



2017 Brock International
Prize in Education Nominee

Mark Templeton

Nominated by Kerri White

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Education Policy Executive - Changing the Lives of Children
Through Adult Learning, Systems Improvement, and Reform Implementation

September 1, 2016

Fellow Jurors:

I am delighted to nominate Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education.

Mark Templeton is retired president and CEO of Citrix Corporation and a graduate of the Darden School of Business at the University of Virginia. He envisioned a program by which top-level administrators in education receive executive education experiences, exposing school, district, and state leaders to how effective organizations and leaders across sectors achieve successful transformation. As a result of his championing the concept, seeding the work, and engaging other stakeholders to implement it, the Darden/Curry Partnership for Leaders in Education was established to combine the most innovative thinking in business and education to serve our nation's children better by empowering education leaders to meet the demands of operating school systems. Since 2003, the UVA-PLE has impacted over 300 of the lowest performing schools in more than 80 districts across 17 states through its signature School Turnaround Program (UVA-STP). With average proficiency gains of 35% in reading and math in the first 100 participating schools and more than half of recent partners achieving double-digit gains in math or language arts achievement in two years or less, the UVA-STP has led to significantly improved student achievement. Alongside the UVA-STP, the Partnership for Leaders in Education (UVA-PLE) has developed a variety of custom programs, including the State Education Agency Executive Leadership Program for elected and appointed chief state school officers and their cabinets as they consider statewide policy development and implementation. In recent years, principles of the UVA-PLE have been used as the basis for replications and adaptations in states and districts across the nation, resulting in exponential impact. The suite of programs offered by the UVA-PLE and its offshoots have led necessary adult learning and systems change, contributing to hundreds of thousands of students receiving a better education and thus opportunities in life.

Although I had not met Mr. Templeton prior to engaging in this process, I have been a direct recipient of the UVA-PLE executive education programs. It was actually because of my selection as a juror for the Brock Prize that I learned about Mr. Templeton's role in supporting the founding of the UVA-PLE. I have believed for some time the UVA-PLE's founders deserved to be recognized as innovators in education, so when I was given this opportunity, I reached out to the UVA-PLE to learn who those founders were. The history of Mr. Templeton's role in the founding of the UVA-PLE is included in this nomination packet for your consideration. The remainder of this letter will focus on how I have been impacted personally by the UVA-PLE and Mr. Templeton's legacy.

In my previous professional role as the Assistant State Superintendent for Educator Effectiveness at the Oklahoma State Department of Education, I participated in and facilitated the participation of four Oklahoma public school districts in the School Turnaround Program. I also participated

as a team member in the State Education Agency Executive Leadership Program. Both programs changed the way I view the role of leadership in education, broadened my perspective on effectiveness, and introduced me to a whole new world of professional learning as a policymaker and policy implementer.

What makes the UVA-PLE approach to educator development different from other learning opportunities? It is the founding principles Mr. Templeton believed in that are still carried out today in the UVA-PLE that make it unique. First, Mr. Templeton recognized that leaders of our country's most successful corporations and organizations sought continued learning from the University of Virginia's Darden School of Business, but this resource was inaccessible to our neediest school district leaders, primarily because of budgetary constraints and perceptions of extravagance. Second, Mr. Templeton knew providing world-class executive education in leadership to educators needed to be partnered with world-class development in best practices of public education. Third, Mr. Templeton believed the Darden case study approach to instruction coupled with the Curry expertise in public education would bring about innovative excellence in educator development. And finally, Mr. Templeton sought out the teams of individuals who could come together to deliver a high-quality learning experience to public school educators in a setting where they would be treated like the CEOs they are.

Through my participation in these two UVA-PLE programs, I have seen the benefits to student learning in the schools served directly by the program and in the lowest performing schools in the state as a result of policy changes and replicated practices.

Example of District Impact

Over the course of two and a half years in the executive education program, I saw district administrators transformed from mediocre managers to world-class leaders in education. I saw it in their demeanor, their motivation, their relationships, and their effectiveness.

By way of example, I want to tell you the story of one of those administrators, Cindy Hackney. I first met Cindy when she was a district-level administrator developing curriculum maps with the teachers of her district. Over the course of several years, I saw her take on more and more responsibility, grabbing at every opportunity to learn from other professionals and experts in curriculum development and instructional leadership, before becoming the district superintendent.

As a new superintendent, a variety of situations arose with which she had no prior experience. In her first two years as superintendent, she had to remove a beloved principal, drastically change instruction, reestablish relationships with the local tribal leadership, and rethink the relationship between the schools in the district and the central administration. The skills and perspectives she learned through the UVA-STP gave her the ability and the confidence to move forward with decisions that were good for children in spite of pushback from adults who were put in uncomfortable situations. Ms. Hackney exemplified in each decision she made what became known as "The Warrior Way," the way that Anadarko Warriors educate their students and take ownership of their own learning. As the culture of the district shifted to one of perseverance, boldness, and pride in academic opportunity, student achievement became as honorable as athletic achievement, for which the district had been known for years.

Student achievement scores from Anadarko Public Schools, highlighting double-digit gains in reading in just one year, are included in this nomination packet to demonstrate the significant improvements in teaching and learning that result from the principles of the UVA-STP.

Example of State Impact

During our first classroom experience in the UVA-STP, I turned to my colleague and asked, “Why have we never thought about our support to low-performing schools like this before?” Over the next three years, we repeated that question countless times.

The Oklahoma State Department of Education team participating in the State Education Agency Executive Leadership Program learned the significance of focus, particularly as it related to support for low-performing schools, through the UVA-PLE. Our agency had been attempting to be everything to every school for years. In the cases where choices were absolutely necessary, our approach had been to select the district or school that was most likely to be receptive to our support and implement our recommendations with effectiveness. Through the UVA-PLE, we learned successful organizations do not operate that way. Rather, they focus on the few places where they can make the most significant impact and let the most successful divisions, functions, teams, and products continue with limited intervention and support. So we scaled back – way back. We reorganized ourselves and started saying no to support of high-performing schools so we could provide more intensive support to low-performing schools. We prioritized our work and focused on only a few interventions we could implement well. *And we saw improvement.* Not only did we see improvement in the student achievement scores of those districts where we provided more intensive support, we also saw improvement in the relationship between our agency and districts across the state.

When our agency implemented the practice of differentiated accountability and support as encouraged by the UVA-PLE, we got results. These results would not have been possible if the UVA-PLE had never come into existence.

I strongly support the recognition of the innovation that has become the University of Virginia’s Darden/Curry Partnership for Leaders in Education. I cannot call the UVA-PLE programs the best professional development I have ever received, because to call it professional development would be to minimize the monumental distinction in learning that occurs in this innovative approach to educator development.

I am honored to know Mr. Templeton, those who worked alongside him to initiate this innovation, and those who have carried the torch behind him and will do so well into the future.

Sincerely,

A handwritten signature in cursive script that reads "Kerri K. White". The ink is dark and the signature is fluid.

Kerri K. White, Ed.D.
Arkansas/Louisiana Technical Assistance Coordinator
South Central Comprehensive Center
University of Oklahoma

Laureate Criteria as Exemplified by Mark Templeton

The Brock International Prize in Education recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. The innovation or contribution must be specific and must have the potential to provide long-term benefit to humanity through change and improvement in education at any level, including new teaching techniques, the discovery of learning processes, the organization of a school or school system, the radical modification of government involvement in education, or other innovations.

Selection Criteria	Mark Templeton's Demonstration of Criteria
a specific innovation or contribution to the science and art of education	Moved by the overwhelming need to improve the effectiveness of the large school districts in his own backyard, Mr. Templeton envisioned a system through which top-level administrators in public education receive executive education experiences. This innovation recognized that top-level administrators in the nation's largest school districts function in the same way that Presidents, CEOs, Executive Directors, and Owners of the nation's largest organizations and corporations do. He acknowledged that leading a successful school district parallels the knowledge and skill sets required to lead any successful organization, regardless of sector. Mr. Templeton foresaw a partnership between the world-renowned Darden School of Business and highly-respected Curry School of Education to develop and deliver a system of learning opportunities specifically designed to support public education leaders. This collaboration has become known as the University of Virginia's Darden/Curry Partnership for Leaders in Education (UVA-PLE) and now incorporates a suite of programs for education leaders at all levels.
resulting in a significant impact on the practice or understanding of the field of education	• The UVA-PLE's signature School Turnaround Program is nationally recognized. Since its inception in 2004: ○ it has impacted over 300 of the lowest performing schools in more than 80 districts across 17 states; ○ it's first 100 participating schools realized average proficiency gains of 35% in reading and math; and ○ more than half of recent partners have achieved double-digit gains in math and language arts achievement in two years or less. • UVA-PLE offers executive education learning opportunities to state education agencies, including the Chief State School Officers and their leadership teams responsible for implementing state and federal education laws and policies while supporting the turnaround efforts of the lowest performing schools and districts. • UVA-PLE has also delivered several customized programs and executive development opportunities for school board members, legislators, and education leaders at the state, district, and building levels. • The ideas generated and piloted within UVA-PLE have been proven successful in turning around low-performing schools and leading significant reform efforts across the nation.
potential to provide long-term benefit to humanity	The suite of UVA-PLE programs has been replicated, reproduced, and modified throughout the country to scale-up the innovation and reach additional children, educators, systems, and communities.

