

LEADING IMPLEMENTATION

**Buena Park:
English Language
Learners Exceed
Expectations**

**Fort Bend:
Outperforms the
State Average**

**Elkhart:
Dramatic
Student Gains**

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CLOSING THE IMPLEMENTATION GAP

There is no shortage of good ideas for school systems today. Who could argue with the need for better data analysis, effective professional learning communities, writing across the curriculum, formative assessment, student engagement, and high-yield teaching strategies? And don't forget Response to Intervention, strategies for English Language Learners, and adaptations for students with special needs. Nothing is wrong with any of these ideas. The challenge, however, is closing the gap between ideas and implementation. Here are four ideas to help you close that gap.

Practices, Not Programs

First, it's important to note that while programs come and go, long-term impact is achieved by the professional practices of real people. When you hear the claim that "We're doing ..." with the sentence completed with one popular label or another, then ask, "That's excellent, but could you please tell me exactly what that means in terms of different professional practices?" How are meetings different? How have your schedules changed? How will student feedback, teacher actions, and leadership decision-making be different this year?

Defining Implementation

Second, define the range of implementation. A common mistake is to assume that after training or perhaps technology are "delivered" to teachers, then the new initiative is "done" and results should soon follow. In fact, we always observe a range of implementation that might look something like this:

LEVEL 1: Sullen Compliance—the bare minimum of compliance with administrative mandates. That is at least when someone from the central office is looking.

LEVEL 2: Making Progress—the training is complete and occasionally implemented in the classroom, but administrators are inconsistent in their expectations and the follow-through in the classroom is spotty. Enthusiastic implementation is done by the small core that received the original training, but represents less than half the faculty.

LEVEL 3: Satisfactory Implementation—teachers and administrators are consistent in implementation and there is initial evidence of impact on student results.

LEVEL 4: Exemplary Implementation—teachers and administrators are models of implementation, sharing their knowledge and impact with colleagues throughout the system. They have clear and consistent evidence of impact on student results so that there is widespread—at least 90 percent of staff members—and enthusiastic implementation.

Constructive Accountability

Third, avoid the cynicism that inevitably follows when leaders and policymakers talk about the importance of a new initiative, but then ignore it when discussing accountability and evaluation. If you want full implementation, ask yourself and your colleagues, "How will our expectations for implementation be reflected when we report our accountability results to the board and community? How will implementation be reflected in teacher evaluation? How will administrators, including principals, central office leaders, and the superintendent, be accountable for supporting effective implementation?"

The 7 to 1 Rule

Fourth, practice the "7 to 1 Rule" in professional development. At The Leadership and Learning Center, we know that seminars and keynotes are never enough to support effective implementation. In fact, we recommend that for each day of a typical seminar, schools should have seven days that are focused on actual implementation in the schools. In other words, we don't let our professional developers just talk about effective data teams or powerful teaching strategies. We have them visit schools while students and teachers are going about their daily lives. The same professional developers will come back seven times, ensuring that schools cross the bridge from ideas to implementation.

Of course, that means that you won't have time for 20 new initiatives this year—and that is precisely the point. With this focus on actual practices and comprehensive systemic support, you can close the implementation gap.



Douglas B. Reeves, Ph.D.
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Dr. Douglas B. Reeves is the founder of The Leadership and Learning Center. He is the author of more than 20 books and appears on The Center's DVD series. To learn more about Closing the Implementation Gap order the Leadership and Learning Live DVD, Closing the Implementation Gap from www.LeadandLearn.com



Accelerating Academic Achievement for English Learners™ Professional Development and ELL Program Description

In the 2006-2007 school year, Buena Park School District (BPSD), working in collaboration with Bonnie Bishop, Professional Development Associate for The Leadership and Learning Center, began the implementation of a comprehensive program (Accelerating Academic Achievement for English Learners), to provide access to the best education for English Language Learners (ELL). The program identifies and supports English language learners by helping them achieve and sustain high levels of academic, linguistic, and multicultural understanding. This also provides support for school administrators, teachers, and students' families.

Ms. Bishop designed a plan to support implementation of a standards-based English Language Development (ELD) curriculum along with effective classroom teaching strategies (sheltered instruction) for all English Language Learners. Knowing that implementation of ELD and effective instructional strategies were the keys for ELL academic success, the plan was two-fold: Training all administrators, teachers, and instructional aids in the district on the standards-based ELD curriculum. Then modeling new teaching strategies and understandings from the training room into the classroom. As part of the plan, the district also began a Family Latino Literacy program at two school sites to provide support for parents to work with their children in improving literacy results in the classroom.

