

“Are you  
ready to  
lead?”



**ACHIEVEMENT/HIGH EXPECTATIONS** Demonstrates a track record of high personal achievement; holds self and others to the high standards necessary to impact dramatic change.

“  
The coursework and your research will “push the envelope” as you prepare to lead the teaching and learning process to new levels ...”

Lindan Hill

## Marian Academy Director

The Marian University Academy for Teaching and Learning Leadership prepares school leaders to confront and solve complex challenges in our education institutions. The process through which we analyze these challenges are innovative, comprehensive and uncompromising. Systems analysis, crisis identification and management, authentic leadership, cultural influences and intensive statistical and data analysis are just some of the tools we bring to the quest for transformative school leadership.

The Academy’s curriculum and instruction are unique. We utilize a “differentiated faculty” model that includes nationally and internationally recognized scholars, researchers and authors as well as our own Marian faculty. Many of our national faculty come from disciplines other than education, but the information and insights they bring to the Academy go to the heart of powerful leadership for schools.

Our Marian faculty are superb in their training, experience and sense of mission for the teaching and learning process. They are experienced school leaders from traditional public schools, charter schools and private and parochial schools.

The Marian Academy is very rigorous and very selective, but once admitted, your life will never be the same as you will be challenged to analyze education issues and propose solutions that may run counter to conventional wisdom. The coursework and your research will “push the envelope” as you prepare to lead the teaching and learning process to new levels of quality and achievement for students. Thank you.



Lindan B. Hill, Ph.D.

*Director Marian University Academy for Teaching and Learning Leadership*

**PERSEVERANCE** | Displays impatience with mediocrity, the work ethic and zeal to lead change and the entrepreneurial spirit necessary to work within a broken system.

## Marian University

Marian University is the only Catholic liberal arts university in central Indiana. It is a private, co-educational school offering courses to both traditional and non-traditional students. Marian University is grounded in the Catholic intellectual tradition with a strong liberal arts foundation that has been the hallmark of a Marian education in Indianapolis since 1937. Marian's existing programs in nursing and education, and its emphasis on service to the community, provide the foundation for even greater contributions to the economic and cultural well-being of Indiana, the country, and beyond.

Marian University has been an innovative leader in preparing educators and school leaders for years offering its own undergraduate and graduate level programs as well as partnering with national education programs to develop alternative training. Marian University has been and continues to be the sole Indiana partner with Teach For America and The New Teacher Project, two nationally recognized teacher preparation programs. In addition, Marian also conducts the Masters Bridge to Teaching program and the ACTION program – all designed to identify and develop highly effective teacher candidates to make a difference for the better in the lives of young people. All

total, these programs have nearly 800 teachers serving in the Central Indiana area, many of whom have significant leadership potential. These programs have grown from 15 annually to 250+ annually in the span of three years. These are massive turnaround programs by virtue of where these teachers work – in the highest need schools in the highest shortage subject areas. Marian University has significant experience in working with educators striving to reverse a dismal history of low academic achievement among underserved and marginalized students.

Two extremely significant metrics underscore Marian University's work and these teachers' successes. First, the attrition rate of Marian's Teach For America and The New Teacher Project teachers is approximately 15 percent during the past three years. That compares to many urban school districts where teacher attrition can be up to 70 percent after three years. Secondly, the number of students in these programs that grow academically at a rate greater than one year in one year's school time - nearly 35 percent of students, and the number of students that grow at one year in one year's school time – another 50 percent of students.

