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PRESS RELEASE

July 15, 2005

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SCHOOL LEADERS MERGE BUSINESS AND EDUCATION PRACTICES FOR SCHOOL IMPROVEMENT

Stanford, CA — School leaders from around the country will come together in August to immerse themselves in a unique program that combines best practices from education and business for school improvement. Titled "Executive Program for Educational Leaders: Designing and Managing High-Performing Schools," the week-long institute enables district leaders to work as a team to develop action plans to implement school reform within their district.

This is the third year of the program, which is conducted by the Stanford Educational Leadership Institute (SELI), a joint initiative of Stanford University's School of Education and Graduate School of Business.

This year, eight teams from school districts around the country are participating. In total, more than 70 administrators and educators managing a total of more than 200,000 students will attend; districts range in size from 7,000-35,000. Participants include superintendents, principals, union and school board members and teacher leaders.

Teams spend an intensive week engaged in deep thinking about organizational change. Participants attend lectures, group discussions and planning sessions, working with some of the country's leading business and education faculty, including EPEL Faculty Co-Directors, Anthony Bryk, Stanford's Spencer Foundation Professor of Organizational Studies in Education and Business; and Linda Darling-Hammond, Charles E. Ducommun Professor of Education. Emphasis is placed on hands-on interactive learning, networking with peers and planning. When teams leave they will have customized action plans, which they will implement in the upcoming year.

"Educational leadership is a far more challenging occupation than it used to be," said Jason Wingard, Executive Director of SELI. "In order to create high-performing schools, today's leaders must understand organizational theory and management principles just as thoroughly as educational theory and practice. EPEL's unique focus and structure enable school leaders to not only learn how to merge best education and business practices but to create a tangible action plan that they take back to their districts and use to implement change."

For more information on EPEL 2005, visit the SELI website at: <http://seli.stanford.edu/index.htm>

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EPEL 2005 participating school districts are:

1. Berkeley Unified School District (Berkeley, CA: 8,843 students)
2. Dearborn Public Schools (Dearborn, MI: 17,555 students)
3. Franklin County Educational Service Center (Columbus, OH)
4. Horry County Schools (Conway, SC: 33,200 students)
5. Lorain County Public Schools (Elyria, OH: 7,766 students)
6. Montebello Unified School District (Montebello, CA: 35,507)
7. Trenton Public Schools (Trenton, NJ: 15,690)
8. Youngstown City Schools (Youngstown, OH: 10,084)

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