



PHILADELPHIA FEDERATION OF TEACHERS'
WEST PHILADELPHIA UNIVERSITY ASSISTED
COMMUNITY SCHOOLS PROJECT

PREPARED BY
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PFT INNOVATION FUND GRANT DIRECTOR

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ACKNOWLEDGEMENTS

This project would not have been successful without the support of many people and groups. The Philadelphia Federation of Teachers provided invaluable support. Jerry Jordan, Dee Phillips, Linda Harris, Vi Curry as well as the entire PFT family.

Many people at the American Federation of Teachers also played important roles. Randi Weingarten and David Sherman provided ongoing support. Ann Bradley, Eve Dailey, Justin Stone, and Danielle Hawkins at the Innovation Fund provided continual direction and assistance.

Without the support of the School District of Philadelphia, this project would not have been possible. We expressly wish to acknowledge former superintendent Arlene Ackerman and Leroy Nunery.

We also would like to acknowledge the partners in our schools – Principals Kahlia Ames, Lisa Bell-Chiles, Gayle Daniels, Sonya Harrison, and Lisa Wilmer; school staff members Lauren Adams, Josh Anderson, Sterling Baltimore, Anthony Brown, Jessica Bruck, Teresa Eck, Kealy Enlow, Carolyn Fox, Megan Frink, Emile Gicker, Jonathan Green, Patrice Green, Calische Gully-Foy, Eric Hooks, Ron Houston, Leighann Julio, Richard Liuzzi, Amina Malik, Pat McKelvie, Ashanti Newman, Deborah Price, Kim Ross, Jessica Shupick, and Alexis Walker among many other staff members who made this project possible; and parents Jessica Johnson, Maurice Jones, and Dorian Williams among many parents whose support was invaluable.

Several local universities also supported this effort. At the University of Pennsylvania we would like to thank Cory Bowman, Ira Harkavy, Isabel Mapp, Joann Weeks, Anne Schwieger, Gretch Suess, Danny Gerber, Gee Piner, Ty Holmberg, Glenwood Charles, and the entire Netter Center for Community Partnerships staff; Caroline Watts, James Lytle, John DeFlaminis, Jim O’Toole, Harris Sokoloff, and Lindsay Shaffer and the rest of the Graduate School of Education and Penn Center for Educational Leadership families; Glenn Bryan and Valerie Johnson in the Office of City and Community Relations. The Temple Music Education Department, the University of the Sciences, and Drexel School of Education all played a role in the success of this project.

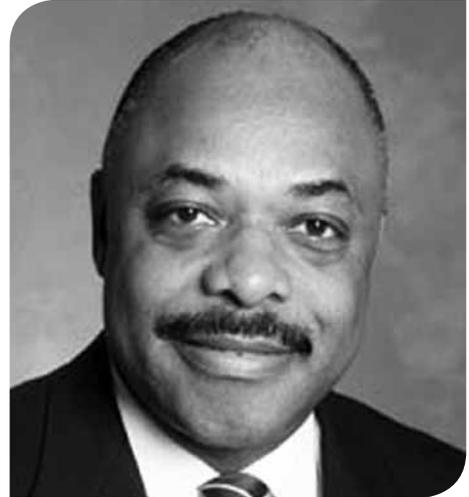
In addition, countless community organizations have served in various capacities. LIFT Philadelphia, Please Touch Museum, Greater Philadelphia Urban Affairs Coalition, Educationworks, Center for Literacy, Intercultural Family Services, Enterprise CDC, University City District, Philadelphia Reads, Mill Creek Farm, ACHIEVEability, Big Brother/Big Sisters of Southeastern Pennsylvania, OMG Center for Collaborative Learning, The Consortium, The Arts and Spirituality Center, West Park Cultural Center, The Big Picture Alliance, The Mighty Writers, SCRIBE, ArtsRising, and Sustainable Communities Initiative – West.

Finally, we want to acknowledge some of the public servants who have offered their support – Mayor Michal Nutter, Councilwoman Janie Blackwell, and State Representative James Roebuck.



A MESSAGE FROM THE PRESIDENT

The past few years have been particularly tough for educators across the country, and Philadelphia has not been immune. Like the rest of America we have faced tough economic situations that have led to huge budget shortfalls and forced us to do more with less. Part of that less was the lay-off of over 400 teachers, nurses, school peace officers, and other vital individuals who help our schools run. In the last 12 months we have had three superintendents, with the search for a new one currently underway. The School Reform Commission, the guiding board for the school district, has welcomed four new members. Numerous other administrative positions have seen people come and go. And we continue to fight against the constant privatization of our public schools. All of this has led to a fear and uncertainty of what the future holds for educators and education here in Philadelphia.



Jerry T. Jordan, President

It is because of this environment that I am particularly proud of the project described in these pages. The West Philadelphia University-Assisted Community Schools Project has emerged as a beacon of hope for many concerned about the future of education. It is a project that has allowed teachers, staff, parents, and community members a real, collaborative voice in the work of their school. Through this project we have watched teachers become leaders of community engagement, reaching out to parents, bridging gaps, and showing the power of the village working for the child.

Through professional development and growing relationships with local institutions of higher learning, educators and community members alike have been able to explore and learn how the school can continue to be an integral part of the community and the community an integral part of the school. Through connections with local groups, we have explored ways to make schools hubs for community needs. Through communication we have made sure everyone stays in the loop. Through evaluation we have measured our successes.

With this project we have established a foundation for community engagement and teacher leadership that will be built upon for years to come. In these pages are snapshots of that foundation and vision for where it will lead. One image that emerges very clear is that Philadelphia educators are committed to finding ways to improve our schools and are willing to go the extra mile to make sure it happens. This Innovation Grant project is another example of that. I thank all the teachers, staff members, principals, parents, students, and community members who have played a role in its success.

A handwritten signature in black ink, appearing to read "Jerry T. Jordan".

Jerry T. Jordan, President
Philadelphia Federation of Teachers

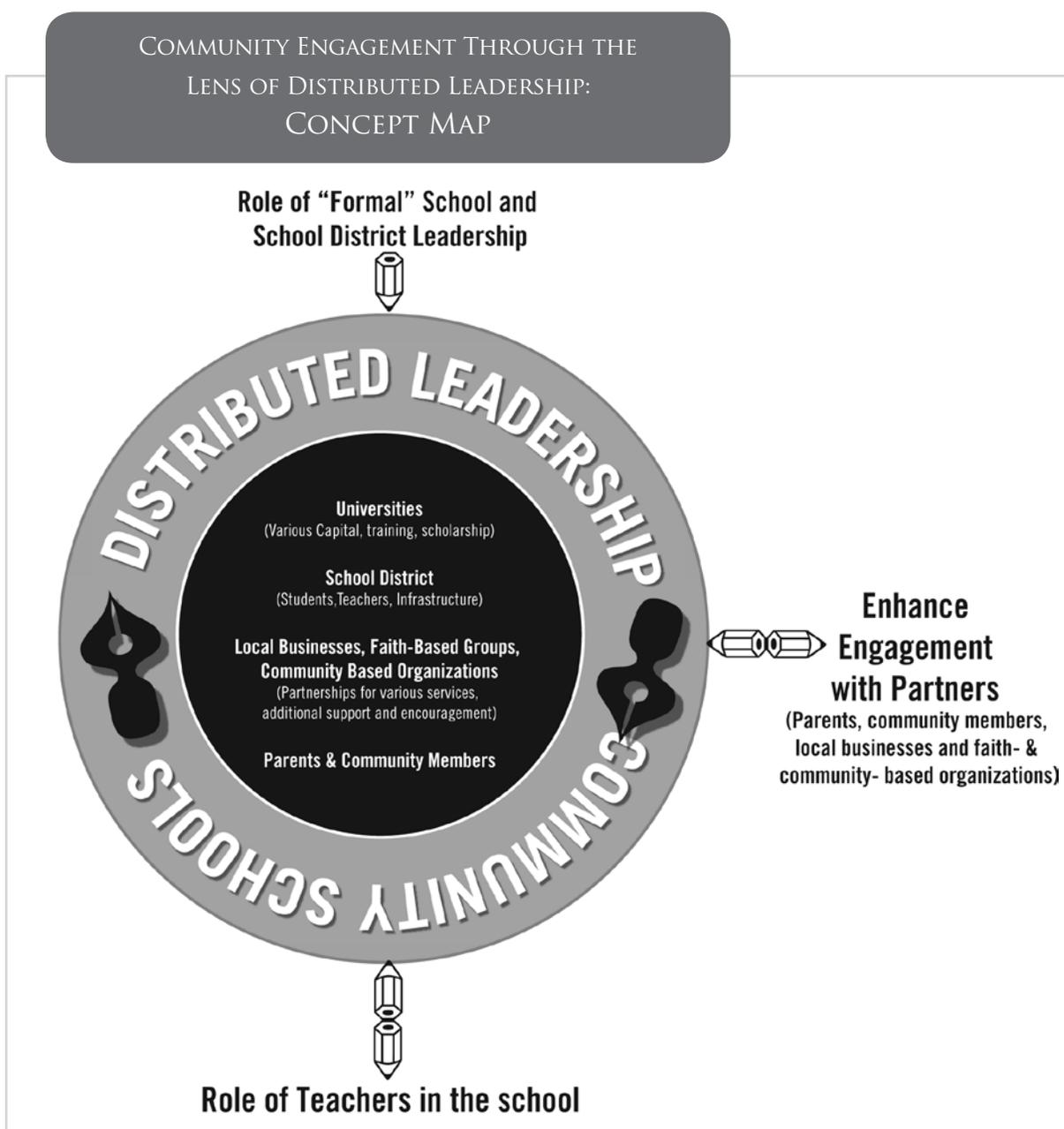


WHY THIS INNOVATION?

There were two strands that led the Philadelphia Federation of Teachers down the path that eventually became our Innovation Fund Grant. In 2008, President Jerry Jordan and Vice President Dee Phillips were members of the local advisory board for an Annenberg Grant that the Penn Center for Educational Leadership received to launch the Distributed Leadership Initiative, a four-year collaboration with the Philadelphia School District to promote shared leadership through teams of teacher leaders and principals

to improve instructional practices in their respective schools. Through this experience the PFT gained a new perspective and approach to the possibilities of teachers as classroom and school leaders, sharing in decision making.

The second strand was the growing conversation around “Community Schools” especially within national Union circles. The current American Federation of Teachers President, Randi Weingarten, had been a clear and strong advocate for community schools. The summer 2009 issue of American Educator was dedicated to community schools.

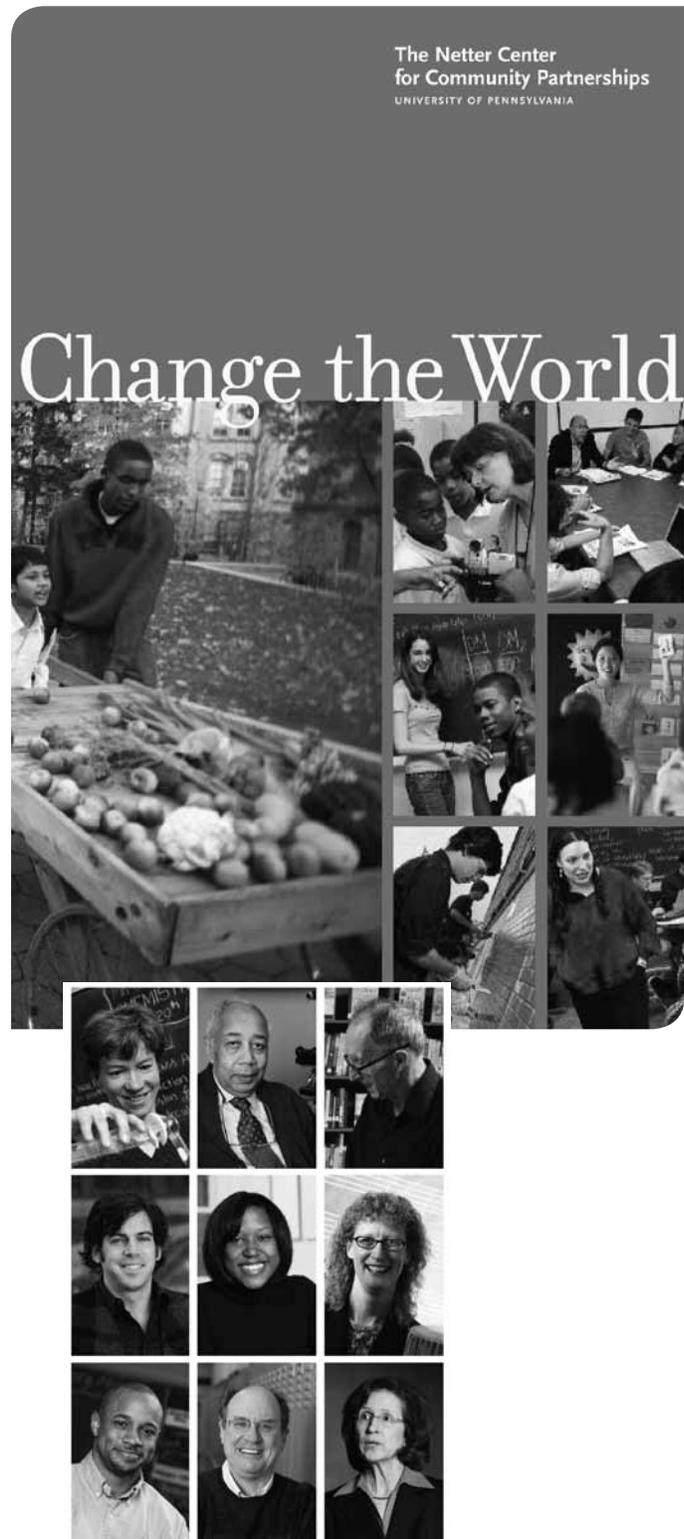


The AFT had become a leading member of the national Coalition For Community Schools. In addition to the Union, the US Department of Education had also embraced the community school movement. Secretary of Education Arne Duncan had touted the success of community schools around the country and announced funding opportunities that would support growth in that direction. All in all, community schools seemed to be an important educational direction that, as of that point, the PFT had not delved very deeply into.

When we inquired about community schools in Philadelphia, we repeatedly heard “The Netter Center.” We discovered that the Netter Center was a division of the University of Pennsylvania that focused on “University Assisted Community Schools” and ran community focused programs in many West Philadelphia public schools. When we asked them about the involvement of teachers we learned that while teachers have been involved as part of a democratic process and play important roles in key community school component activities, they had not been playing leadership roles in planning and coordinating the overall efforts with Netter staff and school administrators.

