

# MASSACHUSETTS ABE LEADERSHIP ACADEMY

Sponsored by the  
SABES Center for Educational  
Leadership and Strengthening  
ABE Programs



The **Massachusetts (MA) ABE Leadership Academy** will provide a sustained, in-depth professional learning opportunity to build and refine ABE administrators' leadership practice. The Academy will provide new and/or experienced leaders with the skills and knowledge to establish a strong, cohesive program team that works together to ensure that adult learners in ABE programs obtain the skills and knowledge needed for employment and self-sufficiency.

### ***Is the MA ABE Leadership Academy Appropriate for YOU?***

*The MA ABE Leadership Academy is appropriate if you answer "yes" to any of the questions below (do not answer only based on program's performance points).*

- *Do you want to make sure that students at your program are learning in the most effective manner?*
- *Do want to ensure that your ABE program is helping students prepare for college and careers as effectively as possible?*
- *Do you want to make certain that all staff members are receiving quality and timely support to enable them to assist students to be ready for college and careers?*
- *Do you think staff members feel that program improvement initiatives are disconnected?*
- *Do your program mission, vision, policies, and procedures fall short of fully supporting college and career readiness?*
- *Do you feel that you are not as effective as you can possibly be in the ABE administrator role?*

### **Ongoing Self-Reflection and Peer and Presenter Coaching Support**

The *Academy* is designed to support the application of new knowledge and skills by emphasizing ongoing self-reflection through a cohort model which:

- Links all assignments to the ABE administrator's day-to-day work responsibilities and deadlines and the State's ABE program requirements and priorities.
- Places an emphasis on peer discussion during the course sessions, in webinars, and online.
- Provides ongoing coaching to all participants delivered by experienced ABE directors (via telephone, online and face to face) who are also the presenters.

### **Eligibility Criteria**

- New and experienced ABE administrators with supervisory responsibility (directors, assistant directors, coordinators, managers).
- Completion of the New Director's Orientation
- Up to 15 participants will be selected for each cohort each year, with a maximum of 3 people from the same ABE program

### **The Calendar and Time Commitment**

The **MA ABE Leadership Academy** will extend over 16 months to provide ample time for the integration of new skills and knowledge to strengthen participants' ABE programs. The first cohort starts in January 2016 and finishes in May 2017.

- Time commitment:
  - January–May 2016 : Coursework = 16.5 hours
  - June – August 2016: Coursework = 9.5 hours
  - September 2016 – May 2017: Coursework = 7.5 hours

Coaching support will be provided throughout the entire Leadership Academy to help participants strengthen program and student outcomes. The coaching time will vary based on each participant's needs.

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## 16-Month At-A-Glance Timetable

January – June 2016	July- August 2016	September- December 2016	January – May 2017
<p>1) Leadership for ABE Directors and Their Teams</p> <p>2) Instructional Leadership Part I: Leading and Evaluating Curriculum and Instruction</p> <p>3) Instructional Leadership Part II: Helping All Educators Get to Great</p>	<p>4) Hiring and Parting Ways with Staff When Needed (online)</p> <p>5) Instructional Leadership Part III: Professional Growth and Evaluation of Staff</p>	<p>6) Managing and Leading Change: Transformation for Continuous Improvement</p> <p>Independent work with coach: putting it all together to improve systems, policies, and procedures</p>	<p>Independent work with coach: putting it all together to improve systems, policies, and procedures</p> <p>Turn in all assignments to receive Graduation Certificate.</p>

*Reminder:*

- All assignments directly support ABE director’s current work and deadlines and align with ACLS priorities including supporting college and career readiness for all students.
- All coaching will support day-to-day workload. The number of coaching hours is estimated; additional hours provided as needed or requested.
- All of the face-to-face sessions will be held at Quinsigamond Community College or a central location.

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## Schedule and Coursework

All participants will lead the development of program policies and systems to support the following coursework and update their programs' staff handbook accordingly.

Year 1 January 2016 - January 2017			
Course	Meeting Dates, Method of Delivery	Application to Current Role and Responsibilities	Time Commitment
Course 1 <b>Leadership for ABE Directors and Their Teams</b>	<b>Wednesday, Jan. 20, 2016</b>  Face-to-face	<ul style="list-style-type: none"> <li>Analyze leadership style and the work style of staff to determine how to differentiate leadership interactions for best results.</li> <li>Refine and revise leadership vision and determine strategies for aligning your leadership vision and practice.</li> <li>Review and revise program's mission and vision, with WIOA in mind.</li> <li>Develop policies and procedures to ensure alignment of all program activities with vision and mission.</li> <li>Assess program's current culture and determine strategies, policies, and procedures for ensuring that collaboration, continuous improvement, respecting diversity, shared leadership, and high expectations are valued by all to support college and career readiness.</li> <li>Analyze time spent for managerial versus leadership functions and develop time management strategies to ensure important responsibilities are carried out.</li> </ul>	<p><b>Coursework:</b> 5.5 hours</p> <p><b>Job Embedded Coaching:</b> Up to 10 hours to revise, refine, and implement program policies and systems in order to integrate the coursework into your professional practice</p>

