2004 Cahn Fellows Program
Summer Leadership Program
July 26- August 6, 2004

LEADING DURING PERIODS OF CHANGE:
LESSONS FROM THE PAST AND OPPORTUNITIES FOR THE FUTURE
July 26-July 30, 2004

Week One of the Cahn Fellows Program Summer Leadership Institute is designed to provide Fellows with an in-depth study in the field of leadership. Through an experiential learning component that provides for exposure to leaders in a variety of organizational settings, Fellows are encouraged to reflect on their own leadership strengths and weaknesses. Through readings, lectures, and case-based sessions, Fellows also receive a solid grounding in organizational change theories.

Monday, July 26, 2004

8:30am-9:00am Welcome & Introductions Grace Dodge Room 179

9:00am-12noon Travel to Dickinson College, Carlisle, PA

1:00pm-3:00pm Working Lunch- Review of Campbell Leadership Descriptor Stern Great Room, Dickinson College
David Campbell, Senior Fellow, The Center for Creative Leadership

David Campbell will lead the Cahn Fellows in a review of their own leadership strengths and weaknesses. At the conclusion of this session, Fellows will be able to describe the major components of leadership, identify the characteristics of a successful leader and develop a personal action plan for improving their leadership abilities.

3:00pm-3:30pm Break
3:30pm-5:00pm  
**Social Hall West & Center**  
**Discussion of Seven Revolutions Initiative with the Cahn and Klingenstein Fellows**  
*Erik R. Peterson, Senior Vice President, Center for Strategic & International Studies, Washington, D.C.*

Seven Revolutions is an effort at the Center for Strategic & International Studies to analyze the issues that policymakers, business figures, and other leaders will face out to the year 2025. The goal of the project is no less ambitious—to promote strategic, forward-looking thinking among current and future leaders about how the world will change over the next 25 years and what that change will mean for international leadership.

The Cahn Fellows Program is partnering with the Klingenstein Center for Independent School Education at Teachers College to enable public and independent school leaders to come together for this important discussion on the future of leadership.

5:30pm-6:00pm  
**Social Hall East**  
**Social Hour: Cahn and Klingenstein Fellows**

6:00pm-8:00pm  
**Social Hall East**  
**Dinner Hosted by Dean Weissman, Academic Dean of Dickinson College**  
The dinner will be followed by an overview presentation on the Battle of Gettysburg: the Strategic Setting  
*Colonel Jeff McCausland, Director, Center for Leadership in Conflict Initiative, Dickinson College*

This presentation, in anticipation of the Cahn Fellows visit to the Gettysburg battlefield on July 27th, provides an overview on the strategic choices facing both sides during the Battle, why the South chose to attack in Gettysburg, the role of personalities in the decision process, the impact of technology, etc.

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**Tuesday, July 27, 2004**

7:00am- 8:30am  
**HUB Dining Room, Dickinson**  
**Breakfast**

8:30am-5:00pm  
**Gettysburg**  
**Leadership Issues and Challenges at Gettysburg: A Historical Perspective**  
*Colonel Jeff McCausland*  
*Anthony Williams, Chair, National Intelligence Studies, U.S. Army War College*

The Cahn Fellows will spend the day on the historic Gettysburg Battlefield reviewing the leadership decisions of the Confederate and Union Armies that changed the course of American history. Fellows will have the opportunity on this tour to look at the leadership executed by the two Armies’ commanders including the management of risk, management of key subordinates and unique leadership styles.

5:00pm-6:00pm  
**Herr Tavern**  
**Social Hour: Cahn and Klingenstein Fellows**

6:00pm-8:00pm  
**Herr Tavern**  
**Dinner and Reflections**  
*Colonel Jeff McCausland*

The Cahn Fellows together with the Klingenstein Fellows will have the opportunity to reflect on the leadership decisions made during the course of the Gettysburg Battle and the lessons they can apply from the outcomes of those decisions to the leadership of their own schools.
Wednesday, July 28, 2004

7:00am-8:30am  
**HUB Dining Room, Dickinson College**
**Breakfast**

8:00am-9:00am  
**Weiss Auditorium**
**Executive Wellness**
*Dr. Tom Williams, Colonel, Director of the Army Physical Fitness Research Institute, U.S. Army War College*

The physical and emotional well-being of an individual is a key factor in their effectiveness as a leader. Dr. Tom Williams will review some key strategies practiced by the U.S. Army to ensure the health and wellness of the organization’s own leaders. Fellows will be able to apply these practical strategies to their own lives.