Collaborative Teaching Model

The Collaborative Teaching Model, a three-tiered professional development program developed by Ms. Bishop, and offered by The Leadership and Learning Center, was designed to support all K-8 teachers and administrators from theory to practice to implementation of ELD curriculum using sheltered instructional strategies. In 2006, all K-8 teachers in BPSD began Tier I of the Collaborative Teaching Model by receiving intensive training focusing on ELD instruction and Specially Designed Academic Instruction In English (SDAIE) sheltered instructional strategies. This training, Accelerating Academic Achievement for English Learners, was delivered by ELL Specialist Bonnie Bishop.

The program focused on standards-based ELD curriculum using sheltered instructional strategies. From the beginning, the district was committed to providing teachers with not only training, but also long-term support for classroom implementation of the knowledge and strategies that they had learned in the training sessions.

Continued on page 3

LIVING OUT OUR VALUES

We welcome you to join The Center family by registering on our Web site at LeadandLearn.com, and in doing so, share in the values that we instill in our associates, in our relationships with our clients, and our passion for our work. These values have been an integral part of the organization and have not changed since The Center was originally founded in 1992.

Respect

Excellence

Fairness

Reason

Teamwork

Announcing!

LEAD AND LEARN CHANNEL

The Lead and Learn Channel, in partnership with School Improvement Network (PD360°), is a 24/7 online resource that provides professional development content, illustrates real-world examples, and showcases classroom practices. The Channel contains dozens of exclusive videos facilitated by Douglas B. Reeves, Ph.D., as well as The Center's Senior Professional Development Associates on the most salient educational topics for use by teachers and administrators.

To learn more contact Peter Juergens, toll-free at 1.866.399.6019, Ext. 230 or visit www.LeadandLearnChannel.com



“In facilitating academic language acquisition, it is imperative that teachers stimulate development of children’s oral language through classroom dialogue, reading aloud, partner share, providing questions that that promote thought and discussion and modeling how ideas can be expressed. Most importantly—give language learners opportunities to talk throughout the process of instruction.”

*~ Bonnie Bishop, Professional Development Associate
Bilingual / English Learner Specialist*

Continued from page 2

The Importance of Implementation

In 2007-2008 and continuing in 2008-2009, all English Language Learners were appropriately placed in Structured English Immersion (SEI) or Mainstream classes. All teachers were informed of the language-acquisition levels of their students and provided training on the appropriate teaching and learning strategies necessary for those students.

As part of the Collaborative Teaching Model, SEI teachers were additionally provided modeled lessons presented in their classrooms (Tier II) by Bonnie Bishop. These lessons demonstrated both teaching to an ELD objective as well as using appropriate sheltered strategies to present these lessons effectively to English learners. Modeled lessons incorporated active participation, differentiated instruction based on language-acquisition levels, use of graphic organizers and visuals as well as cooperative learning strategies that address listening, speaking, reading, and writing for the English learner. Teachers then participated in debriefing sessions to discuss the lessons and determine how they might implement new strategies into their ELD instructional planning.

Collaborative teaching (Tier III) gave the teacher the opportunity to try strategies as well as experience more interactive strategies to incorporate into lessons. The objective of the Collaborative Teaching Model was to give the teacher the opportunity to experiment with new strategies as well as for the coach to demonstrate additional interactive strategies that could be implemented during instruction.