**Year 1**  
**January 2016 - January 2017**

Course	Meeting Dates, Method of Delivery	Application to Current Role and Responsibilities	Time Commitment
<p>Course 2</p> <p><b>Instructional Leadership Part I: Leading and Evaluating Curriculum and Instruction</b></p>	<p><b>Wednesday, March 16</b> (snow date March 23)</p> <p>Face-to-face</p>	<ul style="list-style-type: none"> <li>• Explain your vision of high quality standards-based instruction including curriculum, planning, and assessment; instructional design and teaching approaches; and professional culture.</li> <li>• With staff, develop a shared language and common understanding of high quality standards-based teaching.</li> <li>• Identify a strategy for using instructional units and lesson plans as data to determine the effectiveness of instruction.</li> <li>• With staff, review the components of effective instructional units and lesson plans.</li> <li>• With staff, determine the rubric that will be used to evaluate program curriculum and instructional practices.</li> <li>• Review program’s data, including formative and summative, to determine if what is being taught is being learned by students and how to adjust the curriculum to meet students’ needs.</li> </ul>	<p><b>Coursework:</b> 5.5 hours</p> <p><b>Job Embedded Coaching:</b> Up to 10 hours to revise, refine, and implement program policies and systems in order to integrate coursework into your professional practice</p>
<p>Course 3</p> <p><b>Instructional Leadership Part II: Helping All Educators Get to Great</b></p>	<p><b>Wednesday, April 13</b></p> <p>Face-to-face</p>	<ul style="list-style-type: none"> <li>• Develop a differentiated approach for supporting teachers based on their current level of proficiency</li> <li>• Determine the observation rubric that will be used to provide effective feedback and support to teachers.</li> <li>• Explain the four components of effective feedback.</li> <li>• Set an annual goal for carrying out classroom observations and providing feedback. Develop a schedule for implementation.</li> <li>• Perform classroom observations and provide effective feedback using strategies from this course.</li> </ul>	<p><b>Coursework:</b> 5.5 hours</p> <p><b>Job Embedded Coaching:</b> Up to 15 hours to revise, refine, and implement program policies and to become skillful in performing teacher observations and providing feedback</p>

**Year 1**  
**January 2016 - January 2017**

Course	Meeting Dates, Method of Delivery	Application to Current Role and Responsibilities	Time Commitment
<p>Course 4</p> <p><b>Hiring and Parting Ways with Staff When Needed</b></p>	<p><b>May - July 2016</b></p> <p>Online</p>	<ul style="list-style-type: none"> <li>• Develop policies, procedures, and systems for hiring quality staff including interview questions.</li> <li>• Create job descriptions that support continuous improvement and program-wide leadership.</li> <li>• Develop procedures for terminating marginal and ineffective staff.</li> </ul>	<p><b>Coursework:</b> 2 hours</p> <p><b>Job Embedded Coaching:</b> Up to 5 hours to develop, refine, revise, and implement hiring policies and systems</p>
<p>Course 5</p> <p><b>Instructional Leadership Part III: Professional Growth and Evaluation of Staff</b></p>	<p><b>Summer 2016</b></p> <p>face-to-face</p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive system for supporting staff from their initial hiring to their retirement including induction programs and establishing peer coaching.</li> <li>• Implement staff evaluations which are linked to S.M.A.R.T. professional development (growth) plans.</li> <li>• Develop internal processes to support and monitor professional growth goals through classroom observations, feedback, and coaching.</li> <li>• Create a program culture which supports continuous improvement for staff, the program, and students.</li> </ul>	<p><b>Course:</b> 7.5 hours (5.5 hours face to face and 2 hours online)</p> <p><b>Job Embedded Coaching:</b> Up to 10 hours to revise, refine and implement program policies and systems in order to integrate coursework into your professional practice</p>
<p>Course #6</p> <p><b>Managing and Leading Change: Transformation for Continuous Improvement</b></p>	<p><b>Fall 2016</b></p> <p>hybrid</p>	<ul style="list-style-type: none"> <li>• Develop a systematic continuous improvement planning process which is inclusive of all staff and regularly communicates progress of activities.</li> <li>• Use data to determine program improvement needs</li> <li>• Lead the continuous improvement process supporting the stages of change using at least five tools and/or strategies discussed in the course to support each stage (introduction, implementation to institutionalization of the change).</li> </ul>	<p><b>Coursework:</b> 7.5 hours (5.5 hours face-to-face and 2 hours online)</p> <p><b>Job Embedded Coaching:</b> Up to 5 hours to revise, refine, and implement program policies and systems in order to integrate coursework into your professional practice</p>

# MA ABE LEADERSHIP ACADEMY

## Academy Presenters/Coaches

Academy presenters and coaches are experienced directors with strong backgrounds in ABE program management and are highly respected by their peers for their leadership skills. Each coach is a seasoned presenter and is mentored by the *SABES Professional Development Center for Educational Leadership and Strengthening ABE Programs*.