10:00am-11:30am  
**Weiss Auditorium**
**U.S. Army War College Overview**
*Dr. Bill Johnsen, Dean of Academics, U.S. Army War College*

Dean Bill Johnsen will provide the group with an overview of the U.S. Army War College’s leadership development curriculum and engage them in a discussion on strategic visioning at the organizational level.

12:30pm-1:30pm  
**U.S. Army War College**
**Luncheon at the U.S. Army War College**

Thursday, July 29, 2004

9:00am-12:30pm  
**Grace Dodge Room 179**
**Organizational Change Lecture and Case Study**
*Professor Sigal Barsade, The Wharton School of the University of Pennsylvania*

Professor Barsade will review key elements of organizational change including reasons for resisting organizational change, the most common mistakes managers make during the change process, the role of the leader during the change process and criteria for effective change. This theoretical review will be followed by a case study session examining the change process initiated by one high school principal as she worked to redesign her large school into several smaller schools.

12:30pm-2:00pm  
**Grace Dodge Room 179**
**Luncheon Discussion on Building and Sustaining Successful Organizations**
*Frances Hesselbein, Chairwoman, Leader-to-Leader Institute*

Keynote speaker, visionary and leader, Frances Hesselbein will impart her views on the leader’s role in developing and sustaining the growth of an effective organization.

2:00pm-5:30pm  
**Grace Dodge Room 179**
**High Stakes Testing Presentation**
*Professor Jay Heubert, Department of Organization & Leadership, Teachers College, Columbia University*

Professor Heubert will review the current scope of graduation and promotion testing in the U.S. Current controversies regarding the likely effects of promotion and graduation tests on minorities students, English language learners, students with disabilities and disadvantaged students will be discussed. In addition, the principles of appropriate test use and legal issues in the high stakes testing environment will be considered.
9:00am-10:15am  The Carnegie Council on Ethics and International Affairs

Leadership of a Non-Profit Organization
Joel Rosenthal, President of the Carnegie Council on Ethics and International Affairs

President of the Carnegie Council on Ethics and International Affairs, Joel Rosenthal will discuss the specific leadership challenges and opportunities associated with running a not-for-profit organization including encouraging innovation among staff members in the organization, managing multiple constituencies, and developing intellectual capital, while sustaining the healthy growth of the organization.

10:30am-12:30pm  The Carnegie Council

Panel Discussion on Rebuilding Educational Systems in Post-Conflict Situations
Dana Burde, Visiting Professor of Comparative & International Education, Teachers College, Columbia University
Elizabeth A. Cole, Senior Program Officer, Studies and Education, Carnegie Council on Ethics and International Affairs
Frank Dall, Senior Education Advisor, Creative Associates International, Inc.
Barry Rosen, Executive Director of the Teachers College Afghanistan Education Project

This panel will be moderated by Joel Rosenthal

Fellows will be able to apply what they have studied this week in the areas of organizational change and culture to the specific challenges associated with rebuilding educational systems in post-conflict situations

12:30pm-2:00pm  The Carnegie Council

Round Table Lunch Discussion
Professor Arthur Levine, President, Teachers College, Columbia University

2:00pm-3:30pm  The Carnegie Council

Wrap-Up, Reflections and Evaluations on Week One of the Summer Leadership Institute
Week Two of the Cahn Fellows Program Summer Leadership Institute examines theories and practices contributing to excellence in education. The examination is framed in the context of the federal government’s No Child Left Behind legislation and addresses the competing tensions presented by NCLB in achieving this excellence. Cahn Fellows will look at distributed leadership as a potential model for supporting excellence in education and will also study the role of cognition and learning in changing instructional practice.

Cahn Fellows will be asked to apply the information they learn during Week One and Week Two of the Summer Leadership Institute to develop their own individual challenge action plans. The Individual Challenge is a challenge each Fellow is facing in the leadership of his/her school that will be addressed over the 2004-05 school year as a component of the Cahn Fellowship.

### Monday, August 2, 2004

**9:00am-12noon**

**Building a New Structure for School Leadership**

*Professor Richard Elmore, Harvard Graduate School of Education*

This session focuses on strategic school improvement in the face of external pressure for accountability. We will address what the knowledge, skill, and practice requirements are for effective leadership of school improvement.

**12:00noon-2:00pm**

**Lunch**

**2:00pm-3:00pm**

**Development of Individual Challenge Action Plan with Cahn Fellows**

*J. Kirsten Busch, Director, The Cahn Fellows Program*

*Professor Henry Levin, Department of International and Transcultural Studies, Teachers College, Columbia University*

The Individual Challenge Action Plan outlines a specific issue facing each Fellow in the leadership of his/her school as well as the plan the Fellow will put into place to address this issue. Creation of the plan involves a review of the elements of the transformation process (people, task, formal organization, and informal organization) that each Fellow will need to address to affect change in the school. In addition, Fellows will identify measurable outcomes of what they would hope to see if they were effective in resolving their challenge.

