



## LEADERSHIP FOR EDUCATORS

### Newsletter from THE LEEEGH on Professional Development for Educators

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**THE LEEEGH TO OFFER A FREE WEBINAR ON LEADERSHIP TRAINING FOR TEACHERS ON JANUARY 25TH, 2012 AT NOON EASTERN TIME.**

**TO REGISTER GO TO:**

**<http://www.icfi.com/events/webinars/2012/01/leadership-development-educators>**

***Through the support of ICF International, a leader in educational training and program evaluation, a free webinar will be held from noon to 1:00pm Eastern Time. The webinar will cover such topics as:***

- How leadership training is highly relevant to teachers
- Key elements of leadership training
- Examples of how being a better leader can improve student outcomes and teacher satisfaction
- A simplified, but useful explanation of leadership theory and how it applies to teachers
- A question and answer period
- Participants can receive 20% off on the book, ***Leadership Development for Educators***, by contacting: <https://rowman.com/ISBN/9781607090205> or calling 800-462-6420 and using the promotion code: **6S12ICF20**

## **University of Maryland Baltimore Campus Completes Strategic Plan for THE LEEEGH'S Work in Training Educators**

Based on analysis of our previous work, our strengths and the needs of PreK-12 education in 2012 and beyond, UMBC has produced a strategic plan for THE LEEEGH to implement in expanding the professional development courses we offer to teachers, principals, staff and administrators in all types of PreK-12 Schools. For a listing of the courses we offer, please see: <http://www.leadershipforeducators.org/leadership-courses.html>.

### **THE LEEEGH Seeks New Ways to Help PreK-12 Schools Continue and Expand Professional Development Opportunities for teachers, principals, staff and administrators in the face of budget cuts across the nation.**

**Demands on those who work in our PreK-12 schools are increasing at the same time when research by THE LEEEGH shows that budgets for professional development are decreasing. This cannot continue. We cannot expect our teachers and principals, administrators and staff to accomplish new goals without new training. We must find a new way to drive down the per unit cost of training and find new ways to pay for training in order to bolster professional development among educators. The featured article at the end of this newsletter addresses this issue.**

## **FEATURED ARTICLE**

### **IMPROVING PROFESSIONAL DEVELOPMENT OF TEACHERS, STAFF, PRINCIPALS AND ADMINISTRATORS ON A LIMITED BUDGET**

#### **Introduction**

**Schools are facing significant budget cuts. In every sector of the economy, when budget cuts come down, training is one of the first areas to be cut. In education, this has been no exception. Therefore, how do school districts, charter schools, and private schools in the PreK-12 arena, make available excellent professional development in a low cost manner? This article addresses this question by proposing a new model for professional development funding and course offerings.**

**Most people will agree, with the challenges our PreK-12 educational system faces, that this is not time to cut out much needed professional development for teachers and principals. This article addresses this issue with an innovative approach to funding training in our PreK-12 schools.**

### ***A New Model For Funding Professional Development***

***The method currently in place for providing training for teachers and principals is either for internal professional development in the school (school district) to provide training or outside trainers are hired to provide the training. Teachers and principals would receive these courses for free, and the school, school district, charter school or private school organization would bear cost of the training. Certainly, teachers have been paying for some courses.***

***The new model we propose is a hybrid in numerous respects. First, school districts, charter and private school organizations, would not pay for this professional development training. Teachers, staff and principals, and in some cases, schools, would pay for this training. In fact, they would receive money from the vendors that provide the training. For example, 10% of the total proceeds of the training would go to the school district for the following activities:***

- 1. Administer the overall training program***
- 2. Certify the training provider***
- 3. Let teachers know about the training***
- 4. Assist with certification of the courses for credit for the teacher***
- 5. Provide record keeping of who takes the course for official school purposes  
(advancement, salary determination, etc.)***

***Under this system teachers, principals, and administrators would pay for their own training. They would buy the training they want from the menu of offerings provided by the approved vendors. The downside of doing this is that teachers have very limited salaries and this is going to hurt their pocketbook to some extent.***

***This approach has several advantages. Today, every school district, charter or private school organization builds its own professional development courses and systems. This system will be more efficient because it allows for school districts and buyers of training to purchase from national organizations. Second, under this system, vendors will respond to feedback and improve their programs quickly when teachers, staff and principals evaluate them negatively. Third, this system opens up training to more teachers, staff and principals than the current system can accommodate.***

***This approach could create responsive, national organizations, or at least statewide organizations, capable of providing high quality, low cost training programs. School districts, charters, and private school organizations would become cash positive for undertaking this system. They would provide low-cost but highly valuable roles supporting this new system. These educational***

*organizations could use this money to address the budget cutting environment they face.*

### ***The Benefits and Win-Win Nature of This New Training Model***

*First, teachers, administrators and staff will win by having a large number of professional development options at a low cost. Second, educational organizations will win because they will receive 10% of the total proceeds of the courses in their market. Third, innovation will be a clear winner as new courses and distribution systems are generated by this revenue sharing model. Fourth, the general public would win as the entire training system for teachers would become more transparent. Universities and other training vendors would win as they can earn a reasonable return for training larger numbers of teachers than they can reach today with their current training methods.*

### ***Conclusion***

*This new revenue sharing model is bold. The time is right for our nation to employ a new economic model for providing professional development for teachers, administrators, staff and principals. This new model begins to transform and modernize our professional development training system in PreK-12 education.*

For more information about THE LEEEGH'S Professional Development for Teachers, please contact Herb Rubenstein, [herb@sbizgroup.com](mailto:herb@sbizgroup.com) or Diane Anderson, [anderson150@comcast.net](mailto:anderson150@comcast.net).