

THE INSTITUTE FOR LEADERSHIP ENHANCEMENT AND DEVELOPMENT (I-LEAD)



For more information, contact:

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At-A-Glance

For almost 30 years, we have worked with schools, primarily with and through the school's principal, to do whatever is required to: (1) Increase student achievement; and (2) Move the school forward. The I-LEAD Associates concentrate their time, talent, and energy on the following five focus areas:

Focus Area I— Providing One-to-one, On-site Coaching Services to the School's Principal;

Focus Area II— Providing One-to-one, In-class Coaching Services to Teachers;

Focus Area III— Conducting Classroom Walkthroughs with the School's Principal;

Focus Area IV— Organizing, Training, and Working with the School's Leadership Team; *and*

Focus Area V— Participating in the School's Academic Conference Process (using data to inform instruction).



A more detailed description of each of I-LEAD's Five Focus Areas follows:

Focus Area I

Providing one-to-one, on-site coaching services to the school's principal—I-LEAD Associates provide one-to-one, on-site coaching and support to principals that are rooted within the reality of the job. Essentially, every coaching session is an individualized, job embedded, professional development session. Coaching sessions are specifically crafted to (a) Enhance the leadership skills of the principal; and (b) Help the principal identify programs, practices, and strategies that will impact instruction and increase the students' academic achievement.

Focus Area II

Providing one-to-one, in-class coaching services to teachers—This proactive, positive, confidential process of direct classroom support redefines professional development in that I-LEAD Associates provide high-quality, targeted, one-to-one, in-class coaching support to teachers who are interested in refining their teaching skills. Areas of support generally include, but are not limited to, the following: classroom management; lesson planning; delivering an effective, standards-based instructional program, etc. Identified teachers receive on-site support from an I-LEAD Associate through collaborative planning, classroom observations, modeling, and reflection. After scheduled teaching episodes, the teacher receives constructive feedback from an I-LEAD Associate. The targeted, constructive feedback is designed to highlight the teacher's strengths and identify areas upon which he or she can improve.

Focus Area III

Conducting classroom walkthroughs with the school's principal—I-LEAD Associates conduct regularly scheduled walkthroughs with the principal to ensure that teachers are delivering an age and grade appropriate standards-based instructional program. While the Associates do not formally evaluate teachers, they debrief with the principal after the walkthrough and give input to the principal related to: (a) lesson delivery; (b) lesson design; (c) student engagement; and (d) adherence to state standards, etc.

Focus Area IV

Organizing, training, and working with the school's leadership team—I-LEAD Associates regularly attend and participate in scheduled Leadership Team meetings that are held weekly, bi-weekly, or monthly (I-LEAD recommends weekly or bi-weekly meetings). The Leadership Team is a site-based group that is organized to work collaboratively to accomplish a set of objectives that cannot be achieved effectively by an individual. The Leadership Team is generally composed of the principal, assistant principal, teachers, classified staff, and parents. The size of the Leadership Team generally depends on the size of the school and the number of staff and parents who are committed to helping develop the full academic potential of the school site.

Focus Area V

Participating in the school's academic conference process—I-LEAD Associates regularly attend and participate in academic conferences—a collaborative process whereby teachers, working under the leadership of the principal, analyze data; reflect on instructional practices; and develop, revise, or implement teaching interventions that are designed to make students more successful. Essentially, the academic conferencing process enables teachers to use data to inform their instruction. Generally, academic conferences are held 2-4 times per school year.

Website: Visit i-lead.net to learn more about our company.

Making a Difference...