### Franciscan Blessing

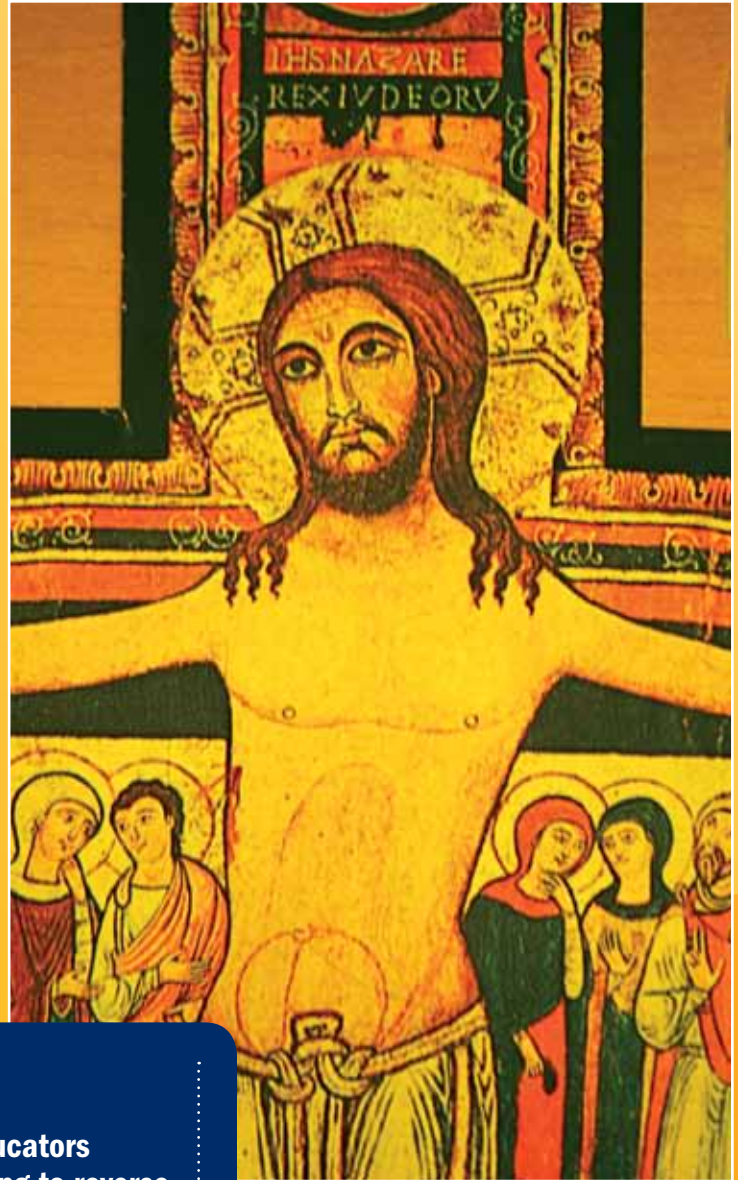
There are many Franciscan Blessings. This particular Blessing serves as the Academy's guiding prayer for past, present, and future educators.

*May God bless you with a restless discomfort about easy answers, half-truths and superficial relationships, so that you may seek truth boldly and love deep within your heart.*

*May God bless you with holy anger at injustice, oppression, and exploitation of people, so that you may tirelessly work for justice, freedom, and peace among all people.*

*May God bless you with the gift of tears to shed with those who suffer from pain, rejection, starvation, or the loss of all that they cherish, so that you may reach out your hand to comfort them and transform their pain into joy.*

*May God bless you with enough foolishness to believe that you really CAN make a difference in this world, so that you are able, with God's grace, to do what others claim cannot be done.*



“  
... educators  
striving to reverse  
a dismal history  
of low academic  
achievement  
among  
underserved and  
marginalized  
students.”



“  
... transforming  
our schools  
requires  
fundamentally  
rethinking school  
leadership.”

*Students, faculty and staff of Oldenburg Academy in Oldenburg, Indiana were given iPads thanks to a generous gift from Gus and Nancy Hillenbrand. Oldenburg Academy is the sister school of Marian University and serves as the Southern Indiana campus for Marian University Academy for Teaching and Learning Leadership. Pictured from left to right: Gabrielle Mungcal, Claire Dickey, Nicole Flashpohler and Madelyn Hunger.*

**TEACHING AND LEARNING** | Possess familiarity with diverse learning styles and is able to identify effective teaching practices.

## Why a Leadership Academy

The United States public education system is failing to keep pace with the progress of the rest of the world and provide a high-quality education for all children. In the 2006 Program for International Student Assessment (PISA), fifteen-year old students from the US ranked 16th out of the 29 participating Organization for Economic Cooperation and Development (OECD) member nations in average math scores and 13th in science scores. The trend of a failing American educational system is even more palpable in high-poverty secondary schools. The average percentage of seniors in high-poverty schools who graduated with a diploma has declined 18 percentage points since 1999-2000. There is an urgent need for aggressive change programs and effective transformational strategies to improve the quality of schooling in our country.

Over the last two decades, schools of education throughout the United States have focused on leadership programs as catalysts to inspire vision, to develop teams of teachers and to think creatively about curriculum delivery. Yet, despite these efforts, students in our schools are still failing to make adequate yearly progress. We need to empower innovators and change leaders to implement aggressive reforms that enable all children to achieve at higher levels. These

new leaders must have the capacity to identify and rapidly implement effective turnaround strategies based on a school's unique needs and characteristics.

The Academy for Teaching and Learning Leadership at Marian University was founded on the belief that transforming our schools requires fundamentally rethinking school leadership. We train innovators and change leaders with the tools necessary to implement aggressive reforms that enable all children to achieve at high levels. Our program is selective, rigorous and focused on applied learning to address the most urgent needs of schools.