potential to provide long-term benefit to humanity (continued)	UVA-PLE’s research on effective practices has led to changes in system-level productivity and effectiveness in innumerable schools and districts due to the diffusion of knowledge built around UVA-PLE’s: • Four levers of change leadership; • Practices of recruitment, interview, placement, development, and retention of turnaround leaders; • Turnaround competencies for leading school improvement; • Conditions and criteria necessary for turnaround success; • Assessment of district and state readiness to support turnaround; • Approach to team development; and • Data-driven decision-making strategies. UVA-PLE is now a partner with Public Impact and the federal technical assistance Center on School Turnaround, disseminating its experience, information, and resources nationwide.
through change and improvement in education at any level	Building on the original vision Mr. Templeton had for the South Florida school districts and lessons learned over the past decade, UVA-PLE places emphasis on pursuing system-level change to make school-level change possible and sustainable, as well as ensuring that partners receive intensive, implementation-focused follow-up support. Focusing on system transformation, the partnership has direct influence on educators and community leaders at the school, district, state, and federal levels.
new teaching techniques	The School Turnaround Program (UVA-STP) is infused with current research and promising practices of instructional strategies with the greatest likelihood to improve student learning. Most notably, UVA-STP incorporates the principles made famous by Paul Bambrick-Santoyo and Doug Lemov of Uncommon Schools through their books <i>Practice Perfect</i> , <i>Teach Like a Champion</i> , <i>Driven by Data</i> , and <i>Leverage Leadership</i> . Additionally, UVA-PLE brings to bear new techniques in how teachers and leaders are taught, including short-cycle 90-day action plans, action research, data team retreats, and continuous coaching and feedback.
the discovery of learning processes	Learning opportunities provided to school, district, and state leaders focus on adult, social learning strategies, highlighting successful leaders and organizational transformation across sectors. UVA-PLE uses the case study method made famous by both Harvard and Darden Business Schools to maximize the learning potential of educational executives.
the organization of a school or school system	The four levers of change leadership taught across programs include (1) instructional infrastructure, (2) leadership, (3) talent management, and (4) differentiated accountability and support. By combining the most innovative thinking in business, social sectors, government, history, and education, education leaders are empowered to better serve our nation’s children by restructuring school systems to meet the demands of operation and instructional transformation. This requires significant changes to organizational structure, supervisory and support functions, and job descriptions for district and school building leaders.
the radical modification of government involvement in education	With an emphasis on inter-related systems and policy implementation, the program incorporates components for state education agency leaders, legislators, school board members, and local governments to examine their role in accountability and support of education leaders at all levels.

In sum, the prize is not intended to simply recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact. Instead, the prize is about innovative ideas that make meaningful change in how we think and act.

Selection Criteria	Mark Templeton's Demonstration of Criteria
meritorious service with a primarily local impact	Mr. Templeton's original idea was driven by a deep-seeded desire to support transformation in the school districts within which he lived, worked, and supported his employees' families. Drawing on his own company's talent management needs, Mr. Templeton sought innovative approaches to contribute to his local community and develop graduates prepared for his workforce. But UVA-PLE did not stop with Mr. Templeton's own backyard of South Florida. Building on that success, UVA-PLE has been scaled up and replicated to make a significant impact across the nation.
innovative ideas that make meaningful change in how we think and act	Mr. Templeton brought together the leaders in executive education at the University of Virginia's Darden School of Business and Curry School of Education to envision a partnership with impact on how the education community views school system leadership development. With the recognition that educational leaders deserve the same support and executive education experiences as all sector leaders, UVA-PLE has changed public perception as well as educators' perspectives on their own development.

Given an environment in which so much is at stake, it is important to recognize major innovations in education and adopt them into other education systems.

Selection Criteria	Mark Templeton's Demonstration of Criteria
adopt them into other education systems	The practices resulting from Mr. Templeton's innovation are being replicated in states, districts, and schools across the nation; however, with additional recognition and replication, these practices have the potential for even greater impact.

"Our Laureates are special because each of them not only has a great idea, but develops it in a unique way that has a profound impact on society." — John A. Brock

Selection Criteria	Mark Templeton's Demonstration of Criteria
a great idea	Mr. Templeton had a great idea to provide executive education to public school administrators so that they might learn from the most innovative thinking across all sectors to better serve our nation's children by empowering these leaders to meet the demands of operating school systems.
develops it in a unique way that has a profound impact on society	Mr. Templeton envisioned accomplishing this through a partnership between the world-renowned Darden School of Business and highly-respected Curry School of Education. He leveraged his role as then-CEO of Citrix to provide seed funding through Citrix Corporate Citizenship and other partners to bring together the best minds and implementers to develop a system of programs and supports now known as the Darden/Curry Partnership for Leaders in Education (UVA-PLE).

History of the Innovation

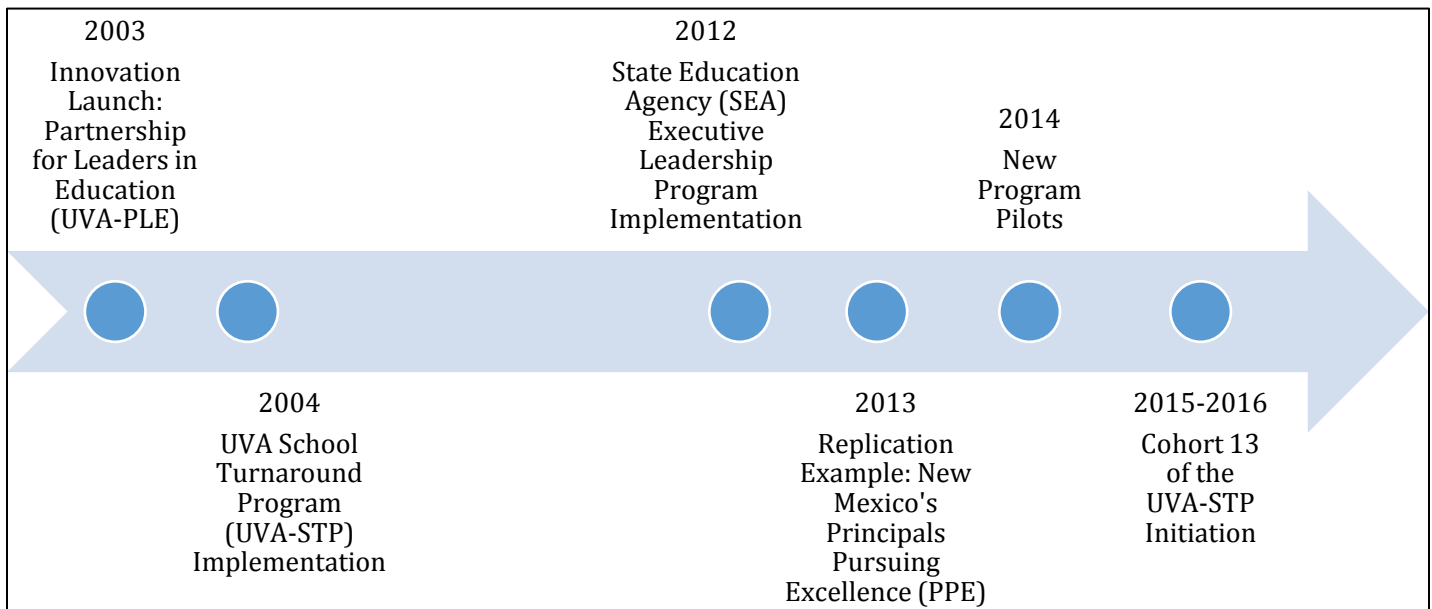
Fall 2002 through Summer 2016

In 2003, executive leadership from South Florida school districts embarked upon a journey of professional growth that changed history. Under the tutelage of faculty from the University of Virginia's (UVA's) Darden School of Business and Curry School of Education, these education administrators engaged in an innovative approach to learning developed by UVA's Partnership for Leaders in Education (UVA-PLE). The success of that first journey is testified to by the years of replication and growth that the UVA-PLE has experienced since. Birthed out of an idea by Mark Templeton, nurtured by his colleagues and partners, and developed by the UVA-PLE team, the executive education programming offered to public school administrators has matured to far exceed any expectations established in the beginning. As explained by the first Executive Director of the PLE, Tierney Fairchild:

Mark's contributions began with a simple question: How could he share the leadership skills he learned while an MBA student at Darden, the skills that helped him become the CEO of a major company, with educational leaders in his own community? While many business executives have and continue to be involved in education reform, very few successfully channel their concerns for student achievement and workforce development to incubate and support meaningful cross-sector partnerships... Bringing educators to Darden and offering them the type of executive education experience heretofore seen only in business, and then tailoring it to meet their unique cultural and organizational needs as educators, was truly an innovation at the time.