Through President Jordan’s relationship with Penn’s Netter Center and Penn’s Center for Educational Leadership, we designed a research based distributed leadership model in which teachers, principals, staff, parents, and community members participate in a series of professional development sessions designed to teach and promote collaboration in planning, coordinating, peer coaching, and implementing school wide decisions around the community school efforts already in place.

Ultimately, we believed this Innovation would demonstrate teacher and union leadership, specifically applying distributed leadership to the development of teacher teams to advise and coordinate community efforts, improve prospects for student learning for the most vulnerable students, and offer a scalable and replicable approach to schooling. The following pages offer a look into this effort, outlining the successes and the lessons we learned for continuing the work.

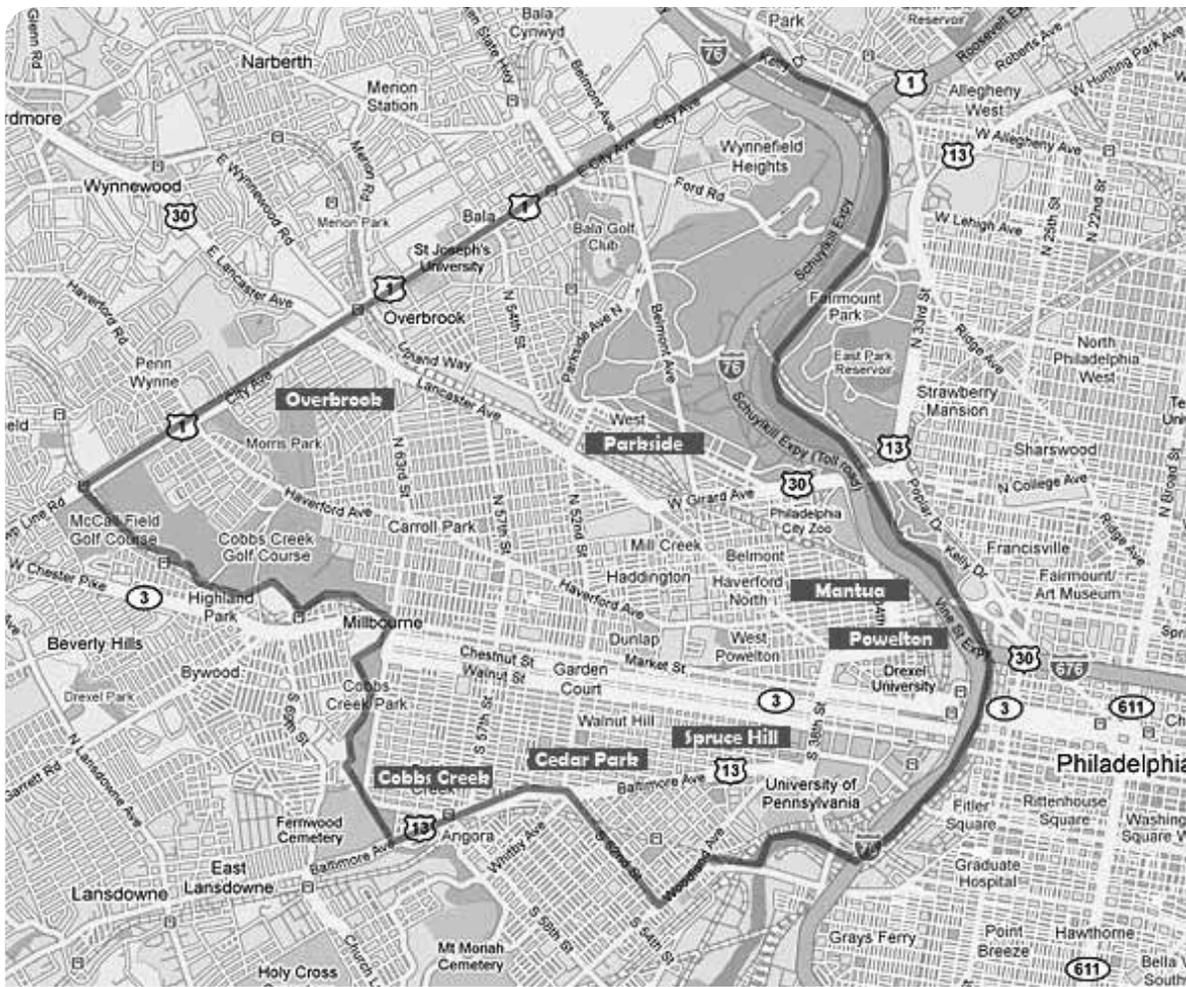


A LOOK AT WEST PHILADELPHIA

In many ways West Philadelphia represents a convergence of all things Philadelphia – an area of great wealth, great poverty, great diversity, and great uniformity. There are numerous institutions of higher learning in the geographic area, but also a high secondary drop-out rate. Dilapidated buildings exist within blocks of hundred-thousand dollar homes. Mosques are housed on the same blocks as Baptist churches. Koreans, Puerto Ricans, African-Americans, and

Caucasians might all live on the same street. It is a place where an abundance of cultures come together and attempt to coexist.

A 1994 report by the Philadelphia City Planning Commission broke down the population of West Philadelphia as 72% Black, 24% White, 3.3% Asian, and 1.4% of Hispanic origin. 25.2% of the population being under the age of 20. The same report identified 35 public schools, 32 playgrounds, 9 public libraries, 2 city health centers, 3 police district stations, 4 police mini-stations, and 7 fire stations along with several major non-profit social



service centers. The University of Pennsylvania, Drexel University, and the University of the Sciences all call West Philadelphia home, as do numerous other institutions, academies, hospitals, and cultural and arts centers.

This microcosm of a cosmopolitan city was one of the features that drew the PFT to this area for our Innovation

Grant. While a great deal of research and practical work has been done around areas lacking in resources, here was a section of the city with an abundance of social, human, and cultural capital at its disposal that seemed to be missing some link to make the transition to great primary and secondary schools.

The initial five schools we chose to focus on in the grant are representative of many of the active public schools in West Philadelphia. All five of the schools are designated as “Empowerment Schools” by the school district – a designation reserved for those schools that have not achieved the Adequate Yearly Progress (AYP) targets under the No Child Left Behind guidelines and are in Corrective Action Level II (CA-II), including those making progress in CA-II. The five schools represent 2,425 West Philadelphia students, approximately 93% African American, 2% Asian, 1% White, 1% Latino, and 3% Other and with 90% identified as “economically disadvantaged.”

In addition to the racial breakdown of the schools in the grant, this chart shows other demographic information such as the percentage of students with disabilities, the percentage of students considered mentally gifted, the percentage of students who do not have an “individualized education program,” the percentage of students who are English language learners, and the percentage of students considered economically disadvantaged. It also shows numbers related to enrollment and attendance such as percentage of days attended for all students, percentage of days present for all teachers, the number of students who entered each school after September 20 as well of the percentage of the student body that represents, and the number of students that left after September 20 as well as the percentage of the student body that represents. Finally, the chart shows the number of

Wilson Elementary School



Lea Elementary School



Comegys Elementary School



See Full Size Documents on Pages 35-79

A Look at West Philadelphia

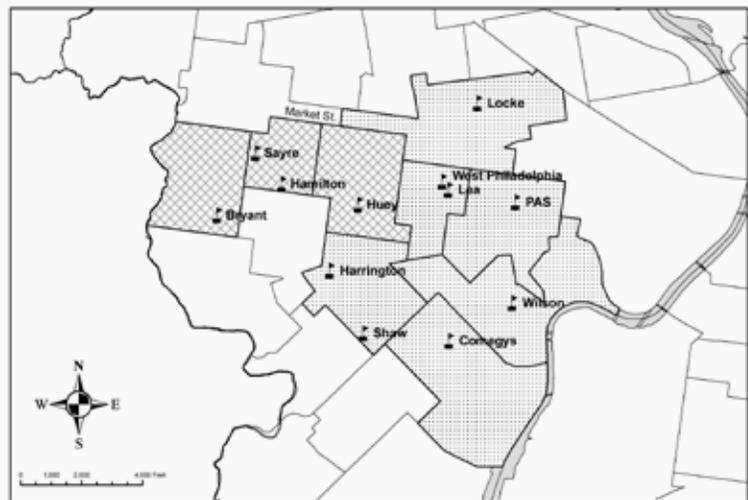
suspensions at each school, the number of serious incidents, and the percentage of students scoring advanced or proficient at each school.

In contrast to these schools, we looked at the success of the Penn Alexander School also located in the immediate geographic proximity. In 1998, the University of Pennsylvania, the School District of Philadelphia, and the Philadelphia Federation of Teachers made an unprecedented agreement to create this state-of-the-art university-assisted PreK-8 neighborhood public school in West Philadelphia. Penn Alexander serves nearly 550 students, in grades PreK-8. The student body also reflects West Philadelphia's rich ethnic diversity: seventy percent of students are of color, nineteen percent of Penn Alexander students are international, and 19 percent are from families affiliated with Penn (e.g., children of University faculty, staff, and students).

Penn Alexander's instructional practice is built upon the best available educational research and a rich core of classroom and school experiences that draws upon the diversity of cultures and contexts to which students have been exposed. The strong academic program gives students access to specialized programs in art, music, and technology. Since its establishment, Penn Alexander has earned a reputation as one of the top elementary schools in the City -- more than 80 percent of its students perform at or above grade level in reading and in math on state-mandated academic assessments.

Are there attributes of the Penn Alexander School that lead to its success and that can be replicated at Lea, Wilson, and Comegys? More specifically, given the proximity of the schools, what community resources can be leveraged to make these school more equitable in their educational outcomes.

West Philadelphia and Sayre High Schools Neighborhood Catchment Areas for 2010-2011



Sayre High School Catchment		West Philadelphia High School Catchment	
K-12 Public School Population:	2,583	K-12 Public School Population:	3,840
(Bryant, Harrison & Huey) K-6:	1,943	(Comegys, Harrington & Wilson) K-6:	1,262
(Sayre) 9-12:	640	(Lea, Locke & PAS) K-6:	1,370
Neighborhood Population:	22,785	(Shaw) 7-8:	295
Neighborhood Population Under 18:	5,568	(West Philadelphia) 9-12:	913
		Neighborhood Population:	47,414
		Neighborhood Population Under 18:	10,859

Prepared by: Netter Center for Community Partnerships, University of Pennsylvania
 Source: School District of Philadelphia, 2008-2009 & US Census, 2000. Population counts are approximated. Elementary school geographic boundaries are projected by the School District of Philadelphia for the 2010-2011 school year, current as of 03/15/2010.

Updated 04/07/2010

West Philadelphia Community Schools
 A Partnership Between the University of Pennsylvania
 and the School District of Philadelphia

See Full Size Documents on Pages 35-79

THE ROLE OF THE PROJECT DIRECTOR

From the inception of the project, the partners responsible for securing the Innovation Fund Grant (Philadelphia Federation of Teacher, representatives from the Netter Center for Community Partnerships, and representatives from the School District of Philadelphia) recognized the importance of having a dedicated person responsible for implementation of the grant. This project manager would carry out the duties and responsibilities of the initiative – supporting the creation and implementation of the school-based teacher teams, ensuring that the teacher teams begin to effectively link with existing resources, facilitating the cultivation of new resources and partners, and supporting work across the teams so that the work is done in the neighborhood context as well as the school context.

It was, therefore, agreed that a full time Project Manager would be hired whom Dee Phillips and Linda Harris at the PFT would directly supervise. Because this person would be working not only with and within the schools involved in the project but also with the community partners, local universities, the school district, and other invested groups, it was clear that the person would need to be available outside regular school day hours and at various hours depending on the day and the duties.

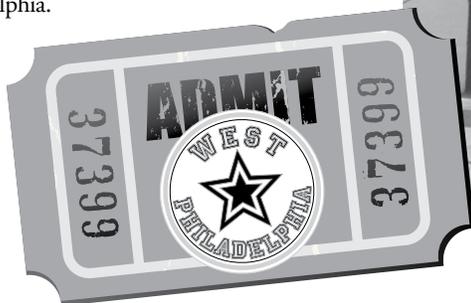
Originally this position was to be funded through the Innovation Fund, but because of the selection process, the particular candidate chosen, and the advocacy of President Jordan, the salary was made an in-kind contribution from the School District of Philadelphia.



Brandon Miller



Wilson Elementary Entrance



THE DUTIES OF THE PROJECT DIRECTOR

The direction of any project or grant requires a certain set of general skills and, because of the nature of this project, certain specific skills were also necessary. The director would need three major strengths – the ability to manage and administrate, a strong background in educational leadership, and the skills to connect and communicate with vast arrays of people. We were able to find an advanced doctoral student at the University of Pennsylvania in the Educational Leadership department who had been an educator in the School District of Philadelphia for over five years and whose research revolved around the intersection of schools and community. In interviews, he exhibited a strong ability to communicate effectively with the various partners and shared a vision for the project that aligned with that of the PFT. He also had the advantage of being connected with the three organizations at the heart of the grant – the Philadelphia Federation of Teachers, the School District of Philadelphia, and the University of Pennsylvania.

Brandon Miller was hired in March of 2010 as the Project Director for the Philadelphia Federation of Teachers' Innovation Fund Grant. While this was originally meant to be a position funded by the grant itself, over the summer it was negotiated with the School District that, as an in-kind contribution to the grant, Brandon would retain his position with the district and be put on special assignment.

Several things about the role of the project director became clear early on: while he was considered a teacher on special assignment and, therefore, subject to all the contractual mandates of a teacher in the school district, Brandon's schedule would require more flexibility than that of a classroom instructor. His meetings with school based teams, administrators, community groups, potential school partners, and other invested groups required him to keep irregular, often after-school hours and many weekends. He would have to establish and maintain a presence at the schools involved with the grant, becoming a de-facto member of their faculties – sitting in on meetings, become a part of various teams, and offering services to allow them to increase their community involvement.

Because there were so many moving parts, one of the main goals of the project director was to ensure sufficient and continual communication between the disparate parties.

This meant conducting regular meetings with school-based teams, facilitating or participating in meetings between school-based teams and current or potential community partners, and initializing meetings with community groups who could be an asset to the work of the school.