**3:00pm-5:00pm**

**Gifted Education for All Students**

*Professor Henry Levin, Teachers College, Columbia University*

This session will focus on the paradox that educational enrichment usually associated with gifted and talented classes is effective for all children. It will focus on the Accelerated Schools Project, a project that has incorporated this approach since 1986 and extends to about 1,000 schools in 41 states. The school change process, its application, and its consequences will be presented, as well as the obstacles to such change.
Tuesday, August 3, 2004

9:00am-12:30pm  Grace Dodge Room 179
School Improvement: Learning Challenge
Professor James Spillane, School of Education and Social Policy, Northwestern University

This session focuses on the role of cognition and learning in teacher change, exploring the school improvement process as an adult learning challenge and examining how the school organization enables or constrains this learning.

12:30pm-2:00pm  Private Dining Room
Lunch

2:00pm-5:00pm  Grace Dodge Room 179
Distributed Leadership in Practice
Professor James Spillane, School of Education and Social Policy, Northwestern University

An in-depth analysis of the practice of school leaders is necessary to render an account of how school leadership works. Knowing what leaders do is one thing, but without a rich understanding of how or why they do it, our understanding of leadership is incomplete. This session will examine what a distributed perspective of leadership entails and then review different dimensions of distributive leadership in practice.

Wednesday, August 4, 2004

9:00am-12noon  Grace Dodge Room 179
Adult Learning & Development
Professor Ellie Drago-Severson, Harvard Graduate School of Education

How can you, as a principal, create opportunities for teacher learning that really work to support teachers with different needs, preferences, and developmental orientations? The best professional development programs ignite and sustain teachers' excitement in learning, growing, and changing their classroom practices. In this session, learnings from research that focused on how 25 principals from diverse schools across the U.S. shape positive school climates and employ practices that support teachers' growth and learning will be presented. In this workshop, Fellows will learn: (1) a new model of learning-oriented leadership that can be tailored to their particular settings and individuals; (2) the four pillar practices that support adult learning: teaming, providing leadership roles (distributing leadership with developmental intentions), engaging in collegial inquiry, and mentoring; and (3) adult learning principles that inform teacher growth and development, and why they are essential to effective teacher development programs.

12:30-2:00pm  Grace Dodge, Room 179
Luncheon Discussion on Leadership
Edith Everett, Cahn Fellows Board Member and Senior Vice President, Gruntal & Company
Middle and High School Principals Workshop
Joseph DiMartino, Director, The Educational Alliance at Brown University
Naomi Housman, Coordinator, The National High School Alliance at the Institute for Educational Leadership

This workshop is designed to guide secondary school principals in an exploration of what it means to create personalized learning environments and a professional learning community that provide ongoing development of educators’ capacity to transform school culture for the achievement of all students. Facilitators will lead an interactive session using protocols and case studies developed by the National High School Alliance and its partner organizations. Activities and discussions model a reflective assessment process that principals can use to engage members of their school and community in the process of transforming the school’s learning environments for students, faculty, staff, and community members.

Elementary School Principals Workshop
Professor Henry Levin, Teachers College, Columbia University

This workshop will provide the Cahn Fellow Elementary School Principals with the opportunity to critique each others’ Individual Challenge Action Plans. Specific emphasis will be placed on the identification of resources that can be use to support the implementation of each plan as well as a review of measurable outcomes critical to the success of the plans.

Thursday, August 5, 2004

9:00am-12noon
Small Group Workshop on Individual Challenges
J. Kirsten Busch, Director, The Cahn Fellows Program
Professor Henry Levin, Teachers College, Columbia University

This is a working session that provides the members of the 2004 Cahn Fellows Cohort with a rare opportunity to develop strategies to improve the leadership of their schools in a collaborative environment. The interaction of Fellows across school levels and geographic areas contributes to the richness of this exercise. Fellows will use the plans they finalize during today’s sessions as a tool to assist them in the leadership of their schools over the 2004-05 school year.

12:00noon-2:00pm
Lunch

2:00pm-5:00pm
Small Group Workshop on Individual Challenges, Continued

Friday, August 6, 2004

9:00am-12noon
Reflections, Wrap-Up, and Evaluations
J. Kirsten Busch, Director, The Cahn Fellows Program
Professor Henry Levin, Teachers College, Columbia University

12:30-3:30pm
Luncheon & Presentations of 2004 Cahn Fellows’ Individual Challenge Action Plans