The current Executive Director of the PLE, William Robinson, notes that this was an ambitious, system-change aspiration, delivering world-class opportunities to K-12 leaders that resulted in organizational change at the local level and national influence on student performance.

While there were several opportunities to document pieces of the story along the way, this recounting is intended to tell the story from beginning to present day.



2003 – Innovation Launch: Partnership for Leaders in Education (UVA-PLE)

The UVA-PLE began with an innovative idea rooted in a practical problem in South Florida. Citrix Systems, a technology corporation, was unable to recruit and retain highly effective employees consistently – at the executive level as well as at the entry level – due in part to years of low-performing school systems in the South Florida community. At the entry level, Citrix did not have access to a large pool of qualified talent because students leaving the local school systems did not have the skills to be successful in entry-level work. At the executive level, Citrix was unable to woo top candidates away from California and other technology company hubs because they were unimpressed with the community and school systems within which their own children would enroll. In 2002, Mark Templeton, then President and CEO of Citrix, began to explore what Citrix could do to help improve the local school systems, both directly and indirectly through its influence with the community. “Citrix will not be able to continue to grow in South Florida unless we make systemic changes in education,” explained Jo Moskowitz, Director of Citrix Corporate Citizenship.

As a graduate of Darden School of Business, Templeton knew the benefits of the learning methodologies Darden employed. As a member of the Board of Trustees of the Darden School Foundation, he also knew the “spare capacity” of the executive education programs they ran. He recognized the uniqueness of the case study approach to learning for which Darden was known, and he recognized the uniqueness of the results born out of application of that learning by the nation’s top executives. “Darden does this all the time, for all sectors, year-round, around the world. They know how to develop leadership in adult learning environments. We knew that this had not been done in public education, and we knew we needed it,” said Fairchild.

Templeton believed the Darden method, if used around a range of leadership structures in Broward and Palm Beach County School Districts, could make a significant, long-lasting difference in the South Florida region. Being among the 10 largest school districts in the nation, Templeton knew the organizations were more complex than Citrix, larger in terms of human capital than Citrix, and larger in terms of budget than Citrix, but these organizations were not putting any money into developing leaders. Although they were running multi-million dollar “corporations,” no one had ever taught them how to run a high-performing “business.”

Templeton and his colleagues met with the superintendents of the local school districts to discuss this innovative idea to ensure it had merit before launching it. The superintendents expressed a concern that they rarely received professional learning opportunities due to budget constraints and the public perception that executive education experiences were too extravagant for their positions. They acknowledged no one invested in them, their administrative teams, their principals, or their teacher leaders. As lifelong learners, they wanted to learn, but no one was giving them that chance. Templeton believed he could garner local support from other corporations and businesses to fund an investment in the leadership of these school districts. These partners formed the South Florida Community Leadership Foundation to advance these intentions. Being separate from the taxpayer-funded budgets of

the districts, this investment would not be subject to budget shortfalls or public misperception of the learning opportunities required of these leaders to become the best in their field.

Emphasizing that superintendents of public schools, their administrative teams, and building principals function in much the same way CEOs of large corporations, their cabinets, and mid-level managers function, Templeton connected the Darden executive education programs to the administrators of South Florida school districts. Darden faculty supported Templeton's insistence that participants study common problems all organizations face in addition to concerns that are specific to educators. An early realization in the process was the lack of cases based in education settings on which Darden faculty could ground their instruction. Templeton said, "The lifeblood of professors at Darden is writing cases; the lifeblood of professors at [UVA's Curry School of Education] is doing research in education." The only obvious solution was to pull the two world-class schools together to develop an executive education experience that was totally new from what either school had previously provided.

Faculty, staff, and administrators from the two UVA schools collaborated to design a program that met the unique needs of school district leaders without minimizing the comparisons between their roles and those of executives in business, philanthropy, government, and other sectors. While they were building cases and curriculum specific to education settings, they continued to draw on cases and curriculum from a variety of sectors since the expectations of quality leaders transcends the public school setting.

The first of its kind in the nation, the new program launched in the summer of 2003. Key attributes of the new program included the following:

- Case study methodology;
- Top faculty from both schools – business and education;
- Executive treatment, which was essentially foreign to public school leaders;
- Academic setting designed to inspire learning, reflection, and introspection; and
- Curriculum focused on talent management, leadership development, succession planning, budget and resource allocation, accountability and support, systemic transformation, prioritization and decision-making, leading boards and employees, change leadership, communication, and making a positive difference.

Upon Templeton's urging, Corporate Citizenship at Citrix and a host of other local businesses supported the initiative that invested in the professional growth of South Florida superintendents, board members, community partners, district administrators, and principals in a way no one had previously considered possible. With 40-50 administrators per cohort, the program was delivered over several years, changing the expectations for district leadership development in South Florida – and ultimately across the nation.

2004 – UVA School Turnaround Program (UVA-STP) Implementation

With the successful South Florida project underway, UVA-PLE responded to the invitation of the Commonwealth of Virginia to design an education leadership program specifically for some of the lowest-performing schools in the state. The vision cast by Templeton in 2002 and lessons learned from the South Florida project in 2003 set the groundwork for the program design.

Governor Mark R. Warner had recognized a need to make drastic changes in struggling schools, including identifying new principals with a specialized skillset to lead them. With funding appropriated by the General Assembly, the State initiated an approach of developing school turnaround specialists, similar to the concept of turnaround operators or turnaround managers in business. State Superintendent Jo Lynne DeMary insisted that the program incorporate a highly selective process for potential principals, advanced training in leadership, a support network for participants, and an earned credential for distinction.

Although the vision of the Governor and State Superintendent focused on principals, UVA-PLE submitted a proposal that incorporated the entire school, school system, and community, building off of the intentions of Templeton's vision for connecting the school to the community surrounding it. "The proposal built on key [UVA-PLE] values, including a focus on a systemic view of change, management teams, leveraging stakeholder relationships, providing a safe learning environment and ongoing consultation, and creating scalable programs."¹

In June 2004, the Virginia School Turnaround Specialist Program began implementation with 10 principals selected to lead 10 of the neediest schools. While not always the case, many of these schools enrolled a large percentage of students from poverty and minority backgrounds, making access to an excellent education an issue of equity and urgency. The initial program consisted of three experiences: (1) The principals participated in a five-day, residential institute with curriculum that focused on "the characteristics of high-performing organizations, analysis of low-performing schools, assessment of personal leadership qualifications, turnaround leadership skill-building, and how to develop a school turnaround plan. Most classes were case method-driven and included cases from both business and education."² (2) The principals and their district support teams including the district superintendent engaged in a one-day reflection and planning time. (3) The principals, their district support teams, and one or two key staff members participated in a three-day, residential institute focused on data analysis, goal setting, and action planning. Turnaround Specialists continued to receive executive education experiences in each of the three years of the turnaround.

Additionally, each principal engaged in an ongoing support network, including meetings with consultants, mid-year check-ins with invigorating conversations with other cohort members, and site visits from UVA-PLE faculty. Participants who successfully completed the learning experiences and developed a turnaround plan were awarded a Turnaround Specialist credential, and the principals who led their schools to meet specified student achievement criteria were awarded a Credential in Turnaround Leadership. Principals who met identified turnaround

targets were awarded annual salary bonuses from the General Assembly in each of the three years of the turnaround.

Continued Growth of UVA-STP

In subsequent years, UVA-PLE expanded the program to include principals, schools, and districts outside of Virginia's School Turnaround Specialist Program, with funding for their participation coming from a variety of sources. With the implementation of School Improvement Grants (SIG) from the U.S. Department of Education, districts across the nation were looking for programs with proven records of success for developing school turnaround leaders. The reputation of the School Turnaround Specialist Program caused it to stand out against other programs.

The model developed for the Virginia School Turnaround Specialist Program has been revised over the years but continues to influence the general structure of what is now known as the School Turnaround Program (UVA-STP). The current structure is a three-year program that begins with a district planning year, which includes selection of participating schools and a District Readiness Assessment to determine if the conditions exist to support turnaround. Potential school leaders engage in a Behavior Event Interview to assess whether the candidate has the turnaround competencies necessary to lead significant, rapid improvement. Residential, multi-day institutes over the next two years capitalize on the case study method to lead teacher leaders, principals, district administrators, and state education leaders into deeper understanding of the systems, strategies, and skills necessary to turn around low-performing schools. Interim site visits and mid-year check-ins are supported by expert consultants and coaches who assist turnaround leaders with 30-60-90-day action plans and hold them accountable for meeting student growth targets throughout the year.