Meeting the Challenges

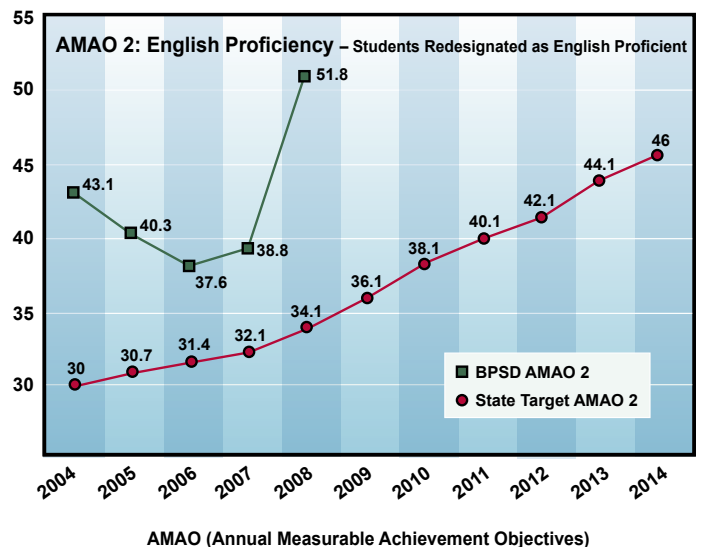
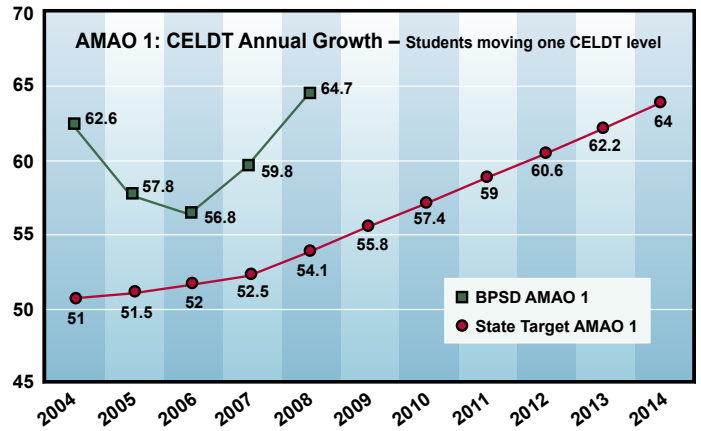
Over the past three years, through training and in-class support, BPSD has a fully implemented, standards-based ELD program in all K-8 schools with sheltered instructional strategies in place.

Additionally, all English learners are placed in ELD programs based on California English Language Development Test (CELDT) results, and all teachers know

the language-acquisition levels of their students, enabling them to plan and teach accordingly. All Beginning and Early Intermediate students in the district are placed in Structured English Immersion classes or clusters with the emphasis being language acquisition while accessing the core curriculum.

BPSD received their 2007-2008 CELDT results in February 2009.

The Center began working with BPSD in the 2006-2007 school year and the results of our collaborative efforts are nothing less than phenomenal.



AMA0 (Annual Measurable Achievement Objectives)

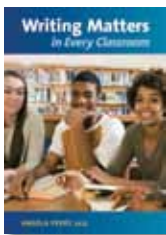
Accelerating Academic Achievement for English Language Learners Seminar

In order to maximize learning opportunities for English Language Learners, teachers and administrators must plan effective practices and lessons that consider the concepts that students must know and skills that students must be able to do. Equally as important, educators must also develop specific sheltered strategies that will help teachers work with students who are learning the English language while learning in English. Participants of this seminar will apply strategies for active participation and lessons based on the language-acquisition levels for their students. In this highly interactive and hands-on training, teachers come away with increased understanding, strategies, and motivation to accelerate academic achievement for English Language Learners.

During this interactive seminar, participants will:

- Learn about the difference between ESL/ELD and Sheltered Instruction
- Understand how to use sheltered instructional strategies when planning lessons
- Learn about the application of the strategies specific to needs of English learners
- Examine the most effective way to assess and differentiate instruction for English learners

To learn more or register, contact Nan Caldwell at 1.866.939.1510, Ext. 213.



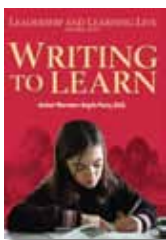
Writing Matters

by Dr. Angela Peery

This book explains simple strategies and shares implementation ideas about how writing can be used in every classroom to increase schoolwide student success.

