



Introduction

Project Leadership, established in 1985, is a unique leadership development opportunity under the direction of the Idaho Association of School Administrators. The purpose of the project is to provide an opportunity for Idaho's instructional leaders to improve their capacity to network and collaborate with peers and increase leadership competencies.

Goals

Project Leadership is focused on achieving two goals:

1. Provide a unique opportunity for district/school/institution administrators to **build individual leadership capacity**.
2. Create enduring support for professional colleagues to enable participants to learn, refine best practices, and build statewide relationships for school success.

Strategies for Achieving Goals

Strategies for Goal 1: Project Leadership is a three-year training program for all levels of school leaders in Idaho. Since the 1980's, the Van Hemert Academy has been, and continues to be a meaningful opportunity for leaders throughout the state to collaborate and grow as leaders. The training (called the Academy) provides seminars on understanding leadership styles, building human relations skills, implementing effective communication, gaining invaluable facilitation skills, developing specific individual goals, and many more practical leadership activities. Three levels of participants are involved in Project Leadership. First year participants are Level 1, second year participants are Level 2, with Level 3 being the final year of participation. Courses taken in each level are listed below:

Level 1 (first year)	Level 2 (second year)	Level 3 (third year)
Effective Leadership Styles	Conflict Management	Stress and Time Management
Developing Teams	Danielson – Observation to Evaluation	Legal Issues in your School
Goals and Growth Plans	Marketing Your School	Communication and Media Training
Unpacking Danielson’s Framework	21 st Century Leadership	Technology in Education
Communication Skills	Reculturing for School Success	Danielson’s Professional Conversations

In addition to attending the Academy, participants attend five meetings a year which are held in six different geographic regions throughout the state. Yet another separate and unique group of Project Leadership is comprised of participants from the Idaho Division of Career Technical Education (ICTE). These regional meetings provide an opportunity for more collegiality and support on Individual Professional Growth Plans through presentations by participants and roundtable discussion of issues. After completing the *Life Styles Inventory* (LSI) and receiving support in developing effective leadership goals, individuals create a growth plan.

Participants develop individual projects/success strategies based upon effective research, observation, and best practices. These projects are an essential requirement for completion of Project Leadership but are not necessarily something “in addition” to what they may be implementing. Projects should support what is being implemented in schools or districts. Projects are relevant to each individual participant and ensure growth as an individual leader and improvement on a school wide basis. It is required that these projects are focused upon school improvement needs in the participants’ individual schools. Problems of practice are identified, and research of best practices is utilized to develop an action plan that ensures completion of the project in individual school settings. Individual participants present their completed projects in a formal presentation at regional meetings. Peer feedback and beneficial critique is given after each presentation.

Strategies for Goal 2: Idaho districts across the state of Idaho have been sending their school and district leaders to Project Leadership for over thirty years. Six regional Project Leadership Liaisons (one from each region in the state) facilitate five regional meetings following the Academy. In addition, ICTE sends leaders to participate in all aspects and also provides a liaison. After meeting as an entire state group at the annual Academy in Sun Valley, regional groups collaborate, discuss, support, and grow together as leaders in Idaho’s schools. This structure fosters **an enduring support network of professional colleagues**. It is through this enduring support network that each individual participant learns, refines best practices, and builds statewide relationships for school success.

To measure the degree to which Project Leadership was successful in creating an enduring support network, *Becoming a Professional Community of Practice Survey*, was developed from the Professional Learning Community survey compiled by the National School Reform Faculty. This survey will be utilized first at the annual VanHemert Academy in Sun Valley. Data from this survey will provide a baseline for Goal 2 and guide planning throughout the year. The same