The position also required a great deal of educational leadership. At the heart of the grant was the combination of two theoretical frames – that the distribution of leadership within a school setting and the purposeful and deliberate focus on community engagement and partnerships would ultimately enhance the schools' achievement. This meant that the first year of the work required a series of professional developments to introduce participants to the concepts of distributed leadership and community schools. The project director became responsible for developing and presenting the appropriate professional development both on a day-to-day basis and in more concentrated doses such as a summer series of professional developments and sessions during off-school days.



Distributed Leadership Team Monthly Meeting

The project director also established a relationship with the evaluation team. For our project we decided to work with the evaluation department at the Netter Center for Community Partnerships at the University of Pennsylvania for several reasons. The Netter Center had been integral in the writing of the initial proposal and, therefore, had first-hand knowledge of the goals of the grant and what type of evaluation would be necessary. The Netter Center also had a relationship with all of the schools in the grant and had already begun collecting other relevant data about student achievement to supplement some of the data that would be necessary to evaluate the work of the Innovation Fund grant. (See more about the evaluation component of the grant in the subsequent section).

Finally, the project director would have to be able to speak about the project to various groups. This included presenting to teachers in schools, presenting to administrators across the district, speaking at conferences on community schools and distributed leadership, drafting articles for publication, producing informational materials, and generally being the face

and voice of the project. Perhaps most importantly, this person must create a strong rapport with the teams themselves.

Finding a director who can embody all these characteristics is a vital step in the process.

Building Distributed Leadership in the Philadelphia School District
An Overview

University of Pennsylvania/
School District of Philadelphia

Penn Center for
Educational
LEADERSHIP

Agenda

1. Overview: Goals of the project
2. Why distributed leadership?
3. What is distributed leadership?
4. Design plan of project
5. Benefits to you and your school
6. Commitments from you and your school
7. Contact information

2

Overview

- Funded at \$4.9 million by the Annenberg Foundation.
- A 4-year project focused on 16 Philadelphia schools; 4 elementary schools in year 1; 2 elementary and 2 high schools in year 2; 4 elementary and 4 high schools in year 3.
- Written and directed by Dr. John DeFlaminis, Executive Director of the Penn Center for Educational Leadership.
- Targeted to the training and development of model distributed leadership teams.

3

ROLLING OUT THE INITIATIVE

One of the vital components of this grant was the genuine, committed collaboration between the Philadelphia Federation of Teachers, the School District of Philadelphia, the University of Pennsylvania and other local colleges and universities, and the West Philadelphia community. Our original plan for rolling out the project had to be pushed back several months due to contract negotiations between the school district and the union, but when we were able to begin the process we followed that original plan fairly closely.

Our first objective was to inform the established leadership about the goals of the project and actions that would be taken to achieve those goals. This was a meeting that was attended by representatives from the PFT (the President, Vice-President, special assist to the president, as well as the staffers who represented the schools involved), the School District central office (the associate superintendent for the district and the regional superintendents of the schools), the



Principal Bell-Chiles of Lea attends Community Meeting

Rolling Out the Initiative

University of Pennsylvania (representatives from the Netter Center, PCEL, and the Graduate School of Education), as well as the school principals. It was important that this initial meeting show the collaborative effort of the project and specifically the commitment of the parties to its success. It was also important that principals saw the commitment and the support of the School District to the project and, therefore, the presence of the regional superintendents of the each principal's region was imperative.

At this meeting the specifics of the grant were explained – what it would attempt to do, what the value-added would be for each school and principal, what would be asked of each school and principal, and a timeline for these activities. This was an opportunity for questions to be asked and answered by all the parties and expectations made explicit.

It was decided that across all the schools a uniform job posting would be distributed to staff members at all schools.

The posting would explain the expectations for Distributed Leadership Team members, time commitments, compensation, and the selection process. The teams would consist of three to five members, chosen from all applicants with principals and the building committees of each school doing the selection.

This meeting took place in April and the timeline that emerged specified that the project manager would set up a meeting with the principals of each of the schools (and where available the union representative in the building) within the next two weeks. This meeting would establish a school specific time and method for

Philadelphia Federation of Teachers Initiative Fund Grant for the West Philadelphia University Assisted Community Schools Project

Summer Professional Development Schedule

All professional development sessions will be held on-site and attendance at all sessions is mandatory. Sessions will be held from 8:00 AM to 12:00 PM.

The first professional development session will take place at the Frank Center and focus on the leadership of Dr. Maria Wright. The agenda for subsequent sessions will be discussed in a later date. Each session will run from 8:00 AM to 12:00 PM and will be held on-site at the school.

Session One – The Community School Concept (July 2)

Sarah Jones, The Children's Aid Society

This session will focus on the concept of the community school and how it can be implemented in the school setting. The session will include a presentation on the concept of the community school and a discussion on how to implement it in the school setting. The session will also include a discussion on how to build relationships with the community and how to use the school as a resource for the community.

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Session Two – Building Bridges and Connections (July 9)

Dr. Harish Sabharwal

This session will focus on building bridges and connections between the school and the community. The session will include a presentation on the concept of the community school and a discussion on how to implement it in the school setting. The session will also include a discussion on how to build relationships with the community and how to use the school as a resource for the community.

Session Three – Teamwork and Conflict Resolution (July 16)

This session will focus on teamwork and conflict resolution. The session will include a presentation on the concept of the community school and a discussion on how to implement it in the school setting. The session will also include a discussion on how to build relationships with the community and how to use the school as a resource for the community.

Session Four – Motivation and Leadership (July 23)

This session will focus on motivation and leadership. The session will include a presentation on the concept of the community school and a discussion on how to implement it in the school setting. The session will also include a discussion on how to build relationships with the community and how to use the school as a resource for the community.

Throughout the sessions and the sessions will be held on-site at the school. The sessions will be held on-site at the school and will be held on-site at the school. The sessions will be held on-site at the school and will be held on-site at the school.

See Full Size Documents on Pages 35-79



Parents Attend Workshop at Wilson Elementary

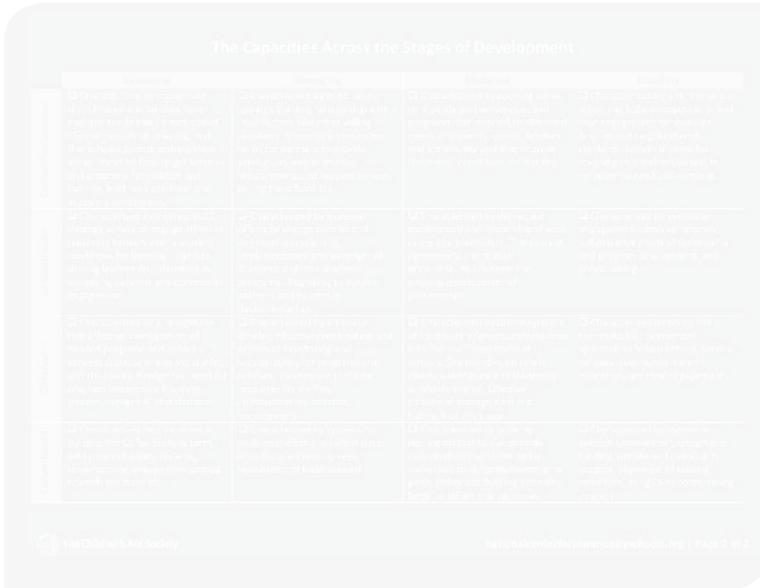
informing the staff about the grant and soliciting staff to be a part of the distributed leadership team (in some schools this took the form of the project director speaking at a staff meeting, in others it was attending grade group meetings, and in others it was a much more individualized distribution of information). The goal was to have teams selected by the end of May in order to hold an

introductory meeting before the end of the school year and have teams formed to participate in professional development over the summer. We were able to meet these goals and had teams formed in four of the five schools by May.

This first summer professional development series took place over two days in late August before the beginning of the school year and was attended by all the members selected to be a part of the Distributed Leadership teams from each school. The curriculum produced by [partner] The Penn Center for Educational Leadership for their distributed leadership project contained thirteen modules and for this initial professional development we utilized the first and second modules, “The Distributed Perspective” and “Developing Professional Communities.”

“The Distributed Perspective” is a module that introduces team members to the distributed perspective of leadership “which includes leadership practices as the central and anchoring concern; leadership practice as generated in the interactions of leaders, followers and their situations and how the aspects of the situation both contribute to defining leadership practice” (DL Curriculum Module Descriptions). This module is usually led by renowned scholar and Distributed Leadership expert, James Spillane. Because we were not able to secure him, James DeFlaminis served as the facilitator. “Developing Professional Communities” is a module that is led by renowned facilitator Ann Delephant. Its focus is on teaching team members about effective learning communities, building community and trust amongst teams, and tools for linking strong teams with strong learning communities.

The final day of professional development was also used to begin making a logistical game plan for the coming weeks and the beginning of Distributed Leadership work in each school.



See Full Size Documents on Pages 35-79



Students, Teachers, Parents, and Community Members come together at Comegys Elementary



Philadelphia Federation of Teachers' West Philadelphia University Assisted School - Based Community Resources

Community Organization/ Partners	School Based Contact	Contact Information	Function of Service in School
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1. Community Organization/Partner – Identifies those partners that the school already works with. This includes civic groups, non-profits, University entities, parent organizations, etc.

2. School-based contact – in some instances there are people specifically specified as contacts for certain organizations, in other instances there are simply people who serve as contact informally.

3. Contact Information – How to contact that formal or informal contact.

4. Function of the Service in the School –

Community Schools Project and Responsibilities

Who is Affected?	Goals	Quality Indicator	Linked to School Plan
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5. Who is Affected – The assumption is that all services in the school ultimately affect the students, but which students specifically? Grade specific? Gender? Subject?

6. Goals – What are the goals of the partnership from the partners' perspective. If the partnership is linked to some grant, this may be a formal grant requirement. At the other end of the spectrum, it may simply be what a particular volunteer or volunteer organization hopes to get out of the partnership with the school.

7. Quality Indicator – How does the partner organization and/or the school itself determine if the partnership is successful and in the best interest of those parties.

8. Link to School Plan – Every school is required to author an annual school plan. How are the services provided by this partner connected to the official school plan?

DISTRIBUTING LEADERSHIP AND EXPLORING CONNECTIONS FOR COMMUNITY ENGAGEMENT

The first step in addressing the engagement that each school had (and could have) with the West Philadelphia community was assessing the engagement that was already in place. Together with the Netter Center and other community schools resources, we developed and began filling out an asset map that we, as a team, completed for each school.



Parents listen to presentation at Wilson Elementary

1. Community Organization/Partner – Identifies those partners that the school already works with. This includes civic groups, non-profits, University entities, parent organizations, etc.

2. School-based contact – in some instances there are people specifically specified as contacts for certain organizations, in other instances there are simply people who serve as contact informally.

3. Contact Information – How to contact that formal or informal contact.

4. Function of the Service in the School –

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7. Quality Indicator – How does the partner organization and/or the school itself determine if the partnership is successful and in the best interest of those parties.

8. Link to School Plan – Every school is required to author an annual school plan. How are the services provided by this partner connected to the official school plan? (see graphic on pages 14 and 15)

We used the first month of the school year to collect as much of this data as possible and compiling it. We then presented these asset maps to the rest of the staff the professional development session in October, inviting the rest of the staff to add any information that they may be aware of. We also added a survey with the charts to collect feedback from whole staffs about the roles of the various organizations from their perspectives.

In some schools the various sections of the graph were readily known (the partnerships, appropriate contacts, etc), but in many cases the school staff was only aware of partial information such as the name of an organization or what some group did occasionally. In these cases the team became “investigators” who had to seek out the information that



Distributed Leadership Team member Dorian Williams presents information to parents

Distributing Leadership & Exploring Connections for Community Engagement

would complete the graph for any specific partnership in the school. Often this also meant having short meetings (often informal) with people in the building to find out some of the information. These meetings also provided an opportunity for distributed leadership team members to speak more with their colleagues about the work they were attempting to do.

Simultaneously, the project director was taking advantage of this time to also connect with other service organizations to explore what they could potentially bring to the table. Again, the Netter Center had established connections with many such organizations in West Philadelphia and they served as a



springboard for mapping the assets of the community at large. Using a version of the asset map being used by the distributed leadership teams in the schools, the project director began meeting with various community based and community serving organizations. From medical services (such as the Penn School of Medicine, School of Dental Medicine, Children's Hospital, and local health centers) to social services (such as LIFT Philadelphia, Intercultural Family Services, Enterprise CDC, The Consortium, Sustainable Communities Initiative, Greater Philadelphia Urban Affairs Coalition) to education services (Educationworks, Center for Literacy, Philadelphia Reads, OMG Center for Collaborative Learning, and ACHIEVEability) to cultural services (Please Touch Museum, Arts and Spirituality Center, West Park Cultural Center, Big Picture Alliance, Scribe, and ArtsRising) to local religious organizations, a plethora of local service groups were brought into the fold.

One invaluable resource was the monthly community meeting organized by Penn's Office of City and Community Relations. Each month representatives from innumerable local government, civic, and social organizations as well as concerned and interested citizens came together to share local activities, endeavors, opportunities, request, resources, services, and any other local news. From block captains to park presidents to city councilmen/women to state representatives, these meetings offered an opportunity for all from West Philadelphia to meet and share. Much of the information disseminated at these meetings was taken back to schools, but the more valuable results were the personal connections for the schools.

By the summer of year two, the distributed leadership teams and the project as a whole began to have a clearer understanding of how to achieve our goal of increasing the engagement of the schools with the surrounding community and how to work across schools to share and maximize community based resources. Teams had completed an iteration of asset mapping, assessing of needs, early stages of meetings and connections, evaluation and data collection, and preliminary brainstorming for the next stage of work.

Leading into the summer the teams discussed what types of professional development and training would be most beneficial. As stated earlier, the curriculum produced by [partner] The Penn Center for Educational Leadership for their distributed leadership project contained thirteen modules, two of which we had utilized in the previous summer's introductory professional development.



Distributing Leadership & Exploring Connections for Community Engagement

Several of the other modules focused on distributing leadership for the purpose school-based academic instruction, as opposed to our focus of distributed leadership for the purpose of improved community engagement. We decided not to use these modules. Instead, we supplemented those that were important to our purpose with some other training that was obviously important to the teams. Beginning on July 7, we held a series of four professional developments – each open to all teachers at the five schools involved in the grant and required for all members of the distributed leadership teams.

We began with a session on “The Community School Concept” that explored the different avenues that schools had taken to become community schools and looking at



Community Members and School Staff come together for community clean up

what our schools were doing and what they could learn from others. Led by Sarah Jonas of The Children’s Aid Society in New York, this session assisted the teams in creating a common vocabulary, identifying core concepts, and planning school-based action steps.

