



LEADERSHIP DEVELOPMENT FOR EDUCATORS (LEDE)

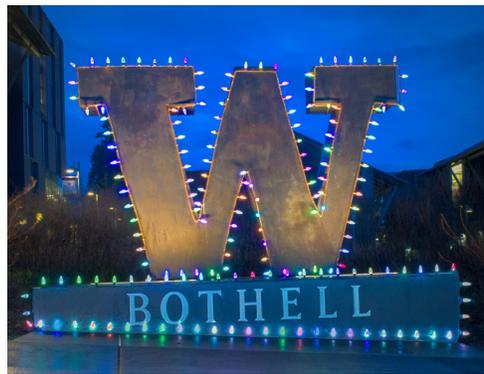
Newsletter | Autumn / Winter 2016

Everything is Illuminated

Dear LEDE Colleagues,

The holidays are peeking at us from our calendar pages, with, we hope, the promise of rest and joy. As we begin to turn a corner toward the new year, most of us are working through our project lists, adjusting our plans and formulating the next steps, in and out of our schools. During these recent times, we may also be asking ourselves: How will I lead in the future? How will I impact my student's ability to succeed in the face of diverse challenges? As educators, **each of us believes in the ability to illuminate knowledge** and instill the hope of change. This is a special and distinct trait, and one that is needed now more than ever.

How do we define great leadership? We know that in schools, it shows in those who guide their students and colleagues through challenges great and small, all the while ensuring that school is a safe and accepting place for everyone. You, as a leader and mentor, have the special ability of recognizing those teachers who meet these standards. Perhaps you know a teacher who has been considering a move toward administration.



LEDE will begin its next cohort in Spring, 2017. Even those teachers with less extensive leadership experience may be ready to join the program. Teacher leaders who begin LEDE during Spring quarter will gain extensive practice in instructional observation and analysis. We also offer the opportunity for particularly well-qualified candidates to join the cohort in the Autumn quarter.

If you know of potential candidates who are ready to begin the new year as leaders within their schools, please share this information with them. We are committed to supporting educators who are illuminating knowledge and growth in our districts through strong leadership.

Wishing you peaceful holidays,
The UW Bothell LEDE Faculty & Staff

LEDE Program Quick Facts

- M.Ed in Educational Leadership
- Washington State Residency Principal Certification
- 2 years
- Cohort-Based
- Attend class one Saturday per month
- E-Learning
- Coursework structured around teacher's own roles in classrooms/schools
- Less than \$22,000 tuition; Structured to offer waivers for teachers with extensive instructional leadership experience
- 90% of Alumni serving in admin roles

Building Your Best

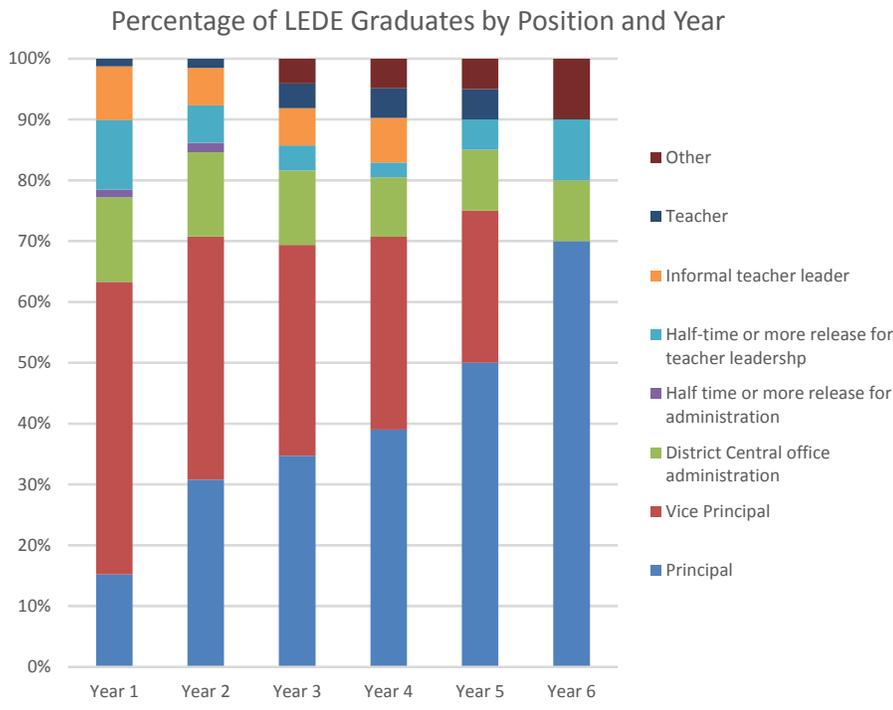
Supervisor. Colleague. Mentor. You have the unique vantage point of recognizing emerging leaders in your schools. Do you know an educator ready to take the next step toward leadership?

Contact us for application information:

edleader@uw.edu

Six Years of Leadership Growth

Each Autumn, the LEDE program collects job placement data from alumni. It's always exciting to see the increasing numbers of LEDE-prepared principals in local schools. Our program consistently reports the majority of each year's graduates hired into vice principle and principal roles directly upon graduation.



Education is not the filling of a pail, but the lighting of a fire.

~Plutarch

Timely Readings for Your Practice

The following links are shared from materials provided in current LEDE sessions and selected to support administrators through social and political changes which may impact their schools, students, and teachers.

Teaching the 2016 Presidential Election: Racism, Immigration, and Xenophobia

<http://bit.ly/2gPLfPO>

Schools in Transition: A Guide to Supporting Transgender Students in Grades K-12

<http://bit.ly/2hyz6jM>

Resources for Discussing Police Violence, Race, and Racism With Students

<http://bit.ly/29Bp7Fx>

Faculty Spotlight

Pam Hopkins

Senior Lecturer, UWB School of Educational Studies; and Co-Director, LEDE
Instructor: LEDE (Leading Schools as Inclusive Communities) & Internship Supervisor



How is LEDE different from other principal preparation programs?

LEDE is unique and my best experience in a very long career of graduate level teaching in school administration because we have a theory of action that puts knowledge of instruction at its core and our teaching and assignments are job-embedded, performance-based, and customized to candidates' positions and roles. We are able to do this because we select candidates with strong experience and knowledge of not only their own instructional practices, but how to help colleagues develop theirs.

LEDE integrates an educator's prior experience and current jobs. Can you talk about that?

We provide waivers or credit for prior educational leadership experience and the vast professional development history that are characteristic of our accepted candidates. We are a flexible program that can adjust to meet candidate needs. Deep experiences in the school site characterize our program in both Parts 1 and 2. Our faculty includes primarily currently practicing public school administrators with very a mature base in teaching and school and central office roles. We address not only basic skills and knowledge, but the current issues of schools today.

The LEDE program seems to evolve through close faculty/candidate partnerships. Why does this work so well? Our faculty re-evaluates and fine-tunes our program on an ongoing, usually monthly, basis based upon candidate feedback and the results we are seeing in performance tasks and internship reflections. We are a consistent team who have worked together closely over time and we all attend every single class session together.

What are the biggest changes you see in candidates as they complete their program?

I love teaching in LEDE because of what I continually learn from not only highly skilled colleagues, but mature and highly skilled candidates. I see candidates who are already fine instructional experts transition into leaders with strong ethics and vision that they can articulate and apply toward our core mission-student learning and welfare.