training will take place from 9:00 – 4:00 p.m. daily

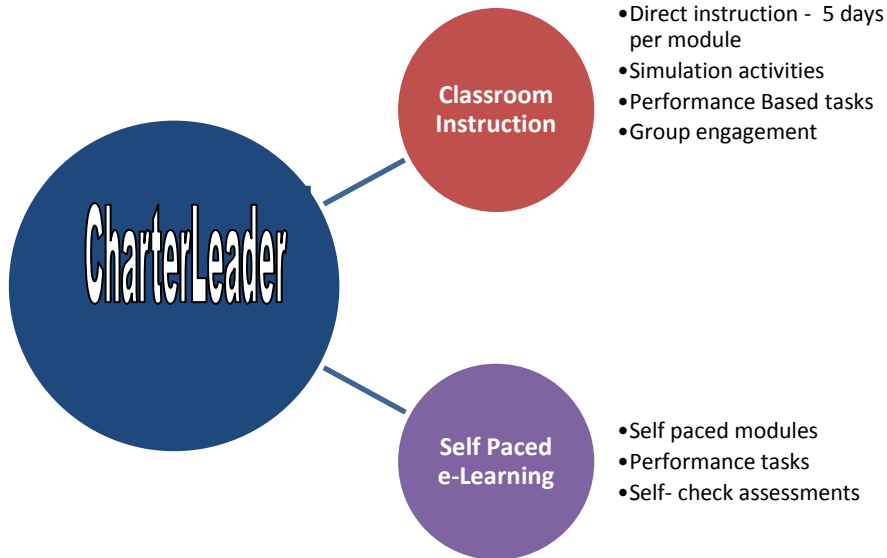
600 West Peachtree Street N.W.
12th Floor Training Room (subject to change)
Atlanta, GA 30308

Breakfast and Lunch will be served
Parking validation provided

Discounted rates are available at The Renaissance Hotel, which is connected to the training site. Program fee does not include travel expenses or meals other than breakfast and lunch on training days.

There is easy accessibility to MARTA from the airport and other areas of metro Atlanta to the training site.

IV. Scope of Program



Each module will encompass approximately 60 hours of blended learning time including direct instruction and self-paced e-training that includes both simulation and performance tasks to build skills and competencies. Each participant will receive a variety of resources including a small library of professional literature to supplement the curriculum and provide reflective opportunities.

V. Curriculum

Module 1 – Educational Leadership

Course
Recruiting, Hiring, Managing, and Retaining Highly Effective Staff
School improvement Plans and Processes
Instructional Supervision – Developing and Implementing Performance Management Systems
Implementing a Standards-Based Instructional Program
Developing a High Quality Assessment and Reporting Program
Using Data Analysis to Drive Instructional Decisions
Cultivating a School Culture Reflecting the Charter Mission and Vision
SPED and Title Programs in Charter Schools

Module 2 – Business Leadership

Course
Stakeholder Relations and Building Community Support
Legal and Regulatory Matters Pertaining to Public Charter Schools
Facilities Management
Finance <ul style="list-style-type: none">• Sustainability• Managerial Accounting for Public Schools• Financial Management• Budgeting• Strategic Financing• Fundraising and Grants
Strategic Planning and Leadership
Labor Relations
Current Educational Issues
Risk Management
Marketing; Student Recruitment, Enrollment, and Retention
Working with Governing Boards

VI. Costs

- Educational Leadership Module \$3000; Business Leadership Module \$3000
 - Both Modules \$5000
- The program fee supports costs associated with development of the curriculum, training materials, licensing fees, and facilitator fees, and venue and meals. Program fees do not cover the cost of travel or lodging.
- Fees may be paid by the individual participant or by a sponsoring school or foundation.
- Fees are due prior to participation in the program. Fees may be paid via cash, check, or credit card.

VII. Participant Selection

The ideal participant will exhibit the following core beliefs and personal qualities.

CORE BELIEFS AND PERSONAL QUALITIES

- Demonstrates belief that all students have potential and can learn
- Demonstrates a commitment to educational reform to ensure high achievement of all students
- Values creativity and ingenuity in educational approaches
- Values the use of data in making sound instructional and business leadership decisions
- Shows commitment to personal growth and development and growing and developing others
- Demonstrates a “no excuses” mindset
- Values relationships
- Exhibits resilience and creativity in overcoming setbacks and failures
- Effectively manages time and resources
- Demonstrates emotional fortitude required to manage
- Has established short and long term goals and can articulate milestones to achievement

Admission decisions will be based on satisfaction of the following admissions requirements:

ADMISSION REQUIREMENTS

- Demonstrates effective verbal and written communication
- Holds a masters level or higher degree from a state approved master’s program in leadership or any other state approved master’s level (accredited) program
- Holds a current leadership position OR intends to fulfill a leadership position in a charter school within 18 months
- Professional experience of 5+ years in either education or business; minimum of 2 years managing others
- Commits to the requirements of the program
- Provides solid professional references
- Demonstrates professionalism
- Timely submission of requirements

VIII. Contact and Registration

Registration including application and fees are due by **Friday, May 28**, close of business.

Application is attached.

Kelly Cadman

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