Price: \$24.95 Book

A Lead + Learn Press Publication



Writing to Learn

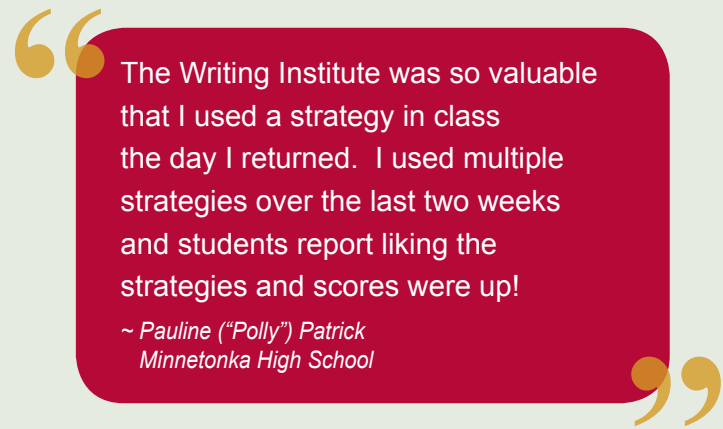
by Dr. Angela Peery

In *Writing to Learn*, you will discover what nonfiction writing is, what educational research says about its use, and specific ways to apply writing strategies tomorrow.

Price: \$99.00 DVD

A Lead + Learn Press Publication

Call toll-free 1.866.967.4160 or visit www.LeadandLearn.com/Books to place your order!



COMPREHENSIVE RESOURCES

The Center provides a variety of comprehensive resources illustrating the latest research, current successes, and industry experts through several on-demand channels:



Webinars

Download and view our extensive series and most recent webinars.



Podcasts

Listen to a variety of audio and video podcasts featuring Douglas B. Reeves, Ph.D.



White Papers & Center Magazine

Access our compelling white papers featuring real-world success stories, and download past issues of *The Center Magazine*.



Lead and Learn Channel

Enjoy on-demand and 24/7 access to professional development resources.



Video Conferencing

Interactive video conferences can be a cost-effective way for The Center to interact with school districts with greater frequency than is possible with traditional live presentations.

Visit our Web site at www.LeadandLearn.com and start improving student achievement today!



CONFERENCE EVENTS

Led by some of the world’s foremost thought leaders in education, The Center is committed to providing research-based, interactive, and dynamic professional development that is tailored to meet individual school and district needs through one-of-a-kind:

- Leadership and subject-specific institutes
- Customized programs on location at your school/district
- Certification trainings
- Center-sponsored conferences



Power Strategies for Response to Intervention™

This practical seminar is designed to address the urgent needs of struggling students from kindergarten through senior high school. General educators will learn to provide high-quality research-based instruction and intervention matched to student needs.

They will learn methods of monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions as described by The National Association of State Directors of Special Education (NASDE). Response to Intervention (RTI) is a comprehensive student-centered assessment and intervention model used to identify and address individual student academic difficulties.

To register, please contact Julie Abels toll-free at 1.866.939.1510, Ext. 231; e-mail at JAbels@LeadandLearn.com, or visit www.LeadandLearn.com/Events.

LEADERSHIP INSTITUTE

Join us for the *ONLY* Institute that practices one-on-one, job embeded follow-up and implementation coaching!

June 21 – 23, 2009 – Boston, Massachusetts

Seminar Schedule

Leadership Institute

June 21 – 23, 2009
Boston, Massachusetts

Building Blocks for Change Conference

July 30 – August 1, 2009
Philadelphia, Pennsylvania

The Writing Institute

August 13 – 14, 2009
Redondo Beach, California

Ft. Wayne Leadership Institute

September 23 – 24, 2009
Fort Wayne, Indiana

Building Blocks for Change Conference

September 30 – October 2, 2009
Toronto, Ontario

October 12 – 14, 2009
Chicago, Illinois

April 29 – May 1, 2010
Houston, Texas

Certification Trainings

Call us or go online for a complete listing.

All Center events include the option for College Credit.

Fort Bend Independent School District **OUTPERFORMS THE STATE AVERAGE** at Every Grade Level on the Texas Assessment of Knowledge and Skills (TAKS)

In the 2006-2007 school year, Fort Bend Independent School District and The Leadership and Learning Center (Center) collaborated to create and implement a Holistic Accountability Plan with the long-term goal of preparing the educators and school leaders to meet the unique needs of all Fort Bend students. A key element of this plan was the implementation of targeted professional development for stakeholders at all levels, but specifically at school sites that had been identified as struggling.