The Academy offers a unique and innovative curriculum for school leadership preparation designed in partnership with world renowned scholars, researchers and experts. The cohort of candidates engages in case-based learning as part of a coordinated coherent curriculum focused on the three components of Leading Change, Managing Systems and Developing People. The remaining two years of the program consist of a mentor program to provide ongoing professional support once each participant obtains a school leadership position.

Ultimately, the Academy for Teaching and Learning Leadership is driven by the need to dramatically improve student learning. Candidates will graduate with the leadership skills and technical expertise required to address the challenges of our schools and transform learning outcomes for all students. Built on Marian University's record of strong leadership in education preparation and in close partnership with the Indiana Department of Education, the Academy is effecting transformational and sustainable education change in Indiana.



## Competency Framework

**IMPACT AND INFLUENCE** | Possess the problem solving, management and communication skills to effectively lead a team; self-aware of strengths and weaknesses and willing to seek the support and advice of others to effectively implement the strategy.

The Academy is carefully designed around three critical components of school transformation – Leading Change, Managing Systems and Developing People. This program combines hands-on opportunities with academic rigor in order to facilitate strong acquisition of the knowledge, skills, and dispositions of a 21st century educational leader.



# Pathway to Transformational Leadership

*The Academy is for aspiring leaders who possess a record of high-achievement, vision for transformative change, and conviction that all children can learn. We are dedicated to recruiting extraordinary leadership talent from across the United States and refining their values, knowledge, skills, and performances to transform low performing schools into schools where student achievement surpasses the best school jurisdictions in the world.*

## 1 INITIAL QUALIFICATIONS

3.0 cumulative GPA on a 4.0 scale

Background check

Teaching License + Masters degree in any area from an accredited university or equivalent coursework

Completion of application and questionnaire

## 2 COHORT SELECTION

Phone interview measuring leadership competencies

Face-to-Face behavioral interview evaluating leadership actions

## 3 LEADERSHIP CURRICULUM

Systems thinking

Leadership for student learning

Authentic leadership

Culture of high performing schools

Curriculum development

Teacher performance and student learning

School management

Statistics for program development

## 4 ETS LICENSURE ASSESSMENT

Candidate successfully completed and passed the ETS School Leaders Licensure Assessment test.

## 5 YEARS 2 AND 3 MENTOR PROGRAM

Checklist of demonstrated school leadership competencies

School Achievement Data

**PROFICIENT PRACTITIONER LICENSE IDOE BUILDING LEVEL ADMINISTRATOR**

**COURAGE, CONVICTION AND CHARACTER** | Exudes the courage and self-confidence necessary to take risks and the integrity to hold to beliefs in the face of disbelievers and adversaries.

## What You Will Learn

The first year of coursework may include two intensive summer institutes as well as weekend sessions throughout the fall and spring semesters. The first year coursework totals 21 credit hours and the mentor program totals 12 credit hours, for a total of 33 credit hours.

All candidates in the Academy for Teaching and Learning Leadership program are eligible to attain an Indiana Building Level Administrator License. Additionally, candidates can also receive a Marian University Turnaround Certificate by completing a turnaround portfolio and demonstrating mastery of all turnaround competencies. While this is an optional supplement to the program, all candidates are highly encouraged to participate.

## The Capstone Project

Each learning strand culminates in a capstone project, a cumulative applied learning assignment from that strand. During the capstone presentation each candidate must present a body of knowledge and experiences to a panel comprised of Marian Faculty, local school administrators and national faculty members. Candidates are asked probing questions by the panelists at the conclusion of their presentation. The goal of each presentation is to assess the candidate's knowledge and ability based on the standards addressed during that strand. Candidates must be able to present and successfully discuss all components of the strand. Each candidate is assessed based on a rubric that ties to our competency framework and must receive a level 3, 4, or 5. If any candidate receives a 1 or 2 they are required to work with a faculty member to acquire the skills necessary and repeat the capstone experience as soon as they are ready. Anyone not completing the capstone or who receives a 0 is asked to leave the program.



“  
When my students  
ask me, ‘Why  
are you reading  
those books?’ my  
response is, ‘I am  
getting ready to  
change the world!’  
”



The Academy helped me to understand that problems (messes) are complex with no simple solutions is powerful.

## Component: Leading Change

This component focuses on recognizing and developing the critical personal attributes of effective leadership. Great leadership requires a deep awareness of one's core values and beliefs as well as personal and cultural biases that shape how one builds relationships and approaches challenges.