When asked about the success of the UVA-STP model, faculty member June West, who has been with UVA-PLE from the beginning, expressed intense pride. Her pride is not only in the faculty or the original innovative idea, but also in the participants themselves. West said:

When I see principals coming here for weeks in the summer, working day and night, with their superintendents and deputy superintendents – and not complaining about 12-13 hour days, even on the weekends – I know they want to be here. I want people on the street to understand how hard our educators work! They have no idea!

She went on to describe the transformational way that participating schools operate and students demonstrate their learning. “When I go into a school and a little child takes me by the hand and wants to show me their data charts, I’m proud to know I’m part of that, the excitement of learning!”

The UVA-STP webpage highlights research and reports showing the impact of UVA-STP on student achievement:³

- [Virginia School Turnaround Specialist Program 2004-2005 Research Executive Summary](#)
- [Lift-Off: A profile of how 10 exceptional educators turned around 10 low-performing Virginia public schools](#)
- [University of Virginia School Turnaround School Specialist Program 2010 Annual Report](#)

- [Assessing School Turnaround: Evidence from Ohio](#)
- [Missouri and Ohio Schools Make Significant Improvement Through UVA Turnaround Program](#)
- [UVA-STP Program Brochure](#)

2012 – State Education Agency (SEA) Executive Leadership Program Implementation

For several years, SEA staff members responsible for school improvement, turnaround, and educator effectiveness have participated alongside districts and schools in the UVA-STP. However, three key realizations were made that led to the development of the SEA Leadership Program: (1) systemic improvement requires all levels of the system to be involved; therefore, school turnaround will likely be more successful when district and state leaders are working in concert with one another to support the school leadership, teachers, and students; (2) SEA executive leaders could also benefit from the learning opportunities of the UVA-PLP, although the concerns and activities of SEAs are unique from districts and schools; and (3) effective support for low-performing schools transcends one or two divisions directly responsible for turnaround and has implications for all policies and procedures implemented by an SEA. The purpose of the SEA Executive Leadership Program is to provide executive education for Chief State School Officers and their executive teams, as they lead reform efforts in their respective states. Semi-annual, residential learning experiences are designed specifically for SEAs to address organizational management issues in leading statewide initiatives. Discussions and case studies led by UVA faculty provide opportunities for SEA teams to learn from one another and successful organizational leaders in other sectors.

Six SEAs have participated in the SEA Executive Leadership Program. Participating states have actively pursued policies and procedures that integrate supports, requirements, and professional development across divisions and units of the SEA, and they have addressed reorganization efforts, communication strategies, and talent management as well as the implications of federal and state statute and policies.

2013 – Replication Example: New Mexico’s Principals Pursuing Excellence (PPE)

Based on the success of the UVA-STP, many states have developed their own district and school leadership professional growth opportunities. New Mexico Public Education Department’s Principals Pursuing Excellence is one of those replications.

UVA-PLP staff members and faculty who regularly teach in UVA-PLP programs collaborated with the New Mexico Public Education Department and other partners to design a model of educator development based on the principles of UVA-STP with the local flavor of New Mexico context. The program includes professional learning for principals of the lowest-performing schools through coaching, coursework, and action planning.

In the three years of the program to date, participating principals, with the support of their supervisors, assigned mentors, and turnaround leaders, have successfully led significant

improvements in teaching and learning. They have studied cases of effective school turnaround, improved their skills with supporting and developing teachers, and enhanced their communication and leadership skills.

Eighty-four low-performing New Mexico schools, historically with Fs and Ds, have embraced new opportunities and created a network of schools doubling and tripling state growth rates. In total, these schools serve approximately 19,000 students. These schools increased math proficiency by 4.24%, compared to the state average increase of 2.5%; these increased English language arts (ELA) proficiency by 4.87%, compared to the state average increase of 1.3%. Two districts in particular, Farmington and Gallup-McKinley, have seen significantly more students achieving proficiency in math and ELA than in years before PPE.

Following the success of the PPE, New Mexico has now established a Teachers Pursuing Excellence Program to extend the learning to teacher leaders across the state, many of whom are in the pipeline to become principals and district leaders of school turnaround in the future.

2014 – New Program Pilots

Two new programs were piloted in 2014: one for sustainability of turnaround efforts in rapidly improving districts and one tailored to the specific roles of district cabinet members. Custom-tailored district cabinet programs explore the unique roles of district level administrators to lead transformational, system-wide change that impacts student learning as originally envisioned by Templeton and included in the South Florida model. Because UVA-STP focuses on serving all students in low-performing schools, districts often have a large number of additional schools that could benefit from the lessons learned by changing practice for the low-performing schools. For example, when a district prioritizes talent management strategies for their most struggling schools, they may acquire new recruitment strategies that could be leveraged for district-wide impact. Learning how to scale these practices and how to design new solutions that take into account stakeholders' perceptions and ongoing struggles are essential parts of all UVA-PLC custom programs.

The sustainability program answers the question, "What next?" that many UVA-STP participants have been asking. It is rare for a public school system to create and sustain high levels of growth in a multitude of high-poverty, low-performing schools and ultimately create performance far above the state average. Given the initial positive results in a number of UVA-PLC partner districts, creating such a system is within reach. The pilot incorporated strategies of deepening school-level change efforts and institutionalizing systems and cultures of continuous improvement that will last beyond changes in district or school leadership. This required engagement of teacher leaders more intentionally in the process of transformational change and thus served a dual purpose of helping to build leadership pipelines. Deepened engagement of district administrators throughout the pilot allowed the PLC and its partner districts to accomplish the goal of meaningful, sustainable change to benefit the lives of students. Building on lessons learned from pilots with multiple school districts, the PLC in 2016-17 is launching its first ever national sustainability program serving six partner districts. This program seeks to

establish proof points of school excellence to inform broader efforts of improving district-level systems. The program focuses on schools that have experienced significant growth over the course of the UVA-STP and have school leadership most ready for excellence.

2015-2016 – Cohort 13 of the UVA-STP Initiation

In late 2015 or early 2016, districts participating in Cohort 13 of the UVA-STP began their pre-implementation planning initiatives, including changes to policy and practice that were likely to hinder success of program participation and implementation.

District and school leaders participated in multi-day, residential, executive education learning opportunities in March – July 2016 in preparation for implementation in the 2016-2017 school year. These 55 schools in 12 districts across 8 states eagerly anticipate implementation of new systems and processes that will support significant changes in instruction, which will lead to improved student learning and achievement in this pivotal year.

Meanwhile, UVA-PLE leadership has already begun doing the groundwork and laying the foundation for Cohort 14. Specifically, interested districts are participating in District Readiness Assessments to determine if they are poised to benefit from the learning experiences of the UVA-STP.

Conclusion

Fairchild summarized both the process and the value of this innovation:

The thing about innovation is that it takes a spark of an idea and several people to believe in that idea! Mark had the visionary idea, and several of us believed it would make a difference and were passionate enough about it to see it through. This is about challenging leaders to think about the unknown and take it on. [And when they do,] it's like two plus two equals five.

With the ongoing and repeated successes of schools participating in the UVA-PLE programs, this approach to state, district, and school leadership development is likely to grow exponentially through many cohorts to come. The students and educators of these changed schools owe a debt of gratitude to Templeton for his innovative idea and to the UVA-PLE for believing in it!

¹ Duke, et al. (2005). Lift-Off: Launching the school turnaround process in 10 Virginia schools. Darden/Curry Partnership for Leaders in Education, 5. Available http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/lift-off.pdf

² Duke, et al., 6

³ University of Virginia, Darden/Curry Partnership for Leaders in Education, School Turnaround Research and Resources. Available <http://www.darden.virginia.edu/darden-curry-ple/turnaround/>



Mark Templeton

Biography



Mark B. Templeton

- Retired President, Chief Executive Officer & Director
- Citrix Systems, Inc.

Mark Templeton is recently-retired president and CEO of Citrix Systems, one of the world's largest enterprise computing and software-as-a-service companies. He was responsible for the company's vision, market direction, product strategy, and passion for customer care. Templeton led the Citrix mission to enable people to work, play and compute anywhere through the power of virtual meetings, desktops and datacenters.

In the 1990s, he was responsible for the company's growth in remote access, thin-client, and server-based computing based on Citrix's ground-breaking application virtualization technologies. Under his leadership, the company's product portfolio includes web collaboration, online support, virtual desktops and apps, application networking and virtual datacenter products. Worldwide, over 100 million people use Citrix technologies to increase workforce productivity, improve information security, and revolutionize business agility.