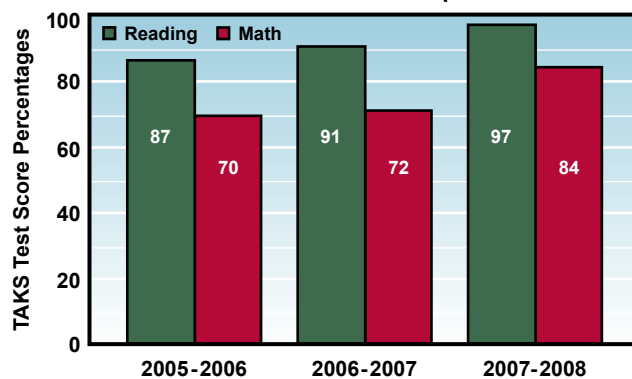
Fort Bend leadership took logical steps to examine what was happening at individual school sites. The district strived to apply early intervention for struggling schools, and to replicate elements that led to success in schools making AYP and other achievement goals. Analyses of student achievement data revealed some schools were in need of more in-depth training and professional development. With these strategies in mind, district leaders used a rubric to identify 25 of the lowest-performing schools in the district for targeted intervention. Of that cohort, the district identified “Fort Bend Focus Schools.”

Collaborating with The Center, district and school leaders designed professional development implementation support specifically for the 25 targeted schools and arranged for customized support, coaching, and modeling at each Focus School site. The Center and the district designed the curricula to directly align with each school’s individualized needs, and each of the Focus Schools had four “Implementation Visits.” During Implementation Visits, The Center’s Professional Development Associates worked closely with school educators to concentrate on specific goals and needs, all of which connected with Fort Bend’s District Holistic Accountability Plan. Each of these schools worked one-on-one with a Professional Development Associate to develop grade-level Data Teams and implement school-specific professional development strategies.

The implementation of Data Teams continues to make a tremendous impact on the way educators plan lessons and teach. At one

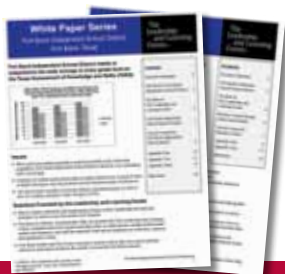
Focus School, 35 percent of teachers say they now use common assessments to determine weaknesses and target instruction to students, and 31 percent of the responses report increased team communication and collaboration. At Austin Parkway Elementary, fifth-grade math scores on the Texas Assessment of Knowledge and Skills rose from 92 percent to 99 percent of students achieving mastery level and from 60 percent to 80 percent of students achieving commended level. Another Focus School, Blue Ridge Elementary, saw a 10 percent increase in proficiency in

2007-2008 TAKS Reading and Math Test Scores for Grade 8 Show Marked Improvement



grade-three TAKS reading scores after just one year of Data Teams and Implementation Visits. In the previous year (2005-2006), the school showed an increase in grade-three reading scores by just one percentage point. Similarly, in grade-four reading, the number of students scoring proficient increased by 15 percent, after an 8 percent drop the previous year.

Additionally, from the 2006-2007 school year to the 2007-2008 school year, when full implementation of The Center’s services were in place, the percentage of students who scored proficient in reading and math did not drop, instead increased or stayed the same. Today the district meets or outperforms the state average at *every grade level* for every subject tested on TAKS. The partnership between Fort Bend educators and The Center continues today and has a documented impact, not just at the school level, but throughout the district.



Implementation and Professional Development Lead to Dramatic Student Gains in Elkhart Community Schools

Elkhart Community Schools, an Indiana district with 22 schools and about 13,500 students, has worked with The Leadership and Learning Center since 2004. In the initial stages of the partnership, district leaders identified issues such as teacher isolation and slow or no achievement growth across subgroups and grade levels. Additionally, the district's demographics were changing and several schools faced challenges adapting to their increasingly diverse populations.



In response to these growing issues, a professional development plan was designed that focused on training Elkhart educators to collaborate on data, select effective instructional strategies, and design meaningful assessments. Throughout the next five years, The Center Professional Development Associates worked with Elkhart stakeholders at all levels. The goal was to provide training in Designing and Developing Performance Assessments, Data-Driven Decision Making, Data Teams, and Effective Teaching Strategies to every Elkhart educator.

The Center Professional Development Associates and Elkhart leaders recognized that implementation is essential to sustaining initiatives, and targeted implementation strategies were given an equivalent outlay of time, energy, and financial support. In Elkhart, Center Professional Development Associates worked directly at the school level to ensure that teachers and principals had access and support to successfully implement the district trainings.