The second session was on “Building Bridges and Connections” and was facilitated by Dr. Harris Sokoloff – a longtime leader of civic engagement in West Philadelphia. The session presented the teams with a multi-faceted understanding of concepts and practices for engaging different community stakeholders from parents and community members to students. The teams learned different engagement practices and how to apply them inside as well as outside of their schools.



Distributed Leadership Team Meeting

We invited Debbie Rubinsky, a well known teacher in the School District of Philadelphia who had been a member of a very successful school-based distributed leadership team, had been through the PCEL Distributed Leadership training modules, and had become an expert on several of the modules, to lead the third session on “Teamwork and Conflict Resolution.” The session focused on learning the types of conflicts and approaches to managing conflict in an effort to obtain cooperation in attaining goals.

The final session was led by John DeFlaminis, the director of the University of Pennsylvania’s Center for Educational Leadership and the Distributed Leadership program that it supported. Dr. DeFlaminis facilitated a discussion of “Motivation and Leadership,” focusing on understanding the elements of motivation, how each of those elements can be managed in a school setting, and the connections between the elements of motivation, motivating colleagues, and functioning as a distributed leadership team.



Distributed Leadership Team Member Amina Malik is also a parent in West Philadelphia

In addition to these formal professional development sessions, the teams met on alternate weeks to work on the practical side of implementing the things that were being learned into the school plan. These meetings were often attended by two advisors – Dr. James Lytle and Dr. Judy Brody. Dr. Lytle and Dr. Brody are both professors in the Graduate School of Education at the University of Pennsylvania and both had served as leaders in the School District of Philadelphia. Because both left longstanding reputations for their innovative efforts at community engagement, they were able to offer their insight into some of the practical applications of the information obtained at the professional development sessions. The distributed leadership team members had universal praise the professional developments sessions and the intermittent meetings.



Parents and Community Members listen to presentation at Wilson Elementary

FOCUSING THE INITIATIVE – TRANSITIONING FROM PLANNING TO ACTION

While the summer of year two was viewed as very successful, it also brought about many changes to the PFT’s approach to continuing to work on the grant. Under the direction of President Jordan, we decided to focus our attention on delving deeper into the positive and successful work that had been resulting at the three elementary schools. Our progress at one of the high schools continued to be blocked by fluctuation of administrators and staff as well as changes in the school district’s approach to managing the school. Instead of pursuing a third year of attempts at inroads, we decided to shift our focus away from that school. The second high school was still involved but the summer had brought similar, though less severe, changes there as well. Compared



Lea Yard Mural Painting

The summer culminated with a very important planning and budgeting meeting held the week before school began. This meeting was used to review and re-set our goals – both immediate and for the year. This was also the time for the teams to collectively look at the budget we would be anticipating for the third and final year of the grant and plan how best to use the funds to continue the positive work from the previous school year as well as accomplish the new goals that were being set. Looking at the data collected in the spring, the trainings attended over the summer, and the knowledge from the past year, the distributed leadership teams began planning the third year.



Parent working in the Parent and Community Resource Room at Lea Elementary School

Focusing the Initiative-Transitioning from Planning to Action

to the progress we had made at the three elementary schools, the work at the second high school had also stagnated. So we entered the third year planning sessions with strong plans for moving the elementary schools forward and maintaining some involvement of one of the high schools.

In addition to changes in the schools, the School District of Philadelphia as whole was experiencing a great deal of change. Continued budget issues had led to massive

systematically involve parents and community members in the school. At the planning meeting for the 2011-2012 grant year the distributed leadership teams decided to put those plans into action. By looking at the data from parent focus groups the previous spring, we decided to combine the inroads we had made with community groups with the capacity to connect parents and communities with services. In addition to continuing the leadership duties they had taken on in the previous year, the growing distributed leadership teams would take on the additional responsibility of organizing and presenting resources to parents and community members through “Parent and Community Resource Centers” that would be located at each school.

The Parent and Community Resource Centers would serve as a hub for the various information and community opportunities for parents and community members that the teams had become aware of. While some aspects of the center would be school specific, other things would be organized across schools and focus on the neighborhood context that was emphasized in the original grant proposal.

It was decided that all the resource rooms would operate a minimum of five hours a day for each day that school was in session (this excluded holidays or other days that the school building would be closed, but included professional development days when staff would be on the premises). The specific hours of operation would be up to the school and could vary from during school to before or after school or even some

lay-offs. The strategic plan for the district called for under-performing schools to change management which had the domino effect of leading to staff movement, lay-offs and re-hires, and conversion to charter schools. While most of our schools were not directly affected by these changes, some distributed leadership team members were moved from our schools and a general feeling of confusion was prevalent throughout all schools in the district. By the start of the school year, the current superintendent, Arlene Ackerman, had stepped down, leaving many questions as to the future of her initiatives and how this transition would further affect schools and students. It was in this climate that the Distributed Leadership Teams forged ahead and began planning for the new school year.

One of the most consistent conclusions that each of the teams arrived at was a need to more uniformly and

Community Volunteer reads to Lea Students as part of a partnership with WePac



Gee Piner talks to Parents and Community Members about School Nutrition at Wilson Elementary

combination of the both. We recognized the importance of schools having the flexibility to determine the hours, but also encouraged schools to adopt hours that varied to best allow parents and community members who have different schedules the ability to take advantage of the opportunities being offered.

The distributed leadership teams, working with school staffs and each other, would organize at least one monthly themed meeting at the schools for parents and community members. As diverse as the community entities working in West Philadelphia, these meetings ranged from “Understanding CSAP, IEP, and other important school processes” in October with school counselors and school district representatives; “Staying Warm in Winter” with Philadelphia Gas Works (where we signed community members up for winter gas grants); as well as “Learning your Computer” a computer literacy workshop. Other sessions included focus on community health, job opportunities and preparation, continuing education opportunities, and legal services. In addition, all three schools hosted topic-specific “chat and chews” regularly.

Each resource room was designed to be a welcoming space for parents and community members to come, work, learn, and fellowship. All of them were equipped with computers (principals found computers in their schools to put in the space), printers, fax machines, and a myriad of important literatures about the school, the school district, the community, flyers for events, and anything else deemed pertinent. From the grant, we provided printers, ink, paper, and a few other office supplies. Occasionally the distributed leadership teams would need other supplies such as resume paper and we also would accommodate as best as possible.

The resource room also became the hub for organizing parent and community volunteers working in the school. One of the obstacles to fulfilling the goals of the grant in the previous year (of connecting the community to the school) had been allowing access to community members. The distributed leadership team had located opportunities for parent and community members to help in various capacities within the school – from assisting in classrooms to greeting students and visitors to helping during

lunch and recess. One of the duties associated with the resource room was working with the school staff to coordinate school volunteers. We used the grant to budget for 30 clearances for each school that would be necessary for the volunteers. In Philadelphia this included a child abuse clearance, a criminal record clearance, and an FBI background check (for those volunteers who did not have children in the school).

Because communication and dissemination of information had also been an area identified as needing improvement, the



Local artist volunteers at Lea Elementary

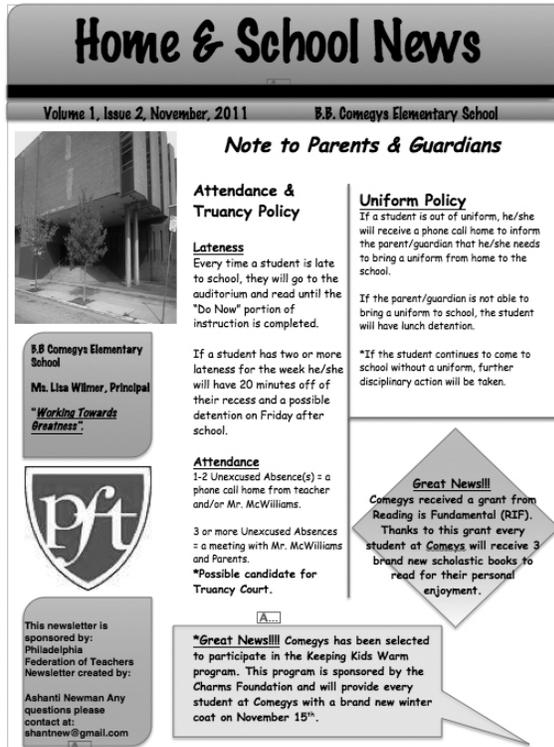
creation of a monthly newsletter and calendar of events also were funneled through the resource rooms. The distributed leadership teams took the responsibility of collecting the information for the monthly newsletter and ensuring that each teacher and students received it. This way information was more readily available to all invested parties in the school.

Finally, the distributed leadership teams worked to connect the work being done in the resource rooms with the work being done in classrooms by presenting at professional developments, surveying teachers and staff about what information needed to be communicated between parents and staff, and by organizing opportunities for parents and staff to participate in cooperative conversations.

Focusing the Initiative-Transitioning from Planning to Action

Both years we held a “PSSA Palooza” that serves as an illustration of what successful collaboration and integration of teachers, parents, school staff, community members, community organizations, and students can look like.

The Pennsylvania System of School Assessment is Pennsylvania’s annual state high-stakes, standardized test.



It was decided that all the resource rooms would operate a minimum of five hours a day for each day that school was in session (this excluded holidays or other days that the school building would be closed, but included professional development days when staff would be on the premises). The specific hours of operation would be up to the school and could vary from during school to before or after school or even some combination of the both. We recognized the importance of schools having the flexibility to determine the hours, but also encouraged schools to adopt hours that varied to best allow parents and community members who have different schedules the ability to take advantage of the opportunities being offered.

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It is hugely important to schools and school leadership often goes to great lengths to ensure students do as well as possible. Understanding the importance of the test, the distributed leadership teams decided to use the occasion to combine some of our goals with those of the schools by sponsoring a day of education, information, and fun.

For the “PSSA Palooza” all three of the elementary schools met at one school (the first year it was held at Comegys Elementary and the second year at Wilson Elementary). Students in tested grades were invited along with their parents and other community members. Teachers from each of the schools were in attendance and led PSSA-centered games such as Reading Jeopardy, Math Bingo, Open-Ended Response Jigsaw, and PSSA terms crosswords.

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Teachers look on as students participate in PSSA Palooza

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While students engaged in these games, a program for parents and community members was held. The program began with an introduction to the PSSA by a School District representative that explained what the PSSA was, why it was important, how the test was used, and any other questions people had.

The second presenter was from the Urban Nutrition Initiative and they spoke about healthy eating habits, especially as it pertained to making sure students were well nourished for testing. Along with this presentation, gift cards to a local grocery store were raffled off to encourage parents to stock up on some of the nutritional items discussed in the presentation.



Distributed Leadership Team Member, Ms. Adams, leads students in a game at PSSA Palooza

The third presenter was a school psychologist from one of the schools who discussed student mental health, especially as it pertained to test-taking. She offered suggestions for what parents could do to help their children during the stressful time of testing. She also presented information about local organizations (many whom the schools were now partners with) who offered services related to mental health for students and families.



Students participate in PSSA Palooza sponsored by the Distributed Leadership Teams

Finally, some of the staff involved with the Parent and Community Resource Rooms spoke about the opportunities that were available around volunteering and working with the school. They offered a preview of some of the upcoming workshops and meetings.

After the class for the students and the information sessions for the parents, everyone came together again for a craft activity and lunch. For the craft, we had the students design “smarty pants” – a simple construction of a pair of construction paper pants. We then provided each student with pencils, an eraser, a highlighter, a roll of smarties candy, and a motivational bracelet.

At the end of each year, the PSSA Palooza is cited by the teams, the administration, the staff, the parents, and the students as one of the most successful events of the year.

A NOTE ABOUT COMMUNICATION

Throughout the entire process there were several areas that the teams identified as being particularly important to ensuring the success of the project. Effective communication was reiterated over and over:

1. Communication amongst team members – we learned early on that we needed to set up an effective of talking to each other. This took the form of an e-mail list and list serv. Questions about activities, questions about processes, questions about particular groups working in schools, and any other questions team members had were sent to the entire group through e-mail. Ultimately, a google doc was created for each school where team members could upload and edit information about events at their school for everyone to see.

2. Communication with administration – team members noted that most principals had a presence in the activities that were brought to them, but had very little role in monthly meetings and regular correspondences. This was another area of communication that was important and could have been strengthened.

3. Communicating with parents and community members – the creation of the resource room did wonders to synthesize communication in this area. This space became the communication hub for disseminating information to parents.



Students participate in PSSA Palooza sponsored by the Distributed Leadership Teams

THE ROLE OF DATA AND DATA COLLECTION

We understood from the inception of this project that it would be important to measure and evaluate the impact that the distributed leadership process had on the success of the school and partnership that support teaching and learning. As stated earlier, we decided to work with the evaluation department at the Netter Center for Community Partnerships at the University of Pennsylvania for several reasons. The Netter Center had a relationship with all of the schools in the grant and had the institutional capacity necessary to collect relevant data about student achievement necessary to evaluate the work of the Innovation Fund grant and beyond, once funding ceased. The intended impacts of this project would not be immediate so would require longitudinal evaluation and continual monitoring. The Netter Center had also been integral in the writing of the initial proposal and, therefore, had first-hand knowledge of the goals of the grant and what type of evaluation would be necessary.

In our original grant proposal we determined that evaluation would specifically look at the impact of the distributed leadership model in the following five areas:

- **Improved education** (School District Performance Targets, “employability,” college- going/post-secondary graduation rates, college attendance and graduation rates, employment rates, critical thinking/higher order learning among students, school climate/safety, quality of school options, pipelines that support the integration of preK-post-secondary learning, STEM learning opportunities, informal and lifelong learning opportunities for youth and adults, after school supports, literacy rates, higher academic achievement, improved student behavior, etc.)
- **Improved human health** (life expectancy, infant mortality, pregnant women care/complications, asthma, blood lead levels, obesity/underweight/healthy BMI, immunization coverage, chronic disease, HIV/AIDS, tobacco/alcohol/drug use, dental care, nutrition, physical activity, mental health, development, etc.)

- **Improved environmental health** (environmental contaminants in the home, pollution/wastes, use of solid/biomass fuels, lead-gas use, green space, community infrastructures, access to quality education, afterschool/out-of-school care and facility use, safety, social & public services, health care, nutritious food sources, physical and social recreation opportunities, appropriate supports for local demographics, etc.)
- **Increased and improved civic engagement and partnerships between School & community** (focus intellectual resources and problem-based learning on local need/social change, increase focus and capacity to engage in meaningful partnerships, increase generalizable knowledge and access to such knowledge to broader audiences, promote flexible modeling to allow for unique DLTs and UACS to emerge that meet both the “universal” and “specific” needs of particular schools, communities, etc.) - This is both a goal and a process for achieving the first three goals.