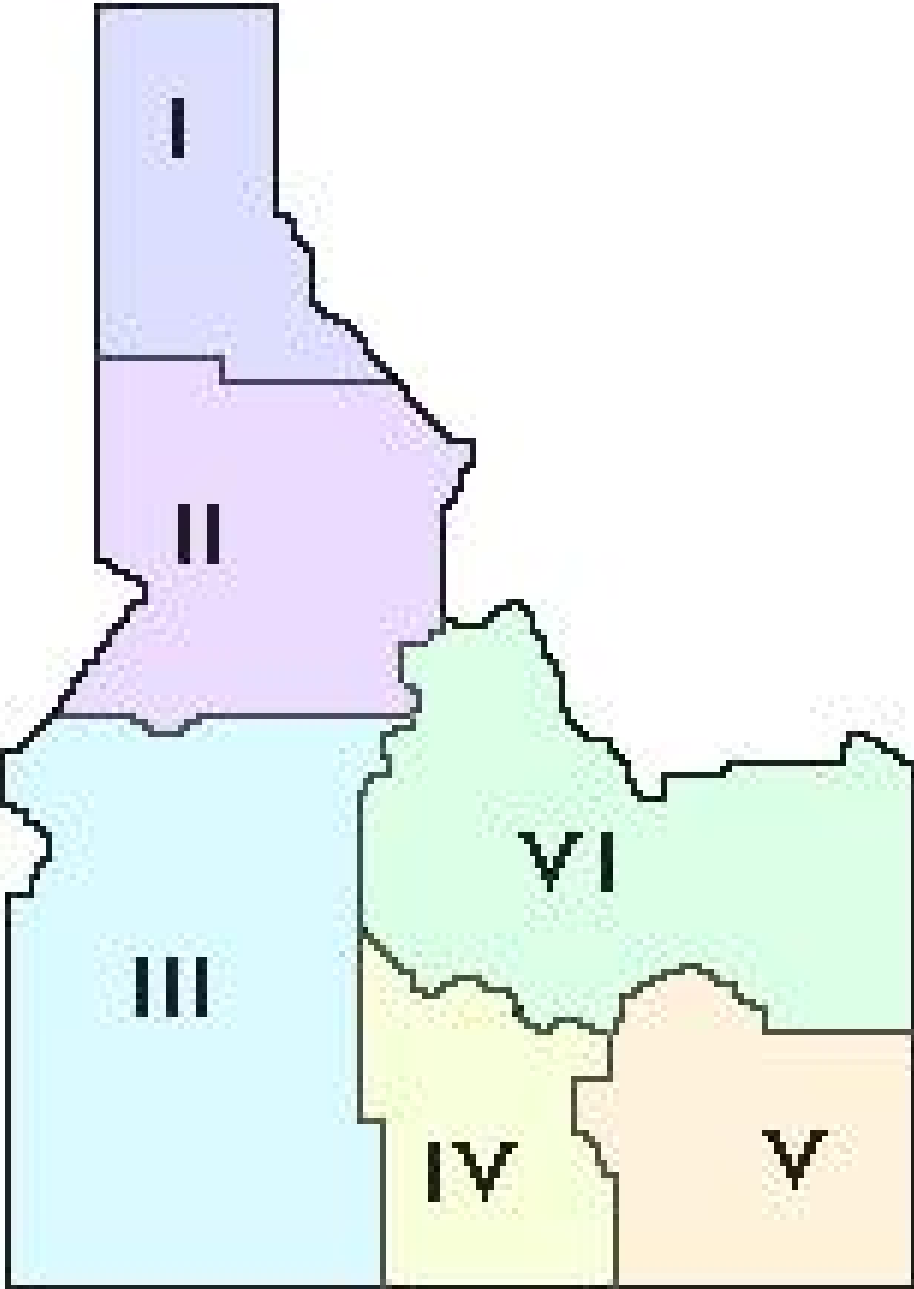
survey will be administered again at the end of the school year. This end-of-year survey data will be analyzed to determine the unique needs of each level.

Evaluation of Program

An adaptation of Tom Guskey's Five Dimensions for evaluating professional development will be utilized to address the effectiveness of Project Leadership's goals and strategies. These dimensions include:

1. Rate of Participation and Dissemination of Information
 - Data will be collected regarding the number of participants, regions with highest participation, distribution of district participation, and types of administrative positions involved.
2. Participants' Reaction to Professional Learning Opportunities
 - End-of-academy evaluation data will assess this level, focusing on what was most useful and what could be revised to meet the needs of participants.
3. Participants' Learning
 - Assessment Sequence:
 - **Pre-academy**
 - Life Styles Inventories completed at first regional meeting
 - **Academy**
 - Examine strengths and weaknesses based on the LSI
 - Complete the *Becoming a Professional Community of Practice Survey* (Pre)
 - Write Growth Plan
 - **Post-academy**
 - End of year complete *Becoming a Professional Community of Practice Survey* (Post)
4. Organization Change
 - Project Leadership Liaisons, along with the Executive Director, will evaluate all feedback provided from participants and regularly analyze possible organizational changes to ensure greater effectiveness.
5. Participants Use of Knowledge and Skill
 - Data gathered regarding the participants' growth plans, along with effective school use of individual projects, will provide valuable feedback on how well knowledge and skills were applied.

Six Regions of Project Leadership



PROJECT LEADERSHIP

Liaison List

Director	Greg M. Lowe gmlowe70@gmail.com	Superintendent, Wendell School District, Retired
Region 1	Dawn Mackesy dmackesy@sd273.com	Principal, New Vision Alternative High School
Region 2	Kelly Caldwell kcaldwell@sd282.org	Principal, Genesee School
Region 3	Andy Grover agrover@melbaschools.org	Superintendent, Melba School District
Region 4	Kasey Teske teskeka@tfsd.org	Principal, Canyon Ridge High School
Region 5	Patti Mortensen mortpatt@isu.edu	Idaho State University, Asst. Professor College of Education
Region 6	Yvonne Thurber ThurberY@d93.k12.id.us	Principal, Sandcreek Middle School
Idaho Career Technical Education	Dona Orr dona.orr@cte.idaho.gov>	Director, Secondary Education ICTE