Other implementation and monitoring strategies included:

- On-site support for central office administrators
- Systematic, routine, and continuous communication with The Leadership and Learning Center Associates
- Frequent monitoring, measuring, and collective reflection about student data
- Insightful walk-throughs by small teams of principals
- Periodic, face-to-face reports by principals to the superintendent regarding the degree of implementation and the resulting impact on student achievement

In the spring of 2009, Elkhart Community Schools results indicate that student achievement results are now rising. Elkhart's Indiana Statewide Testing for Educational Progress-Plus (ISTEP) scores are up over 2007 in every grade and math scores have improved in grades three through eight. Elkhart Community Schools and The Leadership and Learning Center continue in their professional development partnership and implementing targeted strategies for district educators at all levels.



Download the complete white paper at www.LeadandLearn.com

“ I wish to commend the representatives from The Center that presented at our 1st annual John Bowne H.S. retreat held at the Glen Cove Mansion March 21, 2009. Each was professional, engaging and demonstrated a grasp and understanding of the nature of the research and respective application to public education today. They made me feel that I could easily implement one or two of the many suggestions offered and that I could the very next Monday make a difference in a child's life.

~ Michael Berman
John Bowne H.S.

”

SPOTLIGHT



Dr. Stephen White is an internationally known educational consultant whose expertise in data analysis, systems, leadership assessment, and school improvement is helping to change the way educators view themselves and manage data in an era of high-stakes accountability and testing.

As a former superintendent and high school principal, Dr. White brings over 35 years of experience at all levels, and has worked with The Leadership and Learning Center and Dr. Douglas B. Reeves since 2003. He is the primary architect for PIM™ (Planning, Implementation, and Monitoring) school improvement framework and Leadership Maps™.

Dr. White is the author of several books, including the award-winning *Beyond the Numbers*, *Show Me the Proof*, and two recent books, *Leadership Maps™* (2009), and *School Improvement for the Next Generation* (White & Smith, in press, 2009). He hosted the Leadership Maps™ DVD released as part of the Leadership and Learning Live series. In addition, Dr. White has authored numerous articles and is a contributing author to *Ahead of the Curve* (2007).

Accountability/Data Resource Package

It is essential to design a comprehensive accountability system that includes more than just test scores. These publications give educational leaders a clear framework and specific steps to developing an accountability system that is fair, rigorous, and meets the needs of your school system. In addition, this package shows that in going beyond the numbers of the annual state test, professional practice is linked with the ensuing results. Multiple data sets are examined to ensure reliability. Strongly tied to continuous improvement cycles, this package also includes a scoring guide or rubric for not only self-assessing the use of data, but also for providing powerful descriptions of what would be proficient or exemplary.

This package includes one copy each of *Accountability In Action*, *Beyond the Numbers*, and *Show Me the Proof*.



Regular Price: \$84.85 Discount Price: \$55.15

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3+1

MAXIMIZING IMPACT

In an endeavor to continually meet the needs of our clients, The Center has enhanced its certification training model. Our extraordinary 3+1 Certification Training model now provides a three-day interactive training and includes a follow-up implementation visit and continuous support which will build internal capacity and save significant funds. The purpose of the implementation visit is to clearly bridge the gap between the knowledge and skills acquired during the certification training and the job-embedded support for implementation necessary to impact student achievement.

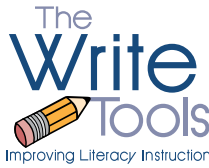
Professional books and journals continue to report that many professional development initiatives fail because they are poorly implemented. In *Leading Change in Your School*, Douglas B. Reeves, Ph.D. (2009) reminds us that we still suffer from an implementation gap. He offers specific suggestions for effective implementation (in the cover story of this issue).

This added-value feature of implementation support will help ensure a higher degree of consistency among trainers, as well as the calibration of seminar content across the school or district, increasing the success of your professional development initiatives. During the implementation follow-up, we will share specific strategies to monitor and measure the impact certified trainers are having on their colleagues. Leaders will learn how to support the new learning to ensure higher levels of implementation. And to top it off, the implementation visits will maximize the school or district's return on investment by supporting greater levels of implementation.

Call toll-free at 1.866.939.1510 now to learn more!