- **Improve economic health** (for individuals, communities, and city; employment, particularly in career ladders and jobs with benefits; etc.)

Working with the full time evaluator at the Netter Center, a plan for sustaining ongoing collection and analysis was created. This plan required, first, that a database be created that would be able to house all the data collected and offer an intuitive mechanism for accessing and cross-referencing the various components being evaluated for many different interested groups (the PFT, the Netter Center, schools, administrators, teachers, invested community members, and on). So, in the first year of the grant a custom relational database was successfully designed to support the long-term needs for partner schools to work with rich data. The University of Pennsylvania’s School of Arts and Sciences Information Security and Computing worked with the evaluation team at the Netter Center and the Project Director to insure all data stored during and beyond the project would follow the appropriate protections while also permitting approved partners to access basic data across a school site in order to support improved collaborations within and across sites. The database has the capability

The Role of Data and Data Collection

to be populated with existing and future data and is fully customizable so DLT members can add fields as needed over time. Refinements can be made based on use and partner feedback, but the database allows for the generation of custom reports specifically aligned to the needs of partners.

Ultimately, the system enables partners to track every student individually and log the various programs and activities/opportunities each student participates in. It will include the District's student records (provided for quality improvement evaluation use only, unless permissions are secured for reuse) as well as our partners' student records (as provided) and Penn-program participation over time. It accommodates ongoing customization of fields without limitation, to allow each site the ability to log data as needed – so that schools and partners may track activities during the school day, after school, summer, and even beyond high school. In addition, data may be tracked which include but are not limited to academic, college, career, health, social, cultural and recreational fields. The possibilities are limitless, and data analysis pulled from the database can aggregate outcomes based on activities that include participation in small groups, classrooms, and school-wide activities. It has been designed for maximum flexibility in terms of structuring queries to allow for future reporting requirements and school-driven evaluation of activities. Supported by the university, as an anchor institution, and maintained by the Netter Center, the database will also document a rich history of DLT and community partner activities that allows for new and returning teachers and staff to quickly identify the existing resources, gaps in service, and build upon the work started from this project to support improved teaching and learning from year-to-year at each school well into the future.

Over the course of the next two years of the grant, we implemented a two-tiered data collection and analysis plan that would allow us to put the database into use and evaluate the project, as well as monitor issues related to sustainability. The first tier focused on ongoing formative evaluation and process documentation data.

This included:

- a. Documenting the current partnerships being utilized in the targeted schools by University and community affiliates alike; determining the most appropriate manner of evaluating the successes and barriers of these current partnerships as they pertain to the goals of the grant (including introductory surveys as well as individual interviews with partnership personnel)
- b. Conducting document analysis of meeting agendas and minutes, fliers, key correspondence, curriculum for workshop and orientation sessions, as well as ongoing reflections from the project director and senior leadership team of the PFT, Penn and SDP.
- c. Generating periodic reports to create a permanent record of project activities, successes, challenges, and unanticipated factors that emerge along with provide an opportunity to seek feedback about the accuracy of the documentation produced.

The second tier focused on Summative and Outcome Evaluation, much of which was collected through qualitative methods such as surveys, interviews, and focus groups. This included data pertaining to the initial trainings for the school-based Distributed Leadership teams, which entailed workshops throughout the school year and summer as well as scheduled professional development and meetings. We evaluated:

Activity	Location	Date	Facilitator	Participants	Duration	Notes
Initial Training: Introduction to the Project	University	9/15/14	Dr. [Name]	DLT Members	2 hours	Overview of project goals and objectives.
Initial Training: Understanding the School Context	University	9/22/14	Dr. [Name]	DLT Members	2 hours	Discussion on school demographics and challenges.
Initial Training: Building Relationships	University	9/29/14	Dr. [Name]	DLT Members	2 hours	Focus on communication and collaboration.
Initial Training: Data Collection and Analysis	University	10/6/14	Dr. [Name]	DLT Members	2 hours	Introduction to data management systems.
Initial Training: Professional Development	University	10/13/14	Dr. [Name]	DLT Members	2 hours	Workshop on effective teaching practices.
Initial Training: Community Engagement	University	10/20/14	Dr. [Name]	DLT Members	2 hours	Discussion on involving parents and community.
Initial Training: Evaluation and Reporting	University	10/27/14	Dr. [Name]	DLT Members	2 hours	Overview of data collection and reporting processes.
Initial Training: Project Sustainability	University	11/3/14	Dr. [Name]	DLT Members	2 hours	Discussion on long-term success and funding.
Initial Training: Final Review	University	11/10/14	Dr. [Name]	DLT Members	2 hours	Final overview and Q&A session.
Workshop: Data Collection and Analysis	School	1/15/15	DLT Members	Teachers	1 hour	Hands-on practice with data collection tools.
Workshop: Professional Development	School	1/22/15	DLT Members	Teachers	1 hour	Workshop on effective teaching practices.
Workshop: Community Engagement	School	1/29/15	DLT Members	Teachers	1 hour	Discussion on involving parents and community.
Workshop: Evaluation and Reporting	School	2/5/15	DLT Members	Teachers	1 hour	Overview of data collection and reporting processes.
Workshop: Project Sustainability	School	2/12/15	DLT Members	Teachers	1 hour	Discussion on long-term success and funding.
Workshop: Final Review	School	2/19/15	DLT Members	Teachers	1 hour	Final overview and Q&A session.

d. The usefulness of these trainings through post-training, feedback surveys.

The establishment of Distributed Leadership teams in the schools allowed us a dedicated group to collect data on:

e. The current partnerships within the schools through the use of created tools, including information on whom each partnership affects and targets, how it is organized, how it's connected to a school plan, and its methods of communicating these alignments with the school. (see the Asset Maps in the Documents Section)

f. The partnerships within each school, and across sites.

g. The knowledge level and usefulness of partnerships to the staff at their respective school.

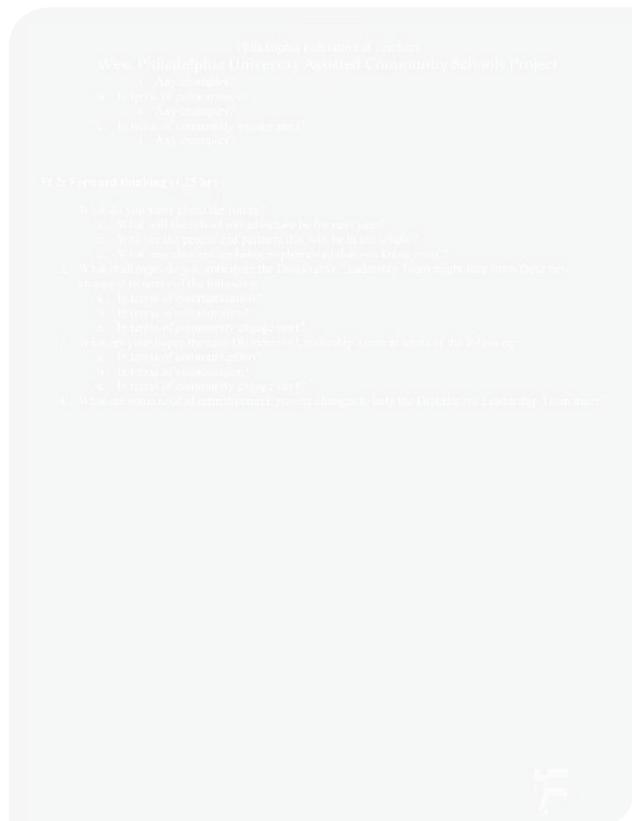
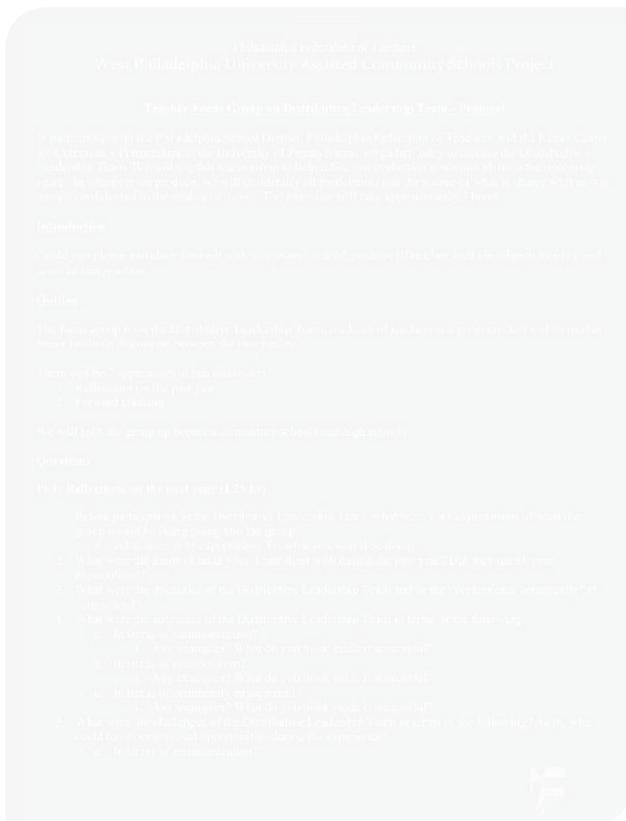
The Distributed Leadership teams also allowed a dedicated, school-based body to evaluate the partnerships within the school and across sites. This was supported in the following ways:

h. At the final Year 3 DLT meeting, the Asset Maps were revisited and revised with all partnerships entered into the

database by the DLTs so teams could have easy access to the information and share information across schools.

i. Track and document the activities of current partnerships at an individual level and utilize evaluation reports to determine how new partners can and should fit into the established plans and goals of the school.

Under the direction of Dr. Suess and the Netter Center and Graduate School of Education at Penn, longitudinal and comprehensive evaluation of the partnerships will continue to assess impacts on school-wide outcomes, overall community health, safety, and employment. In addition, partnership sustainability will be supported by ongoing formative evaluation beyond the life of the grant, with findings being used to continually monitor and improve the university and community school relationships as various context change (such as personnel and leadership transitions, policy reforms, etc.) With increased partnerships and communication between teacher leaders and administrators at each site and the university, engendered in part by the establishment of the DLTs and Innovation Fun support, a strong foundation was built to continue improving this project over time and support information sharing across institutions and schools.



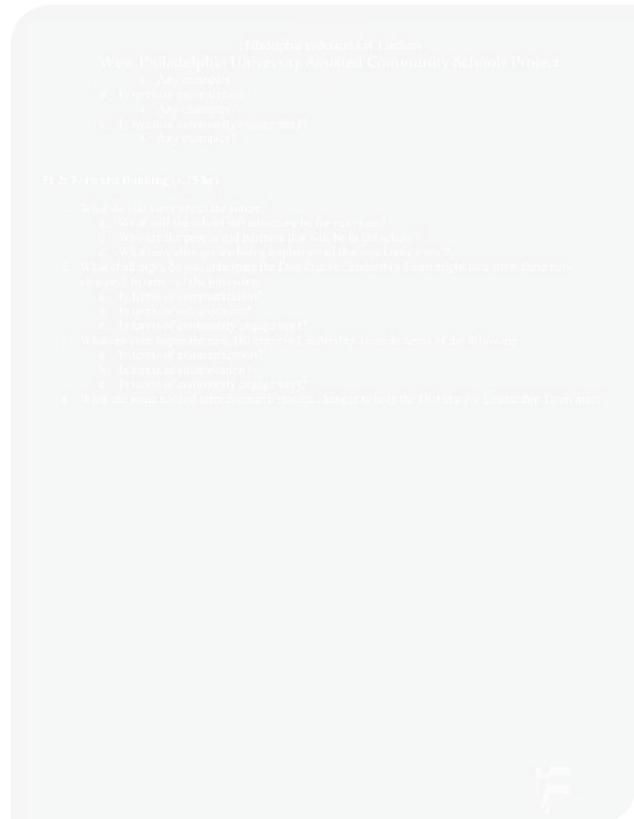
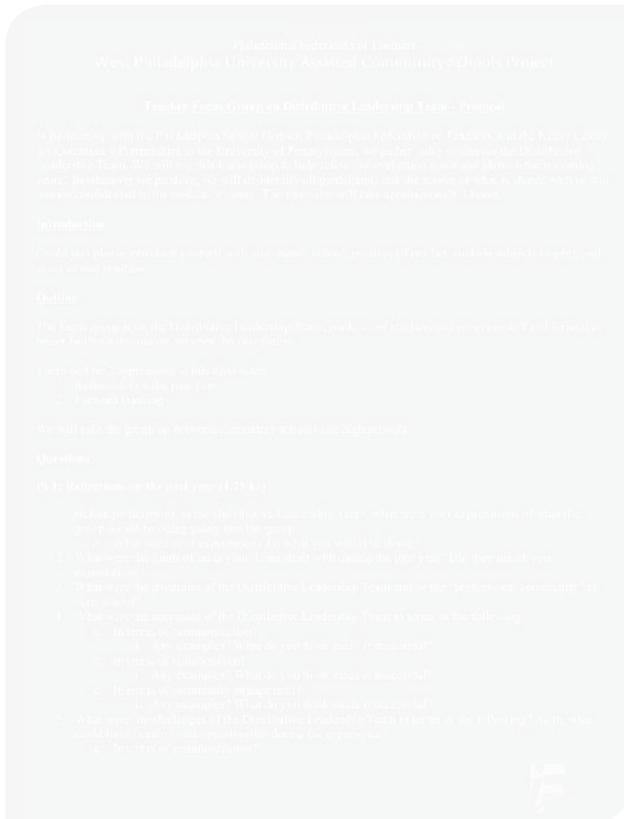
LESSONS LEARNED

1. One major difference between our approach to this grant and the other models of distributed leadership that were used as a basis for our project was the voluntary aspect for participating schools. In writing our grant we selected the schools that would be involved based on a geographical proximity to one another and to a great hub of institutions of higher learning. However, by selecting the schools, as opposed to having schools elect to be a part of the grant, we perhaps imposed upon them in a way that may have appeared less than collaborative. **In future iterations of this project, we would find a way to approach schools prior to the articulation of the grant to insure the support and involvement of the school.**¹

2. Because our initial focus was getting the initiative off the ground, we wanted as much participation from staff as possible. The number of applicants only exceeded the five-person limit at one school so we ended up selecting all applicants. This also meant it was not necessary to hold “interviews” of perspective distributed team members. The trade-off was we ended up having people on some of the teams who were not particularly suited for the work.