### STRANDS:

#### Authentic Leadership

2 credit hours

Leaders are responsible for results. In an organizational setting, the leader is responsible for building collective capacity to achieve results that matter. This course explores, in depth, the powerful connection

between authentic servant leadership and leadership competencies while beginning (or continuing) each student's leadership journey. Candidates will learn how to manage the vision and purpose of a school culture, motivate and influence stakeholders, focus on the customer, lead people and manage processes, prioritize and delegate, communicate effectively, and build and strengthen relationships.

#### Leadership for Student Learning

3 credit hours

In this course students will compile their action plans that will be completed during the mentor program. Topics and activities include effective staff development, building professional learning communities, creating school based leadership teams, and effective use of school resources.

#### Culture of High Performing Schools

3 credit hours

In this course leadership candidates will learn the five indicators of effective schools, describe what constitutes a highly effective school culture, and learn the leadership strategies needed to create a school culture that dramatically improves the lives of the students therein. Candidates will use a Culture Audit Protocol to assess the culture of a local school; create an action plan to prioritize the changes needed to move the school to becoming an effective results-driven entity; and learn how to prioritize their action plan in order to maximize student achievement gains.

**STRATEGIC THINKING** | Understands the policy landscape and critical challenges in public education; thinks critically and creatively to develop strategic solutions.

**Component: Managing Systems**

This component will help leaders develop effective management practices and systems to accomplish their objectives while keeping alignment with the culture of the organization and learning to work within existing constraints.

**STRANDS:**

**School Management**

3 credit hours

During this course candidates will be given a strong foundation in school law, budgeting, school contracts and collective bargaining, school safety and student/teacher rights. These foundational elements will be tied to the purpose of creating a school culture of high achievement.

**Statistics for Program Development**

2 credit hours

During this course candidates will learn to work with school and state data in order to ensure that their school is focused on student achievement.

**Systems Thinking**

2 credit hours

This course will teach leadership candidates to think critically and strategically when working with school systems. Candidates will learn to: think critically; expose and challenge underlying, taken for granted assumptions; identify marginal and excluded stakeholders; integrate ethics, crisis management, issues management, operations, and strategic planning; and tackle complex problems. This course focuses on solving the right problem the right way and instituting operational systems that support student achievement. It also emphasizes human resources policies (personnel recruitment, selection, legal issues regarding personnel administration), budget development, funding sources, both public and private, and how to use resources effectively to maximize student achievement. Candidates will work with case studies in order to formulate problems from multiple perspectives and will learn how to manage messes.

“

This Academy is a great opportunity for me to learn from/with others who are interested in putting the needs of the child first.

”

## Component: Developing People

This component will emphasize the use of student data to determine appropriate interventions and practices in instruction. The goal for this component is to prepare school leaders to become high-quality instructional leaders and develop highly effective teachers in order to help ALL students achieve at high levels.

### STRANDS:

#### **Teacher Performance and Student Learning** 3 credit hours

Candidates will learn Doug Lemov’s 49 specific techniques that every teacher can use in their classroom to engage students and set them on the path to college. They will then practice evaluating teachers using these techniques and model how to conduct critical conversations with teachers regarding their observed effectiveness. Candidates will learn how to set measurable goals and work with teachers to establish yearly improvement goals. They will also model for teachers how to use student-level data to drive instructional improvement. Finally, they will learn how to identify,

recruit, develop, and retain talented teachers. Indiana Department of Education teacher observation protocols will be introduced and practiced during this course and used during the mentor program.

#### **Curriculum Development—STEM and Literacy** 4 credit hours

Literacy and STEM sessions are included to enable candidates to lead teachers to implement local, national, and international standards and instructional strategies. In order to become competitive nationally and internationally, leaders need to be able to commit resources to improve teacher and student content knowledge. This course will address all areas of STEM and literacy including Response to Instruction, Special Education and English as a Second Language.

The Academy curriculum was developed by aligning to:

The Indiana Department of Education School Building Leader standards;

The Educational Leadership Policy Standards: ISLLC 2008, as adopted by the National Policy board for Educational Administration (NPBEA);

Research conducted by Public Impact, a national education policy and management consulting firm based in Chapel Hill, North Carolina; and

Research conducted by New Leaders for New Schools, an organization that trains school leaders in instructional, transformational, and organizational leadership.

## FACULTY

The Academy utilizes a unique “differentiated faculty” model for delivery of the curriculum and mentoring. Authors, scholars and researchers of international and national prominence, as well as local Marian faculty, participate in the instruction and development of the Academy curriculum. Local site managers and cohort facilitators mentor candidates during their three years in the Academy.