PARTNERSHIPS

The Center is proud to acknowledge and support our long-standing partnerships that we share with the following key organizations:

	<p>To learn more or to book <i>The Write Tools</i> at your school, contact Nan Caldwell at 1.866.399.6019, Ext. 213.</p>
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The Leadership and Learning Center™

“Writing has clearly shown to improve reading comprehension and student performance in social studies, science and mathematics.”

~ Douglas B. Reeves, Ph.D.

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The Writing Institute

Redondo Beach, California – August 13-14, 2009

Leadership and Learning Live DVD Series

This subscription includes four self-contained DVDs which teach leadership and curriculum-based instruction. In each DVD, a Center Senior Leader leads a study based on their latest research, publications, and keynote addresses.

These DVDs contain a companion book study guide which highlights discussion points, reflection questions, and suggested reading. Included in this subscription or single DVD purchase is ongoing access to Dr. Douglas B. Reeves and other Senior Leader’s input on your educational issues.

DVD 1 – Reframing Teacher Leadership

In this program, Dr. Douglas B. Reeves will share new research culled from demographically, economically, and linguistically diverse schools. From that research, Dr. Douglas B. Reeves crafts a new framework for teacher leadership that genuinely leads to higher student achievement.

DVD 2 – Coaching for Success: New Research for Improved Personal and Organizational Performance

If you need sustainable effective change, then Renewal Coaching can provide the support you need. In Renewal Coaching, Dr. Douglas B. Reeves and Dr. Elle Allison explain that the essential intersection of personal and organizational effectiveness includes resilience and renewal, along with a focus on the greater good.

DVD 3 – Writing to Learn

In *Writing to Learn*, you will discover what nonfiction writing is, what educational research says about its use, and specific ways to apply writing strategies today. Our teacher Dr. Angela Peery, creator of The Center’s Writing to Learn seminars and author of the book *Writing Matters in Every Classroom*, will share compelling research behind employing nonfiction writing and will lead you in activities which illustrate exactly who you can implement writing across the curriculum.

DVD 4 – Leadership Maps

The Leadership Maps™ is a self-assessment tool designed to extend the knowledge and application of educational leaders. In this program, Dr. Stephen White will discuss how Leadership Maps challenge leaders to deepen their own knowledge and assess levels of implementation and application throughout the organizations they lead.



Price: \$199 DVD Set

A Lead + Learn Press Publication

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Virginia School Drives Up Achievement with Data-Driven Decisions

Ocean View Elementary School Principal Lauren Campsen contends that there is indeed a silver bullet for improving education for all students—at least at her Norfolk, Virginia, school, where the achievement gap has been virtually eradicated.

She credits Data-Driven Decision Making, in which student outcomes inform decisions affecting student learning, with narrowing the margin in performance between white students and their ethnic minority peers, who historically have lagged behind at the school.

Scores overall have risen sharply ever since Ocean View implemented The Center’s Data-Driven Decision-Making model at the start of the 2001-2002 school year. Campsen received training the previous summer at the Colorado-based Center for Performance Assessments (now called The Leadership and Learning Center) on how to effectively use test-score data to make administrative and instructional decisions that would improve student achievement.

Read the full version of this article at <http://www.ed.gov/news/newsletters/achiever/2009/0309.html>

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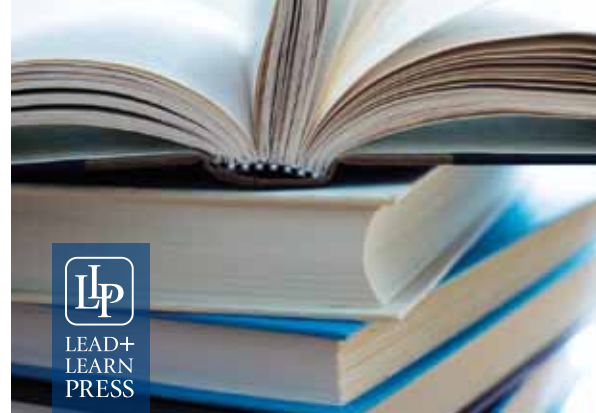
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Scholarship to The Leadership Institute

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PUBLICATIONS



Writing Matters in Every Classroom

by Angela Peery, Ed.D.

If writing enhances critical thinking and increases reading comprehension, why aren't teachers assigning more writing? If increased writing correlates with higher achievement on standardized tests, why aren't students writing more in their classes? In this book, Dr. Angela Peery explains simple strategies and shares implementation ideas about how writing can be used in every classroom to increase student success schoolwide.



