



Purpose

Learning Leader Institute (LLI) provides relevant learning opportunities aimed at enhancing knowledge and skillsets necessary to leadership. The aim of the institute is to build community, learn from one another, and keep the focus on the influence and impact that leaders have on the future of student learning in Cypress-Fairbanks ISD.

Benefits

Leaders engage in professional learning aimed at building their capacity. They walk away better equipped to support their staff with instructional shifts that require buy-in, a mindset of continued growth, and the knowledge, skills, and dispositions to strengthen relationships and adapt to changing needs. In turn, a sense of community is created where administrators see themselves as part of a culture of learning.

Program Design

By way of two mini-conferences in the fall and spring, leaders engage in learning that revolves around timely and relevant themes focused on the needs and challenges faced by today's leaders. As such, themes are driven by four guiding principles: Voice and Choice; Capacity Building; Active Engagement; and Workplace Transfer.

Expectations

Attendance at each planned mini-conference is expected of those identified as target audience members.

Target Audience

Campus principals along with district-level leadership from the departments of Curriculum & Instruction and School Leadership are members of the intended audience for LLI. Principals, directors, and curriculum coordinators may elect to involve varied team members depending on mini-conference topics and needs of team members.

Guiding Principles

Voice and Choice

Moving from a one-size-fits-all approach, this principle invites voice and choice in the learning process. To ensure that learning themes remain relevant, timely, and practical to leaders, the voice of the customer (in this case the leader) is the central driver of selection. Voice paired with choice creates the balance leaders demand when looking for learning that meets their needs.

Capacity Building

Realizing that leaders hold learning among their top priorities for students, staff, and themselves, this principle reinforces the belief that professional learning serves as the catalyst for improvement and sustainable change. These improvements require learning that expands educators' knowledge, skills, practices, and dispositions.

Active Engagement

In professional learning, active engagement promotes change in educator practice and student learning. This principle postulates that when adult learners interact and connect to the content, as well as one another, the learning sticks and the implementation gap narrows.

Workplace Transfer

Workplace transfer can be defined as the sustained change that happens after learning. It is the application or implementation phase of learning. This principle honors the learning leaders need for practical application.