In the future, we would probably hold official interviews regardless of the number of applicants – if not for limiting purposes, in order to make sure those selected have a clear understanding of the individual responsibilities and we have assurance that their expectations match ours.

3. Every principal is automatically a member of the distributed leadership team. However, because of our desire to make sure that this process was value-added to schools and not seen as another obligation that principals had to put on, we did not “mandate” a certain level of participation from principals. This meant that some principals were very involved with the teams while others simply gave it their stamp of approval. Across schools, the relationship between the principal and the rest of Distributed Leadership Teams was a key factor in their success within the school. When the principal viewed the distributed leadership process as a resource, the teams operated much more smoothly within the school. When the principal didn't, the teams faced more challenges. Every team had a different relationship with their school principal.



Along with approaching schools before beginning the distributed leadership process with them, future iterations of this project would lay out the expectations for the principals, specifically, it would minimally mandate their attendance at meetings and require their support for the process as a whole.

4. As a new initiative that was rooted in the idea of collaboration, we began with a very organic and democratic process of inclusion and selection and meeting. As a Union of Professionals, we take pride in this, but there were some things that, by year two, we recognized needed to be more firmly set. For example, how much involvement was needed from formal leadership, how often we would meet, when those meetings would be held, etc. These logistical concerns were made much more flexible in the first year as we attempted to get things off the ground and, ultimately, the work suffered. Some meetings would have certain members in attendance and not others. **Future iterations of this project would more strongly establish and enforce some of the norms that would allow for gelling of the team.**

5. There were many reasons that our relationship and collaborative vision with the School District of Philadelphia did not go as planned, the most significant one being shifts in administration. While the School District remained supportive of the work of the grant throughout the three year period (being welcome to communication, sharing resources when asked, and keeping the project director as an in-kind contribution), the grant would have benefited from a more explicit relationship with the District in which the grant was integrated with the other community engagement plans. In addition, a more consistent seat at the district table would allow the grant access and voice to the offices at the School District of Philadelphia that run professional developments, parent and community outreach, and any other pertinent offices. Not only would this allow greater change of integration into schools and sustainability of the work, but it would greater emphasize the district's commitment to the success of the initiative. Lastly, these disconnects along with delays in completing the database security review at the university, data-sharing agreements have not yet been finalized to allow partners to track all activities at an individual level in the database. This will be secured in the future, but for now only partner administrative data exists. **Future iterations of this project would push to ensure that the project director has a consistent, direct contact at the School District and a seat at the District table as part of the District's commitment to support the grant and data sharing needs.**

6. Additionally, the following conclusions were drawn from the evaluation report completed after reviewing the data that was collected:

a. Trainings should focus more on specific actions - the How - of the work of the Distributed Leadership Team, and help create action plans for teams to know what steps they need to take to implement their ideas.

b. The team members need additional structures put in place about their specific roles and functions. Team dynamics will certainly vary by team, so the established roles could also vary based on the needs of the team. Having defined roles in place may help address the issue of idea implementation, as well as the feelings expressed regarding needing to be more pro-active.

c. While communication styles vary, relying solely on informal methods of communication appears to be one of the reasons behind the challenges related to communication between Distributed Leadership Team members. Deciding as a team the methods and frequency of communication, with facilitation from the project director, may be a way to establish parameters or guidelines for the operation of the team.

d. Use of professional development days was extremely valuable. School-wide awareness of the Distributed Leadership Team and PFT grant was largely determined by having school-wide retreats or allotting time in the schedule of a professional development day for the Distributed Leadership Team to share with the school. Finding ways to institutionalize this function may be critical for continued operation of the Distributed Leadership Teams, either by making staff retreats an annual event or establishing regular agenda time for the Distributed Leadership Team on professional development days.

e. Because relationships are some of the most important things in schools, it is important to have relationship-building activities for everyone involved, including teachers, partners and principals. Additionally, there should be support offered to all relationships to encourage teaching, learning and working together. This includes relationships between the schools, the communities and the university and could include all working on events together.

¹We also recognize, however, that many of the schools experience changes in leadership and staff regularly. Garnering the support of the current administration would not, necessarily, ensure we have the support of the administration when the project is implemented and certainly not for the duration of the project. Ironically, protecting against this inconsistency is one of the goals of the distributed leadership process.

DOCUMENTS SECTION

On these pages you will find templates and examples of documents that have helped us throughout this process.

Building Distributed Leadership in the Philadelphia School District An Overview

University of Pennsylvania/
School District of Philadelphia

 Penn Center for
Educational
LEADERSHIP

Agenda

1. Overview: Goals of the project
2. Why distributed leadership?
3. What is distributed leadership?
4. Design plan of project
5. Benefits to you and your school
6. Commitments from you and your school
7. Contact information

2

1

Overview

- Funded at \$4.9 million by the Annenberg Foundation.
- A 4-year project focused on 16 Philadelphia schools; 4 elementary schools in year 1; 2 elementary and 2 high schools in year 2; 4 elementary and 4 high schools in year 3.
- Written and directed by Dr. John DeFlaminis, Executive Director of the Penn Center for Educational Leadership.
- Targeted to the training and development of model distributed leadership teams.

3

Overview: Goals of the Project

- To develop model distributed leadership teams and school communities in 16 Philadelphia schools.
- To develop a targeted professional development strategy for distributed leadership.
- To develop a plan for a regional leadership development center.

4

Overview: Goals of the Project

- To develop over 80 effective teacher instructional leaders who can support principals and their schools in achieving and sustaining building-level instructional leadership.
- To utilize other leadership-building strategies including professional learning communities and coaching to support the teams and achieve improved instructional focus and student outcomes.

5

Why distributed leadership?

6

3

Why Distributed Leadership?

Contemporary educational reform places a great premium upon the relationship between leadership and school improvement. Effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students (Leithwood and Jantzi, 2000).

7

Why Distributed Leadership?

Many believe and have written that:
"The days of the principal as the lone instructional leaders are over. We no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators (Elmore, 2000; Lambert, 1998; Lambert et al., 1995; Lambert, Collay, Dietz, Kent & Richert, 1997; Olson, 2000; Poplin, 1994; Spillane, Halverson & Diamond, 2001)."

8

Why Distributed Leadership?

The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped. Improvements achieved under this model are not easily sustainable; when the principal leaves, promising programs often lose momentum and fade away. This model suffers from what Fullan (2003) calls the individualistic fallacy.

9

Why Distributed Leadership?

The process of change required to move to the next levels of reform will be incredibly demanding. What is needed is not a few good leaders, but large numbers to make the extraordinary efforts required (Fullan, 2003).

10

Why Distributed Leadership?

Richard Elmore (2000) argues that the problem of scaling up school improvement, whether it is in a school or a school system, is one of capacity building and specialization. Building a broad base of capacity is not possible if control is limited to a few individuals. The solution, he argues, is the broader distribution of leadership.

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Why Distributed Leadership?

"At the Consortium of Policy Research in Education (CPRE) at the University of Pennsylvania, in their study of a broad range of school reform initiatives...they all hold one thing in common: They all implicitly distribute leadership across multiple individuals in schools" (Supovitz, 2000).

12

6

Why Distributed Leadership?

MISE has learned over the past decade that distributed leadership—both in schools and in districts—works. It produces:

- good results (measured by the quality of the professional development and the curriculum and assessment tools produced)
- the successful recruitment of teachers into intensive professional development
- the emergence of teacher-led professional communities within and across the schools

Riordan, CPRE, 2003

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What is distributed leadership?

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7

Underlying Principles:

1. Instructional leadership is and must be a shared, community undertaking.
2. Leadership is the professional work of everyone in the school (Lambert, 2003).
3. The traditional model of formal, one-person leadership leaves the substantial talents of teachers largely untapped; and promising programs often lose momentum and fade away when the leader changes or leaves.

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Underlying Principles:

4. Instructional improvement requires that people must look to multiple sources of expertise to work in a context around a common problem.
5. This distributed expertise leads to distributed leadership (Spillane, et al, 2001).
6. Distributed leadership is characterized as a form of collective leadership, in which teachers develop expertise by working collaboratively.
7. "Powerful leadership is distributed because the work of instructional improvement is distributed" (Elmore, 2003).

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Spillane's ongoing research in 13 Chicago schools suggest that the work of leading instruction is distributed among multiple leaders including the principal, assistant principal, teacher leaders and regular classroom teachers, and other specialists in the school.

17

What is Distributed Leadership?

A distributed view of leadership also recognizes that leading schools requires multiple leaders (Spillane, 2006), though the number involved depends upon routine and subject area. Recent work in more than 100 U.S. schools shows that responsibility for leadership functions typically was distributed among three to seven people, including administrators and specialists (Camburn, Rowan & Taylor, 2003).

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What is Distributed Leadership?

- The Leader-Plus Aspect (who)
 - Focuses on **who** is involved in leadership
 - "Leader-Plus" is short for "Leader-Plus Other Leaders"
- The Leadership Practice Aspect (how)
 - Addresses **how** leadership practice is enacted
 - Critical issue is not whether leadership is distributed but how it is distributed
 - Attention to **interactions**, not just actions.

Spillane, 2006

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What is Distributed Leadership?

The Leadership Practice Aspect



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What are Community Schools?

Community Schools, Defined

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities. Schools become centers of the community, open to everyone, all day, every day, evenings and weekends.

Community schools represent a **strategy, not a program**. Partners and stakeholders come together to agree on a set of results for children that they will achieve together. They develop a coordination system to share leadership and connect children and families with opportunities, services, and resources. They share accountability for results. They transform schools and communities.

What do they have in common?

Community schools continually develop a set of four interlocking capacities:

- Comprehensiveness** – Coordinated partnership resources respond to wide spectrum of developmental needs
- Collaboration** – All stakeholders share leadership and meaningful engagement
- Coherence** – Programs and services are effectively coordinated and seamlessly integrated
- Commitment** – Sustained long-term partnerships share a clear vision and are accountable for results

In a community school, you will find a wide range of supports and opportunities, including:

- ◆ Academic and cultural enrichment programming
- ◆ Family supports and shared leadership
- ◆ Early childhood programs
- ◆ Physical, dental and mental health services
- ◆ Social services
- ◆ Community and economic development

Every School a Community School

The Obama Administration has made Community Schools a centerpiece of its education reform. Public policy at all levels will begin to shift towards a more comprehensive utilization of schools as centers of community development, and as a vehicle for civic engagement in the education process. Instructional and management excellence can be effective only when the needs of young people and their families are met, by schools, families and community partners working together.



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Stages of Development in a Community School

	Stage 1: Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
Summary of Key Features of Stages	This period is marked by discontent with the ways schools operate. This stage is marked by very grandiose thinking, tremendous optimism and magical thinking that "if only" X was in place, things would be significantly different. All this should be encouraged because out of these dreams and desires will emerge a shared vision	This period is marked by a commitment to jump in and do something! A decision has been made to commence the transformation by introducing some level of services, securing some funding and beginning to develop partnerships. Programs are designed in a strength-based paradigm, based on data from a formal or informal needs assessment. This period is like a roller coaster ride, marked by highs and lows, progress and frustration. To succeed in this stage, there needs to be a commitment to the shared vision, clear goals, good communication processes, clarity of roles and responsibilities, responsiveness to the needs, regular celebration. This period lasts for about 2 years.	This period is marked by steady, intentional progress and the realization that this work requires a tremendous amount of effort. The vision of the CS becomes clearer to all, consequently there is likely to be broader support for it. Service utilization increases as interventions become timelier, more relevant and of higher quality. Relationships between the CBO & school are deepened, administrative and programmatic integration becomes more natural, and CBO & school jointly fund select programs. To succeed in this stage, one needs to keep the vision and programs fresh, tend the relationships, increase partnerships, continue to demonstrate added value, attend to sustainability.	At this level you are implementing quality programs that are fully integrated into the fabric of the school. You have influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education; you have established strong relationships within the school, community and school district; you are valued as a committed partner & leader by the school. To succeed in this stage one needs to take smart risks in innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.

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The Capacities Across the Stages of Development

	Exploring	Emerging	Maturing	Excelling
Comprehensiveness	Characterized by recognition that children and families have multiple needs that impact school climate and inhibit learning, and that schools cannot address them alone. Focus on how to get services and programs for children and families, both non-academic and academic enrichment.	Characterized by initial steps towards building relationship with a Lead Partner and other willing providers. School open extended hours for partners to provide services, as well as inviting programming and support services during the school day.	Characterized by opening school to multiple partner services and programs that respond to identified needs of students, school, families and community and that improve the overall conditions for learning.	Characterized by a shift in role of schools as hubs of opportunity and civic engagement for students, families and neighborhoods residents. System in place for on-going comprehensiveness in response to need and demand.
Collaboration	Characterized by interest in CS strategy as way to engage others in removing barriers and improving conditions for learning. Open to sharing leadership. Interested in increasing parental and community engagement.	Characterized by increased efforts to engage parents and community in planning, implementation and oversight of academic and non-academic programs. Beginning to involve partners and parents in decision-making.	Characterized by the regular involvement and leadership of wide range of stakeholders. Transparent agreements and mutual accountability underpin the ongoing development of partnerships.	Characterized by permanent engagement across community, collaborative mode of community and program development, and policymaking.
Coherence	Characterized by a recognition that effective management of needed programs and services exceeds capacity of existing staffing and structures. Recognized need for program integration. Planning process engages all stakeholders.	Characterized by efforts to develop effective coordination and system of monitoring and accountability for programs and services. Development of new resources for staffing, communication patterns, management.	Characterized by the integration of CS structure/processes/programs into "normal" operations of schools. Site coordinator role is clearly understood and leadership is reliably shared. Effective, consistent management is a hallmark of this stage.	Characterized by policy shifts that make CS a permanent approach to school reform, service delivery, community-based education, and civic engagement.
Commitment	Characterized by an interest in building the CS for the long term, with policy changes, systems, resources and engagement geared towards permanency.	Characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources and build support.	Characterized by growing realization that CS can provide coordination and targeting for numerous child/family/community goals. Policy and funding decisions begin to reflect site successes.	Characterized by permanent political commitment, designated funding, private and community support, alignment of related initiatives, using CS as coordinating strategy.