Templeton joined Citrix in 1995 as Vice President for Marketing, prior to the company's initial public offering when revenues were \$15 million. He was appointed President in 1998, and Chief Executive Officer in 2001. Under his leadership, Citrix has grown to its current revenue run rate of approximately \$2 billion, employing almost 6,000 professionals worldwide. He guided the company's unique culture by emphasizing values of respect, integrity, innovation, and fun.

Templeton holds a BA in product design from North Carolina State University and an MBA from the University of Virginia, Darden School of Business. He also serves on the board of directors of Equifax [NYSE: EFX].

Templeton is a passionate participant in many community and charitable organizations, and has received numerous leadership awards including the AeA Abacus Award for Outstanding High-Tech Executive, "Businessperson of the Year" (EVIE Award), the Excalibur Award and others.

Mark Templeton on the Internet

Social Media



<https://twitter.com/markbtempleton>



<https://www.linkedin.com/in/markbtempleton>



<https://www.facebook.com/mark.templeton.397>

Biographical Data

https://en.wikipedia.org/wiki/Mark_B._Templeton

http://www.forbes.com/lists/2012/12/ceo-compensation-12_Mark-B-Templeton_P6PM.html

News and Interviews

Paint by Numbers or Connect the Dots

http://www.nytimes.com/2012/09/23/business/mark-templeton-of-citrix-on-the-big-career-choice.html?_r=0

Citrix Announces CEO Succession Plan

<https://www.citrix.com/news/announcements/jul-2015/succession-plan.html>

Mark Templeton, Former President and CEO at Citrix—One of the Leading Software and Cloud Technology Visionaries in the World—Joins Nexenta Advisory Board

<http://www.businesswire.com/news/home/20160315005616/en/Mark-Templeton-President-CEO-Citrix%E2%80%94One-Leading-Software>

Reaching Out to the Community

A Letter From David Henshall

<https://www.citrix.com/about/citizenship.html>

Citrix as a Corporate Citizen

The vision of Corporate Citizenship is to help people work better and live better

<https://www.citrix.com/about/citizenship/vision.html>

Community Outreach

A focus on K-12 Education, Environmental Stewardship & Technology Advancement

<https://www.citrix.com/about/citizenship/community-outreach.html>

Corporate Citizenship Year in Review

Corporate Citizenship Year in Review 2015

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2015.pdf

Corporate Citizenship Year in Review 2014

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2014.pdf

Corporate Citizenship Year in Review 2013

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2013.pdf

Corporate Citizenship Year in Review 2012

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2012.pdf

Corporate Citizenship Year in Review 2011

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2011.pdf

Corporate Citizenship Year in Review 2010

https://www.citrix.com/content/dam/citrix/en_us/documents/about/corporate-citizenship-year-in-review-2010.pdf



Photo Credit: Sergiu Bacioiu from Romania
"Ripple Effect on Water" from "Water Drop – Explored"

Impact of the Innovation

Darden/Curry Partnership for Leaders in Education

About

News

School Turnaround

Program Brochure

Contact Us

About

Overview: <http://www.darden.virginia.edu/darden-curry-ple/about/>

Leadership: <http://www.darden.virginia.edu/darden-curry-ple/about/leadership/>

News

<http://www.darden.virginia.edu/darden-curry-ple/news/>

School Turnaround Specialist Program

<http://www.darden.virginia.edu/darden-curry-ple/turnaround/>



UVA School Turnaround
Approach

<http://www.darden.virginia.edu/darden-curry-ple/turnaround/approach/>



Curriculum

<http://www.darden.virginia.edu/darden-curry-ple/turnaround/curriculum/>



Research & Resources

<http://www.darden.virginia.edu/darden-curry-ple/turnaround/research-resources/>



Testimonials

<http://www.darden.virginia.edu/darden-curry-ple/turnaround/testimonials/>



Program Brochure

http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/UVA_School_Turnaround_Program_Brochure.pdf

Mission

Our mission is to raise educational outcomes significantly by building on the capabilities of the Darden School of Business and the Curry School of Education in order to strengthen district and school leadership.

The Darden/Curry Partnership for Leaders in Education (PLE) believes the limited effectiveness of school system leadership and K-12 organizational design is at the root of our national education challenges.

Vision

Our vision is to be a nationally recognized source for insights and delivery capacity, to help school systems develop their leadership capacity and to create the conditions in which these leaders can sustain success.

Beliefs

PLE programs are designed based on these foundational beliefs:

- High-impact leadership is a primary driver of student outcomes and is necessary for school transformation.
- Re-examining school system practice is essential to any major school transformation effort.
- Organizational transformation must be collaborative.
- There is no single formula for school transformation.
- Sustained change requires embedded and ongoing support, accountability and capacity-building.
- Excellent schools have a relentless focus on addressing individual teacher and student needs, as well as learning from assessment and behavioral data.
- Teacher effectiveness is dependent on organizational leadership, talent management and support.
- Student achievement must be the determining indicator of success for any education leadership program.

Approach

The PLE is distinguished by our focus on the systemic nature of leadership. We seek to:

- Build systemic leadership capacities at the district and state levels that enable education delivery systems to establish necessary conditions
- Develop more effective leadership practices at the school level that enable teachers to dramatically improve student outcomes
- Ensure that leadership is seen as a primary driver of student outcomes in the field of education
- Contribute research-based insight that strengthens leadership systems

We believe change in the education sector is possible by:

- Providing district and school leaders with world-class leadership development and capacity-building
- Utilizing, conducting and disseminating research related to the drivers of effective leadership systems and demonstrating their impact
- Helping our partners create cohesive and innovative leadership cultures
- Building district capacity to create the right talent conditions for school transformation across the following four critical areas, also referred to as levers: leadership, differentiated support and accountability, instructional infrastructure and talent management



http://tucson.com/news/local/education/sunnyside-schools-see-improvement-with-turnaround-program/article_f7e8d122-4705-54e6-8a06-ca224646a3c7.html

Sunnyside schools see improvement with turnaround program

By Yoohyun Jung Arizona Daily Star Jan 18, 2016

Positive changes are being seen at four schools began participating in a turnaround program for struggling campuses, Sunnyside leaders say.

The district implemented the University of Virginia's School Turnaround Program at Challenger Middle School and Los Niños, Summit View and Rivera elementary schools using funds from a federal grant for school improvement.

After a semester of using the program's approaches, school officials say teacher support systems have grown stronger and morale has risen. The schools also have adopted more data-driven practices.

"It provides a tremendous amount of support coupled with a lot of accountability," said **Laura Toenjes**, the district's director for school improvement.

All four schools are in the second phase of the turnaround program. It seeks to "empower system- and school-level leaders to achieve dramatic improvement in a set of persistently underperforming schools," according to the partnership of the university's business and education schools that developed the program.

The nearly three-year program involves four phases, the first of which is a planning period. The ultimate goal is to improve the school's overall academic performance and school culture, which Sunnyside officials say will show further down the road.

The turnaround approach focuses on transforming leadership, using data to shape instruction and strengthening support systems for teachers, Toenjes said.

Lead teachers, who essentially act as coaches, mentors and role models to other teachers, lead teams of five to seven colleagues and meet regularly, she said. Toenjes meets weekly with the teachers and administrators of each school to track progress.

Additional professional training is provided by the University of Virginia.

Instruction is crafted using data from interim assessments, such as end-of-unit quizzes, to determine exactly what each student needs help with to better address the gaps, she said.

The turnaround approach also encourages schools to pick a few specific goals, rather than coming up with a large list of goals that any school won't be able to realistically achieve.

For Challenger Middle School, the three goals it selected were: adopting student culture, teacher efficacy and data-driven collaboration and instruction, according to **John Benavidez**, that school's principal.

The school received a "D" rating for the 2013-2014 school year from the Arizona Department of Education. Its students had consistently low state test scores and a low teacher-retention rate. That led to a lack of team building and continuity as well as discipline issues, he said.

After a full semester with the UVA program, Benavidez said he has already begun seeing positive changes among teachers and students.

An end-of-year survey with teachers showed that 100 percent of the teachers felt that the school administrators are supportive of their becoming better teachers. Ninety-seven percent said student services and academic coaches were also supportive.

The strengthening of the teachers' support system is leading to fewer teachers wanting to leave the school after their first year, Benavidez said.

When he first came to the school in the 2014-2015 school year, he had to hire 30 new teachers, Benavidez said. The next year, he hired 15. Based on the survey, he'd have to hire only five new teachers in the next school year.

"We're working really hard and diligently on these processes," Benavidez said. "We're very confident that we'll see positive results out of this."