Extraordinary Teachers

by Mike White, Ph.D.

The insights, the strategies, and the sheer energy in *Extraordinary Teachers: Teaching for Success* will guide and inspire you whether you're teaching for the first time or the twenty-fifth time. *Extraordinary Teachers: Teaching for Success* is your lesson plan for getting the most out of your students and yourself. This fun-to read and practical guide includes all you need to become an extraordinary teacher.



Leadership Maps

by Stephen White, Ed.D.

Leadership Maps™ helps leaders examine effectiveness from a new paradigm, characterized by solid standards-based dimensions of leadership. Leveraging the Leading-Learning Matrix developed by : Douglas B. Reeves, Ph.D (*Daily Disciplines, 2002*), *Leadership Maps* represents a second-order level of change, where the focus shifts from the leader alone to the leader's ability to influence others and build capacity in school and school district practices that work.

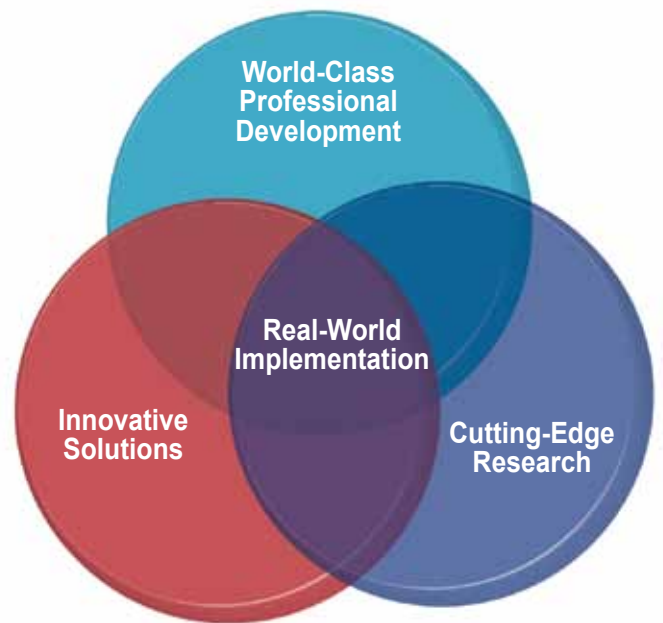
Call toll-free at 1.866.967.4160 to place your order today!

Extraordinary Performance

The Leadership and Learning Center provides world-class professional development services, cutting-edge research, and innovative solutions for educators and school leaders who serve students from pre-kindergarten through college. The Center has worked in all fifty states and every Canadian province, as well as Europe, Africa, Asia, South America, and the Middle East. The Center works with public school systems, as well as religious and secular independent schools, charter schools, community colleges, technical schools, universities, state departments of education, national ministries of education, and international education associations. Center Professional Development Associates are experienced superintendents, principals, administrators, and educators who provide comprehensive practices for clients in the area of standards, assessment, instruction, accountability, data analysis, and leadership.

As global leaders in enhancing student achievement, we focus on three goals: innovation, service, and growth. Our innovations in teaching and leadership strategies help every student succeed. Our world-class service reflects the respect and commitment we have for every client and colleague. Our commitment to growth means that every year we serve an increasing number of students around the world.

The Center, founded and led by Dr. Douglas B. Reeves, continues to be a pioneer in helping increase student achievement in the most challenging schools and educational systems. Educators around the world particularly know our work in high-poverty, high-minority schools, and our groundbreaking work in 90/90/90 schools (90% poverty, 90% minority, and 90% of students meeting or exceeding standards).



We distinguish ourselves from other professional development and publishing organizations by bridging the critical gap from knowledge to action by ensuring real-world implementation. Our focus is not merely to provide information, but to deliver extraordinary performance through extraordinary learning.

The Leadership and Learning Center™

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“ I recently completed my coaching with Lynn Howard, and the level of support this year was invaluable. She held me accountable, questioned me through challenges, focused me on opportunities, and increased my effectiveness as a district leader. I had expected this would be helpful, but it surpassed my expectations. Thank you for providing such excellent service.

~ Jennifer Frentress, Director of Teaching and Learning
Forest Grove School District ”