### Mentor Program

The two-year mentor program begins once the candidate has completed the first year of coursework and assumes a school leadership position. Mentors provide academic support with a particular emphasis on transforming organizations and the process for leading change. Upon completion of the mentor program, the school leader’s transition principal license is converted into a fully professionalized principal license, entitled Building Level Administrators Proficient Practitioners License.





“  
The Academy equipped me with the tools to look at data in a different way.”

## Student Feedback

The Academy equipped me with the tools to look at data in a different way. This has given me more confidence in tackling the data I need to look at.

The Academy helped me to understand that problems (messes) are complex with no simple solutions is powerful. It was also very beneficial to learn the need for a team of various personalities that are capable of seeing the problem and developing a solution. I would rather have people similar to me rather than complementing me. I needed to know myself better in order to know what I need.

### Describe your leadership style.

I prefer to lead by empowering those around me and having a high level of accountability, honesty, and accessibility. I believe in the quality of the team and recognizing and developing each individual on a professional and personal level for the greater cause.



**What information have you used this semester in your current position?**

I have started to become more aware of how I get a message out and how I communicate with others. If I demand more from others I try to provide more support to those to be successful.

Using the concepts of authentic (genuine and authentic conversations) leadership have helped me to inspire and push my part time staff to collective support our mission of training effective teachers.

**Have you changed anything that you do in your current position as a result of the academy? If so, what?**

My perspective has been broadened and I have learned to appreciate and value the importance of developing a process and working on improvement along the way—it doesn't have to be perfect at the beginning; improvement is ongoing.

The way I look at data has changed. I have become a better consumer of it.

My principal is aware of my participation in the academy and, as a result, he has given me more leadership opportunities in the school such as evaluating teachers and interviewing and hiring teachers.

**In what areas have you grown personally and professionally as a result of the academy?**

I have become more knowledgeable about education professionally and am personally more confident in my leadership abilities.

I am becoming much more confident in my abilities as a leader. I know I still have much to learn but excited I have the support of this program to help.

I feel like I have a much better understanding of where my skill set(s) will best serve kids.

**What does it mean to you to be a Marian Academy for Teaching and Learning Leadership scholar?**

When my students ask me, "Why are you reading those books?" my response is always, "I am getting ready to change the world!" The Academy has allowed me to prepare for being a game changer in education and for that I am grateful, excited, and ready for the challenges.

I am extremely proud to be a MATLLs. It means that I understand there is a higher calling, that there's a sense of urgency to help our students and that someone has seen something in me to know that I believe in this mission and that I can be one of many to change the state of education as it currently is in Indiana.

**This academy has changed the way I see leadership in schools.**

I am really proud of this and to me it means we are the face of changing Indiana schools through a new kind of leadership.\*

This Academy is a great opportunity for me to learn from/with others who are interested in putting the needs of the child first. Personally, it doesn't get any better than that.

## Action Steps



I want to be a partner with my teachers, not just an administrator. The academy is helping bolster interpersonal communication. ”

Jeremy Williams

### 1 COMPLETION OF ONLINE APPLICATION

- Marian University online application form
- Resume
- Three letters of recommendation that reference leadership abilities
- Official transcript(s) from each institution of higher learning attended
- Completion of the program questionnaire. The program questionnaire seeks relevant information about candidates including, but not limited to: distinctions, awards, and honors; extracurricular and volunteer experiences; teaching or administrative licensure (type, position, level, state).

In addition, all candidates will be asked:

- To identify and discuss an idea the candidate believes could significantly improve education.
- The challenges or obstacles the candidate has had to overcome to get where he/she is now.
- To describe a mistake or failure the candidate has made and what the candidate learned from the experience.
- To describe the most important quality for an effective leader and why the candidate believes it to be important.

### 2 PHONE INTERVIEW

- Phone interviews are by invitation only. The interview will last approximately 30 minutes and focus on the candidate's integrity, commitment, perseverance, and capacity.

### 3 IN-PERSON INTERVIEW

- Select candidates will be invited to participate in an in-person interview day consisting of personal interviews and group workshops.
- Candidates will be provided a reading and asked to discuss with other members of the interview group.
- Candidates will participate in role play situations.
- Candidates will participate in one on one interviews.
- Candidates will be asked to complete a writing sample.

Visit the Academy website for specific deadlines of the application process.  
[www.marian.edu/academy](http://www.marian.edu/academy)



“Are you  
ready to  
lead?”

**MARIAN UNIVERSITY**  
Indianapolis

3200 Cold Spring Road  
Marian Hall 006  
Indianapolis, IN 46222-1997  
317.955.6089  
[www.marian.edu/academy](http://www.marian.edu/academy)