Schools implement major change, see improvement in State Report Cards

POSTED 5:16 PM, SEPTEMBER 22, 2014, BY CHELLIE MILLS



ANADARKO, Okla. - Three Oklahoma school districts have seen huge improvements on their annual report cards.

It was just last week, those school report cards were released, and now we're learning what may be behind some of those success stories.

The districts rejoicing in the improvements are Anadarko, Guthrie and El Reno. In Anadarko, every school increased a full letter grade. The middle school improved two letter grades!

Those districts have decided to have a no excuses policy when it comes to their grades.

They were chosen to go through an education boot camp, specifically because of their desire to improve.

Anadarko Superintendent Cindy Hackney said, "A warrior stands in the face of adversity and when you get knocked down you get back up."

That has been a motto in Anadarko athletics, but now it has spread throughout the district.

Hackney said, "We can only do what we do between 8 and 3, but we CAN do a lot."

After getting their first report cards two years ago, Anadarko school leaders knew change needed to happen.

They were invited, along with El Reno and Guthrie, to participate in an education leadership program at the University of Virginia's Darden School of Business and Curry School of Education. The program is a boot camp for teachers and administrators.

Hackney said, "It's all about where you are, where you need to get to, and what you are going to do in between."

State Superintendent Janet Barresi said, "These are districts that look a lot like other districts that have a lot of the same challenges, in terms of poverty and the social ills that come with that. They've decided that's no longer an excuse."

Hackney says the program now has everyone, superintendent, principals and teachers, making 90 day action plans.

Those plans are evaluated every 90 days to see if the changes are working. If not, they rework things. If they have accomplished the goals then they create new goals for the next 90 days.

Hackney said, "We're feeling pretty good about where we are because even though we've got a long ways to go we've seen such progress."

The state is hoping to someday have this training available here in Oklahoma, but for now they are allowing other schools to apply to go through the training.

However the state says the University of Virginia is very strict on who they allow in to the program.

State officials say the program leaders will only allow those who are serious about turning their schools around join the program.

We're told in some cases that means making tough decisions regarding those employed by the district.

South Florida Community Leadership Foundation

A Regional Collaboration for Leadership Achievement and Student Success (CLASS)

Our Mission:

To engage leaders in the field of education, business and non-profits to support South Florida School District initiatives in building high performance organizations that continuously improve student achievement and operational efficiency

Our Objectives:

We seek to affect 3 major priority areas:

- Executive leadership development
- Organizational effectiveness
- Operational excellence

To offer superintendents *capacity building tools, techniques and programs* that will accelerate leadership achievement resulting in *improved student success*.

Our Reach:

- Students: 446,381
...greater than the Chicago Public Schools
- Staff: 48,651
...more employees than Bristol-Myers Squibb
- Budget: \$7.85B
...more than Starbucks' 2006 revenue
- Square Miles: 3,000
...larger footprint than Delaware
...and twice the size of Rhode Island

Board of Directors:

- **Barry Davis**, VP Business Development
Citrix Systems
- **Louise Grant**, Executive Director, Mary & Robert Pew
Public Education Fund
- **Art Johnson**, Superintendent,
Palm Beach County School District
- **Jo Moskowitz**, Director Community Relations,
Citrix Systems
- **Jim Natter**, Interim Superintendent,
Broward County Public Schools
- **Val Perez**, City President, Palm Beach County, Regions Bank
- **Mark Templeton**, President & CEO, Citrix Systems

Our Approach:

- Centered on Superintendent priorities
- Focus On Human Capital
- Identify "World Class" Best Practices and Organizational Processes
- Obtain Business and Non-Profit Sector Financial & Resource Support

Strategic Initiatives:

- National Advisory Board
- Enterprise Review
- Summit Meeting

For additional information:

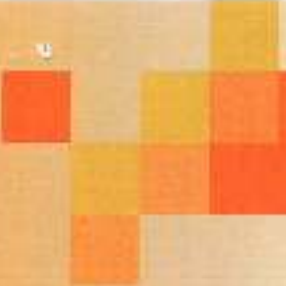
Dale M. Gregory

Executive Director

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SFCLF is a 501(c)(3) Community Foundation



South Florida Community Leadership Foundation

National Advisory Board and Enterprise Review Strategy Highlights

National Advisory Board (NAB)

Purpose:

- To access national expertise in school and business *transformation* to support organizational alignment, leadership achievement and ultimately, improve student success.
- To provide the superintendents access to best practices and innovative thinking, supporting system-wide transformation efforts.
- To strengthen SFCLF's and superintendents' effectiveness as partners - and with major stakeholders - in accelerating student success.

Target National Experts with Diversified Experience:

- *Scholars*
- *National Education Foundations*
- *Corporate Professionals*
- *K-12 Leaders*

Enterprise Review

Purpose:

- To provide a third party review that notes accomplishments and areas of opportunity in the organizational practices that lead to high performance in urban school districts, with specific focus on the Broward County and Palm Beach County school systems.
- To create transparency through a data rich analysis of progress highlighting organizational strengths and areas of improvement.

Major Areas of Focus and Goals:

- ***Organization & Structure***
 - To provide a high-level review of the school district's overall organizational and administrative structure and propose ways to improve it.
- ***Organizational Alignment***
 - To assess how the district's instructional and business operations are integrated and focused on the system's main priorities.
- ***Measurement & Accountability***
 - To review district accountability and measurement processes, identify key performance factors, and whether they are aligned with individual and team performance metrics and to make recommendations to improve efficiency and effectiveness.
- ***Human Resource Management***
 - To review human resource processes, strategies and alignment with the district's mission and vision (recruitment, hiring, retention, employee relations, customer service, succession planning, training and development) and to make recommendations to improve efficiency and effectiveness.



South Florida Community Leadership Foundation

A Regional “Collaboration for Leadership
Achievement & Student Success” (CLASS)



SFCLF Mission

To engage leaders in the education, business and non-profit sectors **to support** South Florida School District initiatives to build **high performance organizations** that **continuously improve** student achievement and operational efficiency.



Facts at a Glance: Broward and Palm Beach Counties

	Broward	Palm Beach
# of Schools	273	201
Enrollment (2005)	273,346	174,102
Employees	30,383	21,616
Budget	\$5.07 Billion	\$ 3.4 Billion
Per pupil exp. (2004)	\$6742	\$ 7332



Global Competition

Mathematics	Reading	Science	Problem Solving
1. Hong Kong / China	1. Finland	1. Finland	1. Korea
2. Finland	2. Korea	2. Japan	2. Hong Kong / China
3. Korea	3. Canada	3. Hong Kong / China	3. Finland
4. Netherlands	4. Australia	4. Korea	4. Japan
6. Japan	8. Netherlands	8. Netherlands	8. Canada
7. Canada	12. Japan	11. Canada	12. Netherlands
20. Germany	15. United States	18. Germany	16. Germany
28. United States	19. Germany	22. United States	28. Russia
30. Russia	20. Czech Rep	24. Russia	30. United States
38. Mexico	29. Mexico	37. Mexico	38. Mexico

2003 PISA Results From U.S. Perspective (NCES)



Florida's NAEP 2007 Rankings

4 th Grade Reading	4 th Grade Math	8 th Grade Reading	8 th Grade Math
1. Massachusetts	1. Massachusetts	1. Massachusetts	1. Massachusetts
2. New Jersey	2. New Jersey	2. Vermont	2. Minnesota
5. Connecticut	11. Pennsylvania	4. New Jersey	8. Virginia
6. Virginia	14. Virginia	11. Pennsylvania	15. Texas
8. Pennsylvania	16. Connecticut	21. Maryland	22. North Carolina
19. New York	17. New York	26. New York	28. Connecticut
21. Florida	20. Texas	33. Florida	33. New York
31. Texas	21. Florida	36. North Carolina	35. Florida
35. North Carolina	23. North Carolina	38. Georgia	36. Michigan
48. California	47. California	48. California	45. California

NCES, National Assessment of Educational Progress (NAEP), 2007



Major Urban School District Transformational Initiatives

- Austin
- Boston
- Charlotte
- Chicago
- Dallas
- Delaware
- Durham
- Massachusetts
- New York City
- North Carolina
- Silicon Valley
- Virginia



About SFCLF

- Founded in 2003
- Raised \$1.7 m since inception
- Sponsored programs with University of Virginia Partnership for Leaders in Education (PLE)
- School district & community leaders from Broward & Palm Beach have participated in PLE programs
 - 125 completed an intensive 5 day executive leadership training workshop at UVA
 - Close to 200 have completed local “refresh” sessions
- Hired first Executive Director April, 2007



SFCLF Board of Directors

- | | |
|---|--|
| ■ Barry Davis , VP Business Development, Citrix Systems | ■ Jim Notter , Superintendent, Broward County Public Schools |
| ■ Louise Grant , Executive Director, Mary & Robert Pew Public Education Fund | ■ Val Perez , City President, Palm Beach County, Regions Bank |
| ■ Art Johnson , Superintendent, Palm Beach County School District | ■ Mark Templeton , President & CEO, Citrix Systems |
| ■ Jo Moskowitz , Director Community Relations, Citrix Systems | |



SFCLF Approach

- Center on School District Superintendents' Leadership Priorities
- Focus On Human Capital
- Identify "World Class" Best Practices and Organizational Processes
- Obtain Business and Non-Profit Sector Financial & Resource Support



Focus on Human Resource Capital

- | | |
|-----------------------------|---------------------------|
| ■ "Readiness" For Change | ■ Performance Measurement |
| ■ Organizational Alignment | ■ Succession Planning |
| ■ Professional Development | ■ Organizational Design |
| ■ Enterprise Accountability | ■ Project Management |



Stakeholder Feedback

Focus On...