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The Four Critical Capacities for Community Schools

The National Center for Community Schools provides support for the development of community schools based on a wide range of models and programs in practice around the country and world. Recognizing that the needs of the child are complex, and the social contexts for their education diverse, planning for community schools is a specifically local and intensive process that demands the support of knowledgeable, experienced guides. The Center's mission is to provide capacity-building consultation to those who choose the community schools strategy to improve the conditions within which children grow and learn. We provide facilitation, coaching and training as schools, their community partners, districts, states and private funders build effective infrastructure.

Through its work with more than 1000 adaptation partners, the Center has developed a capacity-building methodology incorporating the lessons of all of the major models, as well as adaptations of its own prominent New York experience. It has been developed around Four Capacities essential to community schools and the Practices and Activities that each entails.

Comprehensiveness – Responsiveness to a wide spectrum of identified needs by marshalling the full complement of partnership resources

Whole Child Developmental Approach

- Enriched learning
- Youth development
- Family strengthening

Needs Assessments & Resource Allocation

- Formal and informal input from stakeholders
- Assessing in-school services, existing partners, community prospects
- Identifying gaps and priorities, selecting strategies

Asset-based, High-quality Program Development

- Child and Youth development (cognitive, social, emotional, physical, moral), OST programming
- Family Support, engagement and empowerment
- Health and mental health services
- Community and economic development

Collaboration – Structured involvement of all stakeholders: educators, parents, students, funders, community members, providers, policymakers

Engagement

- Outreach strategies/communications
- Continuing the relationship
- Leadership development

Partnership Development

- Relationship building
- Partner recruitment



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- ◆ Roles clarification and shared responsibility

Shared Leadership

- ◆ Forming coordinating bodies/governance structures
- ◆ Power-sharing, roles, structure, oversight
- ◆ Integrating CS governance with existing school structures

Coherence – Intentional alignment of resources around shared results: coordinated and integrated systems of management

Program Integration and Oversight

- ◆ Facilitating school-provider relationships
- ◆ Managing partnerships and accountability

School/Partner Relationships

- ◆ Role of Lead Partner, including role of CBO Director
- ◆ Partnership agreements, MOUs – managing expectations, accountabilities

Coordination

- ◆ Role of Site Coordinator: Partner, planner, broker, logistical manager, outreach
- ◆ Recruiting partners
- ◆ Initiative level resource and policy coordination
- ◆ Agreements - expectations, accountabilities
- ◆ Systems of referral, outreach, and communication

Commitment – Sustainability planning and activities that are employed from the start

Shared Vision and Results

- ◆ Creating a Results Framework (outcomes, indicators)
- ◆ Accountability
- ◆ Using data, sharing the results

Building Public Will and Participation

- ◆ Individual and organizational outreach
- ◆ Connecting to other community efforts
- ◆ Growing champions
- ◆ Marketing and fundraising

Evaluation

- ◆ Effective sharing of relevant data
- ◆ Assessment of both processes and outcomes (impact)
- ◆ Continuous improvement based on shared data

Capacity-building

- ◆ Skill development, facilitation, coaching at all levels
- ◆ Institutionalized capacity-building functions



WEST PHILADELPHIA SCHOOL DATA 2011-2012

	Comegys	Lea	Sayre	Wilson
# of Students (2011-2012)	418	355	596	261
% of African American Students	95.5	85.7	96.9	88.8
% of White Students	0.7	2	1.2	0
% of Asian Students	0	6.9	0	3.9
% of Latino Students	1	0.3	1.6	1.9
% of Other Students	2.9	5.1	0.3	5.4
% of Students with Disabilities	9.3	12.1	19.3	15.7
% of Students Mentally Gifted	0	0	1	0
% of Students without IEP	90.7	87.9	79.7	84.3
% of Students ELL	0	16.3	0.6	5
% of Students Economically Disadvantaged	94.7	90.7	89.3	88.8
% of Days attended for all students (2010-2011)	90.9	92.1	76.2	93.6
% of Days present for teachers (2010 - 2011)	92.8	95.6	90.2	88.5
# of Students who entered after September 20	109	62	127	18
% of Student Body that entered after September 20	26.07655502	17.46478873	21.30872483	6.896551724
# of Students who withdrew after September 20	87	58	138	20
% of Student Body that withdrew after September 20	20.81339713	16.33802817	23.15436242	7.662835249
# of Suspensions (out-of school, 2010-2011)	61	59	133	29
# of Serious Incidents (2010 - 2011)	6	10	43	4
% of Students Scoring Advanced or Proficient (Grade 3, Math)	41.1	30.5		63.9
% of Students Scoring Advanced or Proficient (Grade 3, Reading)	31.5	36.1		63.9
% of Students Scoring Advanced or Proficient (Grade 4, Math)	44.9	42.1		60.6
% of Students Scoring Advanced or Proficient (Grade 4, Reading)	28.9	39.5		48.5
% of Students Scoring Advanced or Proficient (Grade 5, Math)	32	26.4		52.7
% of Students Scoring Advanced or Proficient (Grade 5, Reading)	20	36.9		57.9
% of Students Scoring Advanced or Proficient (Grade 6, Math)	60.4	48.6		51.8
% of Students Scoring Advanced or Proficient (Grade 6, Reading)	36.8	36.1		14.8
% of Students Scoring Advanced or Proficient (Grade 7, Math)		47.6		
% of Students Scoring Advanced or Proficient (Grade 7, Reading)		42.8		
% of Students Scoring Advanced or Proficient (Grade 8, Math)		44.2		
% of Students Scoring Advanced or Proficient (Grade 8, Reading)		51.2		
% of Students Scoring Advanced or Proficient (Grade 11, Math)			7.2	
% of Students Scoring Advanced or Proficient (Grade 11, Reading)			13.1	

West Phila	Elementary Sc	High Schools	All Schools
795	1034	1391	2425
97.4	90	97.15	92.86
0.6	0.9	0.9	0.9
0.6	3.6	0.3	2.28
0.9	1.066666667	1.25	1.14
0.4	4.466666667	0.35	2.82
19.9	12.36666667	19.6	15.26
1	0	1	0.4
79.1	87.63333333	79.4	84.34
2	7.1	1.3	4.78
89.9	91.4	89.6	90.68
76.1	92.2	76.15	85.78
93.5	92.3	91.85	92.12
190	63	158.5	101.2
23.89937107	6.092843327	11.39468009	4.173195876
334	55	236	127.4
42.01257862	5.319148936	16.96621136	5.253608247
230	49.66666667	181.5	102.4
30	6.666666667	36.5	18.6
	45.16666667		45.16666667
	43.83333333		43.83333333
	49.2		49.2
	38.96666667		38.96666667
	37.03333333		37.03333333
	38.26666667		38.26666667
	53.6		53.6
	29.23333333		29.23333333
	47.6		47.6
	42.8		42.8
	44.2		44.2
	51.2		51.2
15.4		11.3	11.3
15.9		14.5	14.5

Philadelphia Federation of Teachers'
West Philadelphia University Assisted Community Schools Project

**JOB OPPORTUNITY
PLEASE POST**

PFT INNOVATION FUND UNIVERSITY ASSISTED COMMUNITY SCHOOLS
In partnership with University of Pennsylvania and the
School District of Philadelphia

Building Distributive Leadership Teams (3 to 5 people)

Project Design and Action Plan

In partnership with the University of Pennsylvania and the School District, the PFT is working to create a network of 10 University-Assisted Community Schools designed to transform neighborhood schools into community hubs, with increased articulation among and between schools and their communities to determine the resources that meet their needs and to improve student achievement.

The Innovation Fund grant is designed to enhance co- leadership within schools and give school staff, parents and community leaders the tools to assess the needs of their constituents and develop a network of partners, resources and services to address those needs.

Teacher leaders (teams) will be trained in key organizational elements such as developing a shared vision, decision-making, initiating change, teamwork and conflict resolution.

The program is slated to begin in five West Philadelphia schools this fall (West Philadelphia and Sayre High Schools and Lea, Wilson and Comegys Elementary Schools).

Job Description

Responsibilities of the Teacher Leaders

1. Engage in a minimum of 30 hours of training for at least the first year of the project.
 - a. Up to 10 hours may be scheduled during August, 2010.
 - b. The remainder will be scheduled during the 2010-2011 school year and may include up to 2 Saturday activities.
2. Support the Initiative by:
 - a. Engaging in training with other teacher leaders so that an effective team can be built.
 - b. Utilizing common prep time for coaching, mentoring and school leadership activities.
 - c. Assisting staff members and teachers who are not members of the team to understand goals and functions of the Innovation Fund Grant.
 - d. Permitting evaluators to monitor progress in all areas agreed upon by PFT and its partners.



Philadelphia Federation of Teachers'
West Philadelphia University Assisted Community Schools Project

Application Criteria

- Must be a regularly appointed certified professional staff member at one of the above-mentioned schools
- Must have completed at least one year of full time service
- Must have no unsatisfactory anecdotal records in his/her official personnel file.
- Must have demonstrated leadership activities/qualities in current or previous position
- Must agree to remain on the leadership team in the same school for the duration of the grant (3years)

Compensation

Teachers selected will receive a \$1,000 stipend for year one and for each additional year for participation in training and all project activities. Teachers will be paid in December and June each school year.

Selection Process

The Principal and the Building Committee shall serve as the Selection Committee to work in a collegial, collaborative manner to reach consensus on the most qualified candidates. In the event the committee cannot reach consensus, the Principal shall make the selection from among the most qualified applicants as ranked by the Building Committee.

Application Procedure

Qualified applicants are invited to submit a resume and letter of interest addressing the specific application criteria to the building principal building by 4:00 p.m. on June 11, 2010.



Philadelphia Federation of Teachers
Innovation Fund Grant for the
West Philadelphia University Assisted Community Schools Project

First Whole Group Distributed Leadership Training Session for
West Philadelphia University Assisted Community Schools Project

Monday, August 30th – Tuesday, August 31st

Monday, August 30 Agenda

8:00 – 8:45 am	Breakfast, name tags, distribute information packets
9:00 – 10:00	Overview of the project, goals for the two days, dialogue with partners Jerry Jordan, Local and national context of the grant, importance to PFT Ira Harkavy, the role of the University in the community school James Lytle, on organizing schools for improvement SDP representative, commitment of the district Rubinsky, on experience with DL teams in schools
10:00 – 10:15	Short Break
10:15 – 12:15	Ann Delehant
12:15 – 1:00	Lunch
1:00 – 3:00	Ann Delehant
3:00 – 3:30	Organized reflecting on connection between training and goals

Tuesday, August 31 Agenda

8:00 – 8:45	Breakfast
9:00 – 10:30	Brandon Miller Logistics and School based discussion of meeting schedules, etc (Using calendars for planning) Questions about how teachers will be compensated Evaluation Component
10:30 – 12:30	Ann Delehant
12 – 1:30	Lunch
1:30 – 3:00	Ann Delehant
3:00 – 3:30	Evaluations, reflections, final announcements

Philadelphia Federation of Teachers
Innovation Fund Grant for the
West Philadelphia University Assisted Community Schools Project

Summer Professional Development Schedule

(All professional development sessions will be open to any and all teachers at Comegys, Lea, Sayre, Wilson, and West with RSVP)

The first professional development session will take place at the Penn Center for Educational Leadership, 3440 Market Street, 5th Floor. The location of subsequent PD sessions will be disclosed at a later date. Each session will run from 1pm until 4pm, with lunch served from Noon until 1pm preceding the session.

Session One – The Community School Concept
(July 7)

Sarah Jonas, The Children’s Aid Society

“... a community school is both a set of partnerships and a place where services, supports and opportunities lead to improved student learning, stronger families and healthier communities. Using public schools as a hub, inventive, enduring relationships among educators, families, community volunteers, business, health and social service agencies, youth development organizations and others committed to children are changing the educational landscape — permanently — by transforming traditional schools into partnerships for excellence.”

This session will explore the different avenues schools have taken to become community schools, specifically looking at what our schools are doing and what they can learn from others. Creating a common vocabulary, identifying core concepts, and planning schools-based action steps will all be goals of this session.

Session Two – Building Bridges and Connections
(July 28)

Dr. Harris Sokoloff

Learn a multi-faceted understanding of concepts and practices for engaging different stakeholders in improving student learning. This session will focus on different engagement practices and how to apply them inside, as well as outside, your school.

Session Three – Teamwork and Conflict Resolution
(August 4)

Ms. Debbie Rubinsky

This session will focus on learning the types of conflicts and approaches to managing conflict in an effort to obtain cooperation in attaining goals.

Session Four – Motivation and Leadership
(August 18)

Dr. John DeFlaminis

This session will focus on understanding the elements of motivation, how each can be managed in a school setting, and the connections between the elements of motivation, motivating colleagues, and functioning as a distributed leadership team.

Throughout the summer and the sessions we will also be joined by Dr. James Lytle and Dr. Judy Brody who will both offer their insight into some of the practical applications of these sessions. Both Dr. Lytle and Dr. Brody have served as leaders in the School District of Philadelphia and are renowned for their efforts at engaging their school communities.



School-Based Community Resources and Responsibilities

Community Organization/ Partners	School Based Contact	Contact Information	Function of Service in School	Who is affected?	Goals	Quality Indicator	Link to School Plan





***** **FREE** *****
**CHILD ABUSE & CRIMINAL BACKGROUND
 CLEARNCES**

PARENT VOLUNTEER TRAINING SESSION



MONDAY, JANUARY 23, 2012
HENRY C. LEA ELEMENTARY IMC @ 12:30 p.m.
4700 LOCUST STREET

*The session will last
 approximately 90
 minutes. Parents who
 attend will receive an
 application for clearances
 to volunteer in SDP*

Safe Corridors is a collaborative effort between the District, businesses, schools and the school community to provide additional supervision and safety for students as they travel to and from school. While on well lit, high traffic corridors students will be able to know that there are safe havens along the route and those parents and staff is traveling the corridors, ensuring their safe passage.

Hallway Monitors is a volunteer who assist in maintaining order in the school hallways during transitions. Hallway monitors also assist in disorderly conduct and inappropriate behaviors during transitions.

Front Desk Assistance is a volunteer who assist in greeting guest and parents and ensuring they sign in the guest book. Front desk assistance will also answer questions and direct guest to the appropriate area within the school parameters.

Lunchroom Monitors is a volunteer who assist with supervising students in the cafeteria during lunch periods. Monitors will also assist in maintaining discipline in the cafeteria and assist with organize games in and outside the lunchroom.

Classroom / Teacher Assistance is a volunteer who assist the teacher with daily activities such as preparing lesson materials, bulletin board displays, and small duties asked upon by the teacher.