**One day at a time,
One Client at a time!**

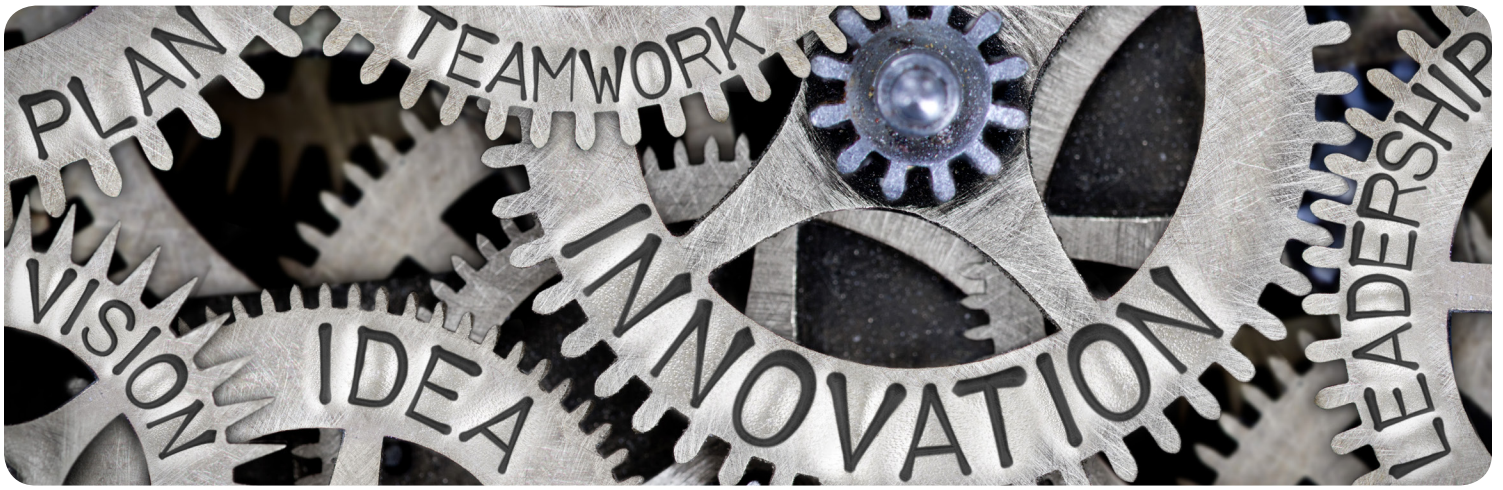
I-Lead Associates:

- Provide efficient, quality service to clients;
- Treat everyone with courtesy, dignity, and respect;
- Strive for understanding through open, timely, and clear communication;
- Believe that every person in the organization is part of the team and is thus part of the solution; and
- Believe that "You can, if you think you can!"



I-LEAD Associates believe in the equal worth and dignity of all individuals and are committed to enhancing and developing the leadership skills of all individuals to their maximum potential. We believe that only a small percentage of people can teach others to become better leaders.

Learning how to become a better leader is a process whereby individuals are given increasingly more responsibility coupled with effective mentoring, coaching, and guidance to achieve desired results.



About Our Team:

Thomas L. Williams, Ed. D., Founder and Chief Executive Officer

Dr. Williams recently retired as a professor in the Department of Teacher Education at California State University, Sacramento, CA. He received his Bachelor of Science (B.S.) from Indiana State University, Terre Haute, IN; his Master of Science (M.S.) from Purdue University, Lafayette, IN; and his Doctor of Education (Ed. D.) from the University of the Pacific, Stockton, CA.

Linda S. James, Ed. D., I-LEAD Associate

Degrees Earned:

- ▶ Ed. D, Alliant Int'l University, San Francisco, CA
- ▶ M.S., California State University, Hayward
- ▶ B.A., California State University, Fresno



Janet Irene Hecsh, Ph. D., I-LEAD Associate

Degrees Earned:

- ▶ Ph. D., University of California, Davis
- ▶ M.A., University of California, Davis
- ▶ B.A., University of California, Los Angeles
- ▶ Clear Secondary Teaching Credential (Social Science and Spanish)

Harold "Skip" N. Landon, M.A., I-LEAD Associate

Degrees Earned:

- ▶ M.A., Consortium of California State Universities
- ▶ B.A., California State University, Fresno

**“We help LEAD
you where you
want to go.”**