- Readiness For Transformational Change
- Regional Collaboration
- Superintendent Commitment, Advocacy & Reputation
- Business Sector Proactive Involvement
- National Advisory Board
- Enterprise Review
- Seeking the Best Practices Available – Not Just Focusing On Education Sector



Achieving Success: Opportunities for Support

- Financial contributions
- SFCLF “networking” support
- In-kind services & resources
- Advocacy of SFCLF’s mission to community leaders & elected officials



South Florida Community Leadership Foundation

Contact:

Dale M. Gregory

Executive Director

561 212 8385

gregory1@bellsouth.net

Oklahoma State Department of Education
Administrative Leadership Grant
(a.k.a. University of Virginia's
Darden/Curry Partnership for Leaders in Education
School Turnaround Specialist Program)

Preliminary Results
September 17, 2014

Kerri K. White
Assistant State Superintendent
Office of Educator Effectiveness

Anadarko Public Schools
Percent Proficient Longitudinal Data

Grade	Reading			Math		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
3rd	56	52 (-4)	62 (+10)	58	52 (-6)	54 (+2)
4th	45	45 (0)	50 (+5)	54	54 (0)	52 (-2)
5th	47	47 (0)	56 (+9)	51	54 (+3)	55 (+1)
6th	60	48 (-12)	59 (+11)	58	58 (0)	57 (-1)
7th	59	64 (+5)	73 (+9)	66	65 (-1)	60 (-5)
8th	79	61 (-18)	69 (+8)	82	70 (-8)	62 (-8)
Algebra I				80	70 (-10)	85 (+15)
Algebra II				87	48 (-39)	89 (+41)
Geometry				80	70 (-10)	78 (+8)
English II	72	68 (-4)	77 (+9)			
English III	79	73 (-6)	86 (+13)			

El Reno Public Schools

Percent Proficient Longitudinal Data

Grade	Reading			Math		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
5th	69	70 (+1)	79 (+9)	62	73 (+11)	90 (+17)
6th	64	64 (0)	81 (+17)	52	60 (+8)	79 (+19)
7th	57	50 (-7)	79 (+29)	53	34 (-15)	75 (+41)
* Regular Education Students						

Unverified Self-Reported Data

Guthrie Public Schools

Cohort Growth Data

Class of		READING				MATH			
		2011	2012	2013	2014	2011	2012	2013	2014
2026	K				†67%				†73%
2025	1			*82%	†63%			*91%	†55%
2024	2		*72%	*67%	†60%		*89%	*93%	†48%
2023	3		*54%	*66%	61%		*90%	*78%	49%
2022	4		*73%	61%	66%		*83%	53%	76%
2021	5		62%	67%	55%		66%	81%	65%
2020	6	55%	59%	62%	64%	60%	72%	69%	67%
2019	7	61%	67%	65%	73%	73%	75%	72%	72%
2018	8	64%	80%	73%	77%	70%	68%	58%	63%
		* DIBELS 2011-2013				* EnVision 2011-2013			
		† CPAA 2014 (Higher Rigor)				† CPAA 2014 (Higher Rigor)			

Unverified Self-Reported Data

Guthrie Public Schools

Cohort Growth Data

Class of		READING				MATH			
		2011	2012	2013	2014	2011	2012	2013	2014
		English II - English III				Middle School Math - High School Algebra I - Geometry - Algebra II			
2017	9					64%	67%	67%	75%
2016	10				79%	71%	76%	68%	78%
2015	11			86%	91%	81%	82%	87%	77%
2014	12		84%	96%		79%	78%	75%	

Unverified Self-Reported Data

Students Qualifying for ACE Remediation

Number of Students Added/Subtracted

	Limited Knowledge	Unsatisfactory	Total Qualifying for Remediation
Statewide Average	+ 6.6 students/district	+ 37.5 students/district	+ 44.1 students/district
Anadarko	- 67 students	- 70 students	- 137 students
El Reno	- 57 students	+ 6 students	- 51 students
Guthrie	No Change	+ 8 students	+ 8 students



Photo Credit: William Arthur Fine Stationary's photostream
"Letters Play Important Roles in our Lives"

Letters of Support



Tierney T. Fairchild, Ph.D.
Executive Director
Resilience Education
P.O. Box 4631
Charlottesville, VA 22903

August 22, 2016

The Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Selection Committee:

It is an honor to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education. As the founding Executive Director of the University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE), I am truly grateful to Mark for leading the way with the innovative idea that became the PLE. Mark's contributions began with a simple question: How could he share the leadership skills he learned while an MBA student at Darden, the skills that helped him become the CEO of major company, with educational leaders in his own community? While many business executives have and continue to be involved in education reform, very few successfully channel their concerns for student achievement and workforce development to incubate and support meaningful cross-sector partnerships.

During my tenure, I had the privilege of assisting with the design of the Partnership and the executive education program offered to the first participating public school districts in South Florida. Mark's inquisitive and engaging style offered our design team, as well as the local partners, the necessary leadership support to effectively launch the inaugural program. With educational leaders, school board members and community partners learning together, I have personally seen the significant systemic changes that were implemented at the leadership level and carried throughout the organization to student learning in the classroom.

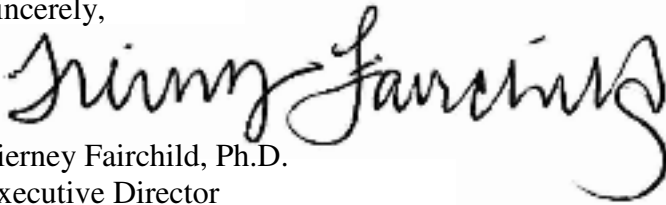
Mark Templeton knew that it wasn't just any leadership development training that would make a difference for educators. He saw the benefits of Darden's Socratic-method pedagogy, in particular, as an essential innovation. Using case studies -- narratives of leadership challenges -- our programs created dynamic classroom discussions, learning teams and action leadership projects that pushed participants to think critically, debate vigorously and question strategically.

Bringing educators to Darden and offering them the type of executive education experience heretofore seen only in business, and then tailoring it to meet their unique cultural and organizational needs as educators, was truly an innovation at the time. These programs didn't end after the closing session at Darden. Mark wanted us to bring continued support to these leaders, and so he hosted follow-up "refresh" sessions and school board executive development retreats, taught by leading management and ethics professors. This full-service approach to leadership development benefited these educational leaders, by offering them a two-year program career development program, in which they had Darden residencies as well as local touch points as they pursued strategic initiatives to benefit teachers, students and the community.

I strongly support the recognition of the innovation that has become the University of Virginia's Darden/Curry Partnership for Leaders in Education. As both an MBA and a Ph.D. in education, I value the legacy of Mark Templeton and the PLE as a contribution to the art and science of education, based on the best practices of leadership development.

Thank you for your time and for considering Mark Templeton's important contribution to the field of educational leadership.

Sincerely,

A handwritten signature in black ink, reading "Tierney Fairchild". The signature is written in a cursive, flowing style with a large, prominent "T" and "F".

Tierney Fairchild, Ph.D.
Executive Director



August 18, 2016

To Whom It May Concern:

I am delighted to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education. Although my personal interactions with Mr. Templeton have been limited, I am truly grateful to him for the support and innovative idea that became the University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE). Without Mark's vision, which was ambitious and pushed our organization to think about being world-class and to help partners think boldly from the outset, we would not be positioned to pursue uncommon impact. As the PLE's Executive Director, I have led the direction and operation of the program since 2013, and worked with the program since 2010. During my tenure, sixty public school districts have participated in this executive education program, and I have personally seen the benefits to student learning in those schools. This program would not have become the success that it is today, and therefore these students would not have had the opportunities in life that they will, if it had not been for the support of Mark Templeton in 2003.