Trip Chaperones is a volunteer who attends school trip and may be assigned a small group to look over during the trip. Chaperones may also be required to pay for the school trip if funds are not available.

Movers is a volunteer who assist with moving school deliveries to its appropriate places.



GAMES

HENRY C. LEA

Cordially Invites You to Our

PRIZES

WINTER FESTIVAL

Wednesday, December 14
5:00 p.m. to 8:00 p.m.

RAFFLES

HENRY C. LEA GYMNASIUM

(ENTRANCE ON LOCUST STREET SMALL YARD AREA)

If you are interested in donating, assisting, or just want to help, feel free to speak with Mrs. Wildes, Mrs. Clarke, Mr. Brown, Ms. Poteat or Mr. Jones.

MUSIC

MOON BOUNCE

FOOD

FUN

**STUDENTS AND FAMILIES MUST PURCHASE
TICKETS FOR FOOD AND ACTIVITIES.**

PARENT VOLUNTEER TRAINING SESSION



MONDAY, JANUARY 23, 2012
HENRY C. LEA ELEMENTARY IMC @ 12:30 p.m.
4700 LOCUST STREET

WEDNESDAY, JANUARY 25, 2012
COMEGYS ELEMENTARY SCHOOL
"PARENT RESOURCE ROOM" @ 10:30 a.m.
5100 GREENWAY AVENUE

The session will last approximately 90 minutes. Parents who attend will receive an application for clearances to volunteer in SDP schools as well as a certificate of completion.

REFRESHMENTS WILL BE SERVED.



HENRY C. LEA PARENTING SUPPORT WORKSHOP

*****PARENTS EARN \$50 CASH FOR COMPLETING THE 12-WEEK WORKSHOP*****

Classes begin **Friday, February 10, 2012, 9am to 11am** in the Cafeteria
 (2/10, 2/17, 2/24, 3/2, 3/9, 3/16, 3/23, 3/30, 4/13, 4/20, 4/27, 5/4)

The Devereux Parenting Plus Program
Facilitated by: Denise Alessandrine, MA

WORKSHOP TOPICS

STRESS AND ANGER MANAGEMENT	CONFLICT RESOLUTION TECHNIQUES
EFFECTIVE COMMUNICATION	DISCIPLINE TECHNIQUES
NUTRITION AND WELLNESS	CHILD DEVELOPMENTAL STAGES
ABUSE AND NEGLECT	FIRE SAFETY



Parents will participate in a graduation ceremony, and receive a certificate of completion.

ATTENDANCE AND TIMELINESS IS REQUIRED

****Refreshments will be served****

-----SPEAK WITH MR. BROWN FOR MORE DETAILS-----



DATE: SATURDAY, MARCH 12

PSSA PALOOZA!

The PSSA's are right around the corner!

Come enjoy a day of fun, food, and games in preparation for the PSSA!

Parents and their students are invited to join us for motivational activities, information sessions and a community lunch!

Location: Comegys Elementary School
51st and Greenway

9AM- 12PM

We are asking parents to confirm their attendance. Please contact us and provide your name and your student's name:

- 1) Call (215) 587-6820 and leave a message.
- 2) E-mail bmiller.innovation@gmail.com
- 3) Tear out the bottom of this form and return to school:

I hereby confirm my attendance to the PSSA Palooza on Saturday, March 12th from 9AM-12PM at Comegys Elementary School.

Your name: _____
Your student's name: _____
A number where you can be reached: _____



To the parents of students at Comegys, Lea, and Wilson Elementary Schools (Grades 3-6):

The State of Pennsylvania administers periodic tests designed to measure student's aptitude in aligned curriculum and measure the effectiveness of Pennsylvania teachers and schools. These Pennsylvania System of School Assessment (PSSA) tests also provide educators with valuable information necessary to improve educational programs.

Parents are crucial to their child's success on the PSSA. Join us for valuable information sessions on helping your child achieve his/her potential. Also, come find out about upcoming community service events and opportunities. A community lunch will be provided for all attending.

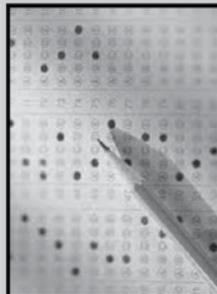
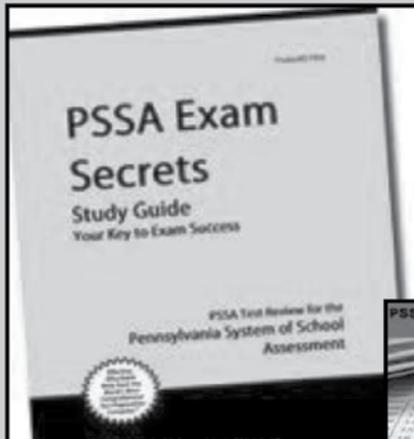
Parents who register and attend will receive a special gift.



We look forward to your attendance!

2012

PSSA PALOOZA



Saturday March 10

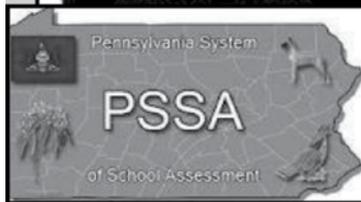
9:00am - 12:00PM

Parent Information

Workshops

Gift Cards Raffles

**PARENTS AND STUDENTS
ARE ENCOURAGED TO
ATTEND AND HAVE FUN
BEFORE THE PSSA TEST**



LOCATION

Wilson Elementary School

46 th and Woodland Ave - 215-823-8206



**PSSA Jeopardy Games
Food, Fun & Giveaways**



Please RSVP by Friday, March 9th
For further information please contact Mr. Brown
215-471-2915
antbrown001@gmail.com



www.philasd.org/schools/lea

Don't stress....

have fun before the test!



Join us for the

PSSA PALOOZA

Food, Fun,
Games, &
Giveaways!



Parent
Information Fair
Workshops
&
Gift Card Raffles

Date:
Saturday
March 10th,
2012

Location:
Wilson Elementary School
46th & Woodland Ave.
(215) 823-8206

Time:
9:00am to
12:00pm

****All Families From Wilson Elementary are encouraged to attend.****

Please RSVP by completing the attached form by Friday, March 9th.

For further information please contact the Parent Resource

Coordinator at your child's school:

Mr. Williams at (215) 823-8206 or by email at cerberus373@gmail.com



PHILADELPHIA
FEDERATION of TEACHERS



PARENT



RESOURCE



CENTER





Henry C. Lea Elementary School
PARENT RESOURCE CENTER
“GRAND RE-OPENING”

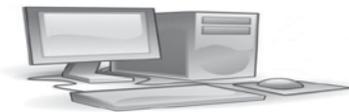
MONDAY, JANUARY 9TH 2012 @ 9:00 AM

We are currently putting the finishing touches on the Parent Resource Center (Room 125). Our goal is to have a warm, relaxed, inviting and confidential atmosphere for parents, and other caregivers. Parents can find useful information, resources, encouragement and/or support groups to help raise an incredible child.

The Parent Resource Center has computers for parent use, along with a copy and fax machine on a needed basis. The goal of the “PRC” is to offer resources and support to all parents, and to promote parent engagement in their child’s education. The PRC will also serve as a place where parents can be made aware of the many services, support programs and community outreach programs offered in the school and around the community.



Computer Access



Attention All Comegys Parents!!!



Let us help you find a job!
 Join us at Comegys for Parent Development Day.



Resume Building
 Online Job Search
 Fax to potential jobs

Date: January 11, 2012

Time: 10:00am- 1:00pm

Location: B.B. Comegys, Parent Resource Center

For questions and appointments please call Ms. Ashanti (215) 727-2240.

**SAVE
THE DATE**

Henry C. Lea
Barnes & Noble
Bookfair

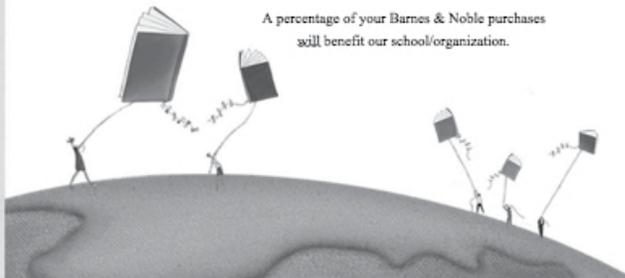


Thursday, October 20, 2011
10:00 a.m.
Barnes & Noble
Rittenhouse square
18th & Walnut Streets

Can't attend our bookfair at Barnes & Noble?

Visit bn.com/bookfairs to support us online from 10/22/11 to 10/28/11
by entering Bookfair ID 10535060 at checkout.

A percentage of your Barnes & Noble purchases
will benefit our school/organization.





“JUST IN”

TONIGHT

MONDAY, FEBRUARY 6TH

6:30 pm to 7:30 pm

STUDENTS 4 TO 9 YEARS OLD
CAN ENGAGE IN FUN BASKETBALL ACTIVITIES

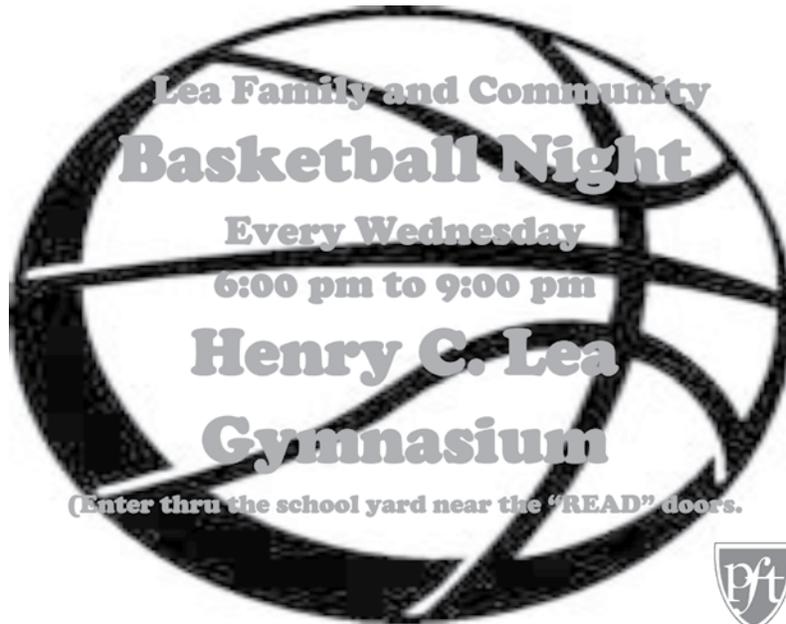
WHILE THE PARENTS OBTAIN INFORMATION REGARDING THE
YOUTH SKILLS DEVELOPMENT CLINIC

FOR MORE INFORMATION

MR. BROWN

TEXT - 215-768-2198

EMAIL - antbrown001@gmail.com



Lea Family and Community Basketball Night

Every Wednesday
6:00 pm to 9:00 pm

Henry C. Lea Gymnasium

(Enter thru the school yard near the “READ” doors.)





School-Based Community Resources and Responsibilities
General School Partnership (Possibilities)

Community Organization/ Partners	Contact	Contact Information	Function of Service in School	Who is affect ed?	Goals	Qualit y Indica tor	Link to School Plan
PENN SCHOOL OF MEDICINE, DEPARTMENT OF FAMILY MEDICINE							
COMMUNITY HEALTH AT THE SCHOOL OF DENTAL MEDICINE							
LIFT PHILADELPHIA							
PLEASE TOUCH MUSEUM							
GPUAC (Greater Philadelphia Urban Affairs Coalition)							
SAYRE HEALTH CENTER							
EARTHFORCE							
THE COLLEGE BOARD							


 Philadelphia Federation of Teachers' 
 West Philadelphia University Assisted Community Schools Project

EDUCATIONWORKS							
CENTER FOR LITERACY							
INTERCULTURAL FAMILY SERVICES							
ENTERPRISE CDC							
CHOP (Children's Hospital of Philadelphia)							
UNIVERSITY CITY DISTRICT							
PHILADELPHIA READS							
MILL CREEK FARM http://www.millcreekurbanfarm.org/							
ACHIEVEability							
BIG BROTHERS BIG SISTERS SOUTHEASTERN PA							
OMG CENTER FOR COLLABORATIVE LEARNING							


 Philadelphia Federation of Teachers' 
 West Philadelphia University Assisted Community Schools Project

http://www.omgcenter.org/							
ZHANG SHA MARTIAL ARTS http://www.zhangsah.org/							
ICW CONSULTING GROUP http://www.icwconsulting.com/							
ELWYN							
THE CONSORTIUM							
YMCA							
Mount Zion Baptist Church							
BLACK CLERGY OF PHILADELPHIA AND VICINITY							
The Arts and Spirituality Center							
West Park Cultural Center							
The Big Picture Alliance							


 Philadelphia Federation of Teachers' 
 West Philadelphia University Assisted Community Schools Project

The Mighty Writers							
SCRIBE							
ArtsRising							
Sustainable Communities Initiative - West							
The Rotunda							
University of Pennsylvania Department of Music							
UNIVERSITY OF THE ARTS							

Event Photos



Commgys meet with parents



Commgys PSSA



Commgys PSSA



Commgys PSSA



DL Team Meeting



DL Team Meeting



DL Team Meeting



DL Team Meeting



Community Clean up



Early Childhood Education



Lea Community Meeting



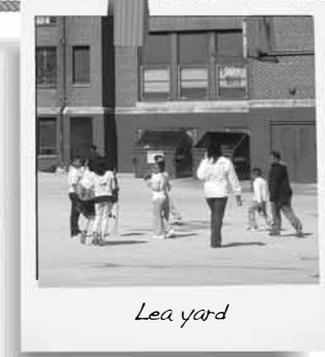
Lea Garden Check Presentation



Lea yard



Lea yard



Lea yard



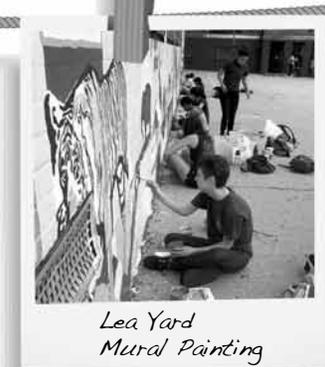
Lea yard



Lea yard



*Lea Yard
Mural Painting*



*Lea Yard
Mural Painting*



Wilson Exterior



*Lea Garden Check
Presentation*



Lea Library



Lea Library



*Lea Parent in
Resource Room*