Suzanne Martin worked in the ABE Field for over 30 years wearing the hats of the Program Director for Brockton Public Schools for seven years, SMARTT data manager, technology program facilitator, curriculum and development facilitator, learner support team facilitator, literacy volunteer program facilitator and ABE, ESOL, and GED teacher for over 20 years. Suzanne holds an ESE Supervisor Director License. Suzanne retired in March 2015. She has presented professional development and coaching for ABE directors for the past eight years.

Gina Frey has been in the ABE field for 8 years. She has been a director at North Shore Community Action Program for four years. During Gina's tenure, she successfully increased the intensity of instructional offerings, transitioned to managed enrollment, and trained staff on better incorporating technology into the classroom. She has been the chair of the North Shore regional community planning coalition and the North Shore Adult Education partnership for the past three years leading the coalitions to develop their mission, vision, governance, and communication protocols and action planning. Gina holds an M.Ed in Adult and Organizational Learning/Non-profit Management and a TEFL certificate.

Mary Giordano has been in the field of education for over 31 years working both in the K-12 system and ABE. In 2013, Mary became the director of the Lawrence Adult Learning Center. Prior to coming to the ABE field, Mary worked as an administrator performing teacher evaluations and observations and leading, monitoring, and evaluating curriculum work to support the Common Core. Mary has a Bachelors degree in Education and a Masters of Education in Educational Administration. She also is certified by the MA Department of Elementary and Secondary Education as an Elementary Education Teacher, Principal, Superintendent/Assistant Superintendent.

Kedan Harris has been the director of College Connections at College Bound Dorchester for the past 13 years leading eleven teachers to guiding approximately 580 students toward college readiness. He taught ESOL for three years prior to taking on his administrative role at the program. In the summer of 2015, Kedan graduated from the Leadership Excellence Academy, sponsored by the National Adult Education Professional Development Consortium and the Center for Literacy, Education and Employment and received a national certificate as a Certified Manager in Program Improvement.

# MA ABE LEADERSHIP ACADEMY

## Application Process

Application deadline is **Tuesday, November 24, 2015**

- 1) Complete the enclosed application and submit to:  
Sue Miller  
Director, SABES PD Center for Educational Leadership  
Quinsigamond Community College  
670 West Boylston Street, Worcester, MA 01606
- 2) The application must include the supervisor's signature assuring that she/he approves of the applicant's time away from the ABE program to attend all the sessions.
- 3) Applicants will be notified of acceptance by Friday, December 11, 2015
- 4) If you have any questions, contact Sue Miller  
[smiller@qcc.mass.edu](mailto:smiller@qcc.mass.edu)  
(508) 854-4513



# MA ABE LEADERSHIP ACADEMY

## Application

Date due: Tuesday, November 24, 2015

1. Name: \_\_\_\_\_

2. Program: \_\_\_\_\_

3. Contact Information

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

4. Leadership Experience

a) Years of Experience as an ABE administrator: \_\_\_\_\_

b) Additional years leading, coordinating, managing: \_\_\_\_\_

5. Education Experience

a) Years in ABE: \_\_\_\_\_

b) Years in K-12: \_\_\_\_\_

c) Years in Higher Education (if other than ABE) \_\_\_\_\_

6. Explain why you are applying to the Massachusetts ABE Leadership Academy. How will this professional development activity strengthen your ability to lead an ABE program? How will you ensure that you are able to attend all the sessions and complete all assignments? (at least 300 words)

7. I have reviewed all the information and am aware of the professional development meeting dates (face-to-face, webinars and online sessions) and the time commitment for coaching and project work. I recognize that this is a 16-month commitment for my professional growth. I will be able to attend all cohort sessions and complete the work to the best of my abilities knowing that assignments are aligned to my existing responsibilities as the program administrator.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

If you have any questions, contact Sue Miller, [smiller@qcc.mass.edu](mailto:smiller@qcc.mass.edu), (508) 854-4513

**Submit application to Sue Miller at**

***SABES PD Center for Educational Leadership  
670 West Boylston Street, Worcester, MA 01606***

# MA ABE LEADERSHIP ACADEMY

## Employer Agreement Form/Supervisor's Approval

**Name of Applicant:** \_\_\_\_\_

**Name of Program:** \_\_\_\_\_

I have reviewed the information for the MA ABE Leadership Academy and support this application. I approve the applicant's time away from the ABE program in order to attend all Academy sessions and will support and encourage the applicant's integration of new knowledge and skills in order to strengthen the ABE program.

**Supervisor's Name** \_\_\_\_\_

**Supervisor's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_