As an example of the benefits of this innovative approach to leadership development, I would like to share the following anecdote about one of our most recent partners, Gallup-McKinley in New Mexico. This district, serving primarily native and Hispanic populations, has historically been one of the two lowest performing districts in the forty-ninth ranked state in education. As we have had it in our DNA from the beginning to challenge and build capacity of system leaders to rethink their work, Gallup saw value in our partnership despite previously stating that 'they've tried everything'. After one planning and one implementation year, all six partner schools increased their literacy scores, five out of six schools rose at least one letter grade, and three out of six rose at least two letter grades, indicating double-digit growth data. We are now partnering with twelve schools in Gallup and early indicators from 2015-16 results suggest another year of system-wide growth. The state of New Mexico is leveraging their story and results to highlight what is possible and invite other districts to visit their schools.

I strongly support the recognition of the innovation that has become the University of Virginia's Darden/Curry Partnership for Leaders in Education. I look forward to continuing the legacy of Mark Templeton for districts, schools, leaders, and students for years to come.

Sincerely,

William Robinson
Executive Director, Darden/Curry Partnership for Leaders in Education
University of Virginia



August 11, 2016

To Whom It May Concern:

I am delighted to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education.

In my role with Citrix, I had the privilege of working with Mr. Templeton at the time when the idea for the University of Virginia's Darden/Curry Partnership for Leaders in Education (PLE) was birthed and came to fruition. During that time, we had no guarantee that the idea would become so successful or be multiplied across the country, but we believed it was the right thing to do at the time for the schools in our corner of the world. I personally saw the benefits to student learning in those inaugural schools as systemic changes were implemented at the leadership level.

As an example of the benefits of this innovative approach to leadership development, I would like to share the following. Many teachers approached me to say they were overwhelmed by the opportunity to be a part of this program. As lifelong learners, they relished in the experience and were committed to bringing this new level of teaching to their students.

I strongly support the recognition of the innovation that has become the University of Virginia's Darden/Curry Partnership for Leaders in Education. I am honored to have been a part of the legacy of Mark Templeton and the PLE as a contribution to the art and science of education, based on the best practices of leadership development.

Mark's mantra is Passion, Persistence and Pride. He believed it, lived it and instilled it in all who worked with him.

Sincerely,

A handwritten signature in black ink, appearing to read "Jo Moskowitz".

Jo Moskowitz
Director, Corporate Citizenship
Citrix

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800.228.1766
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September 1, 2016

Dear Brock 2017 Laureate Selection Committee:

Those of us who work in the National Comprehensive Center Network funded by the U.S. Department of Education are very familiar with the national movement involving the work of the University of Virginia's Partnership for Leaders in Education (UVA-PLE). Its work, which began with the innovation of Mark Templeton, has had a significant impact on student learning in schools, districts, and states all across the nation. This movement influences the work we do in assisting state education agencies to meet the diverse needs of all learners.

I am delighted to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education. Although I have not personally met or worked with Mr. Templeton, I have been a direct recipient of the UVA-PLE executive education programs. As the Associate Vice President for Outreach and South Central Comprehensive Center Director at the University of Oklahoma, I have facilitated the participation of leadership teams from the New Mexico Public Education Department (NMPED) and Oklahoma State Department of Education (OSDE) in two of these programs: School Turnaround Specialist and State Education Agency Leadership.

During one of the State Education Agency Leadership Program sessions, OSDE leadership team members determined to set a new course in cross-divisional collaboration to support low-performing schools because they had learned from their PLE classes that highly effective organizations bring all resources together in support of the neediest projects with the potential for the greatest reward. Also because of their PLE classroom experiences, they recognized a need to inspire all agency staff members to rethink their roles and functions to change their behavior of limited collaboration and diverse foci. As a leadership team, they developed a strategic action plan that began with an agency-wide staff meeting dedicated to inspiring and persuading rather than making assignments and scheduling more meetings.

Upon the conclusion of the agency-wide staff meeting, several staff members reported they felt reinvigorated to do their work and reenergized to overcome the challenges that are often brought on by collaboration. One staff member shared with her Assistant State Superintendent that she finally felt free to say "no," to the plethora of tasks that pulled her away from supporting low-performing schools so she could focus her attention on those tasks that would make the biggest differences for students. Within a few months, the agency began to coalesce around a few, specific strategies that would change policy and practice in positive ways for the most at-risk students. One member of the leadership team consistently points to our support and the work of the PLE as the turning point in how the agency came together.

In addition, the South Central Comprehensive Center has provided support to NMPED to develop its own model of school turnaround leadership professional learning based on the principles of the PLE. The NMPED program, which includes Principals Pursuing Excellence (PPE) and Teachers Pursuing Excellence (TPE), has just launched its fourth cohort of leaders learning how to facilitate significant systems change to improve outcomes for students. NMPED's model is one example of how the PLE innovation has multiplied and will have exponential impact for students across the country.

I strongly support the recognition of the innovation that has become the University of Virginia's PLE and New Mexico's PPE and TPE. I look forward to the possibility of engaging with Mr. Templeton directly should he receive this award.

Sincerely,

A handwritten signature in cursive script that reads "Belinda Biscoe".

Belinda Biscoe, Ph.D.
Director of the South Central Comprehensive Center
Associate Vice President for Public and Community Services
College of Continuing Education
University of Oklahoma
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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

August 24, 2016

To Whom It May Concern:

I am delighted to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education. Although I have not personally met or worked with Mr. Templeton, I have been a direct recipient of the University of Virginia's Partnership for Leaders in Education (PLE) executive education program for school turnaround leaders.

As the Director of the Student Achievement and School Turnaround Division for the New Mexico Public Education Department (NMPED), I have facilitated the participation of New Mexico public school districts in the program and have seen the benefits to student learning in those schools. Furthermore, over the last three years, I have led the effort of NMPED to develop our own model of school turnaround leadership professional learning based on the principles of the PLE. Our program, which includes Principals Pursuing Excellence, has just launched our fourth cohort of leaders learning how to facilitate significant systems change and leader behaviors to improve outcomes for students.

As an example of the benefits of this innovative approach to leadership development, I would like to share the following key data points. New Mexico schools that have embraced new opportunities for kids are beginning to see success:

- 84 low-performing schools, historically with Fs and Ds, have embraced reform and created a network of schools doubling and tripling state growth rates. In total, these schools serve approximately 19,000 students, equivalent to the third largest district in the state.
- 83% of students in PPE schools are economically disadvantaged vs 71% statewide
- 23% of students in PPE schools are Native American vs 11% statewide
- 16% of students in PPE schools are English Language Learners vs 12% statewide
- PPE schools increased Math proficiency by 4.24% vs state average of 2.5%
- PPE schools increased ELA proficiency by 4.87% vs state average of 1.3%
- Farmington
- Up 8.5% in ELA and 677 more kids are proficient this year compared to last year
- Up 4.5% in Math and 346 more kids are proficient this year compared to last year
- Gallup-McKinley

- Up 3.3% in ELA and 264 more kids are proficient this year compared to last year
- Up 3.1% in Math and 246 more kids are proficient this year compared to last year

I support the recognition of the innovation that has become the University of Virginia's PLE and New Mexico's PPE and TPE. I look forward to the possibility of engaging with Mr. Templeton directly should he receive this award.

Sincerely,



Debbie Montoya
Director, Student Achievement and School Turnaround Division
New Mexico Public Education Department

*Cindy Hackney
Superintendent*

*Danny Pittman
Asst. Superintendent*

The Warrior Way

Anadarko Public Schools

Administration Building

1400 South Mission

Anadarko, OK 73005-5813

(405) 247-6605

To Whom It May Concern:

I am delighted to support the nomination of Mark Templeton to become the 2017 Laureate of the Brock International Prize in Education. Although I have not personally met or worked with Mr. Templeton, I have been a direct recipient of the University of Virginia's Partnership for Leaders in Education (PLE) executive education program for school turnaround leaders. As the Superintendent of Anadarko Public Schools in Anadarko, Oklahoma, I have led my district in significant systemic changes as a result of our learning from the PLE.

We are extremely proud that we have gone from a district with no cohesive systems in place to now being a district who only works within the systems we have created through our work with the PLE. Through this partnership, we have developed and put in place a framework of purposeful district-wide systems for data driven instruction, professional development with a strong support system for all teachers, 90 day action plans for teachers, principals, and district leadership, student assessment, and talent management with a detailed component for internal leadership development.

As a result of this innovative approach to leadership development, we have seen drastic improvements in our students' outcomes. As only one example of many successes we have had over the last three years, our third grade students' reading scores took a 19 point jump on the state reading test this past year.

I strongly support the recognition of the innovation that has become the University of Virginia's PLE. I look forward to the possibility of engaging with Mr. Templeton directly should he receive this award.

Sincerely,



Cindy Hackney
Superintendent
Anadarko Public Schools