# Course Description

The School of Graduate and Professional Studies, Gwynedd Mercy University has developed this professional practicum experience as an integral part of your program. In the Educational Leadership program, you will use the knowledge, skills, and dispositions identified in the Pennsylvania Inspired Leadership (PIL) Standards and the Educational Leadership Constituency Consortium (ELCC) Standards to guide you through the 360 hours of required practicum experiences. You will complete 180 of the practicum experiences as embedded experiences in your ongoing coursework, and 180 hours will be completed in the Administrative Practicum I & II courses. This course requires 90 hours of practicum. Practicums require both elementary and secondary experiences to meet the K–12 Certification Requirements. See the Ed Admin Field Experience Handbook for more details.

**University Learning Outcomes (ULO)**

* **ULO1:** Communication Skills ­
* **ULO2:** Professional Competency ­
* **ULO3:** Moral and Ethical Judgment­
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking ­
* **ULO6:** Leadership in Society ­
* **ULO7:** Critical and Competent Use of Technology ­

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Relate the district’s vision to its overall educational philosophy, improvement process, student achievement, outreach, and personalization strategies at the building level.
* **CLO2:** Analyze the district’s instructional practices, including the observation, supervision, evaluation practices, professional development, curriculum, instruction, and assessment.
* **CLO3:** Evaluate the district’s improvement strategies through assessment practices, data analysis, and technology-monitoring systems.
* **CLO4:** Analyze district management in all operational areas.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.
* Complete 180 hours of documented practicum experience.

# Required Course Materials

Sergiovanni, T., Starratt, R., & Cho, V. (2014). *Supervision: A redefinition* (9th ed.). McGraw-Hill Education. ISBN: 9780073378664

Hoerr, T. R. (2005). *The art of school leadership*. Alexandria, VA: ASCD. ISBN: 9781416602293

Johnson, S. (2002). *Who moved my cheese? An amazing way to deal with change in your work and in your life* (12th ed.). New York, NY: G.P. Putnam’s Sons. ISBN: 9780399147241

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
| Discussion: Vision and Mission Statement | | 10 | <insert due date> |
| Discussion: Stakeholders | | 10 |  |
| Communicating with Parents | | 40 |  |
| Practicum Experience Agreement Form | | 0 |  |
| Standards Form | | 30 |  |
| Action Plan | | 50 |  |
| **Week 2** | | 0 |  |
| Discussion: Building Administrators | | 20 |  |
| Classroom Observation Schedule | | 20 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 3** | | 0 |  |
| Discussion: Observation and Supervision Process | | 20 |  |
| Classroom Observation Reflection | | 10 |  |
| **Week 4** | | 0 |  |
| Discussion: Success Indicators | | 20 |  |
| Discussion: Modifying the Observation, Supervision, and Evaluation Process | | 40 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 5** | | 0 |  |
| Common Core and PA State Standards | | 20 |  |
| Classroom Observation Reflection | | 10 |  |
| **Week 6** | | 0 |  |
| Discussion: Assessing Student Progress | | 20 |  |
| Methodology of Assessment | | 20 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 7** | | 0 |  |
| Discussion: School Improvement | | 20 |  |
| Plans for Improvement | | 40 |  |
| Classroom Observation Reflection | | 10 |  |
| **Week 8** | | **0** |  |
| Discussion: Promoting Change | | 20 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 9** | | **0** |  |
| Discussion: Framework for School Improvement | | 20 |  |
| Discussion: Technology | | 20 |  |
| How Data Flows | | 40 |  |
| Classroom Observation Reflection | | 10 |  |
| **Week 10** | | **0** |  |
| Discussion: Recruitment and Selection | | 20 |  |
| Discussion: Attracting Qualified Applicants | | 20 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 11** | | **0** |  |
| Discussion: Communication Strategies | | 20 |  |
| Discussion: Positive School Climate | | 20 |  |
| Press Release | | 40 |  |
| Classroom Observation Reflection | | 10 |  |
| **Week 12** | | **0** |  |
| Discussion: Student Services and Guidance | | 20 |  |
| Guidance Meetings | | 40 |  |
| Practicum Field Experience Log | | 10 |  |
| **Week 13** | | **0** |  |
| Discussion: Strategic Planning | | 20 |  |
| Submit E-Portfolio | | 190 |  |
| **Week 14** | | **0** |  |
| Improving the Inclusiveness of Stakeholders | | 20 |  |
| **Total Points** | | **1000** |  |
|  | |  |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |
| Nine |  |  |
| Ten |  |  |
| Eleven |  |  |
| Twelve |  |  |
| Thirteen |  |  |
| Fourteen |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| Week One: Leadership – Part I | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the district’s vision, mission statement, and educational philosophy are integrated into the building’s programming. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 1 of *The Art of School Leadership* | | 1.1 |  |
| **Review** the [FAQs on PA Inspired Leadership (PIL) Legislation regarding ACT 45](http://www.education.pa.gov/Teachers%20-%20Administrators/PA%20Inspired%20Leaders/Pages/PIL-Legislation-FAQ.aspx#tab-1). | | 1.1 |  |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent your educational background, your interests and hobbies, what interests you most about education, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday.  **Post** feedback on your classmates’ Padlet walls. | | N/A | Presentation: private post, share, and comment = **1 hour** |
| **Practicum Experience: Field Activities (Overview and Preparation)**  Field Activities are opportunities for you to put leadership theory to practice that extends far beyond your typical responsibilities to administrative leadership.  During this course, you will complete 180 hours of practicum experience at the elementary and/or secondary levels. Please note: You will be required to complete a total of 360 hours upon completion of Practicum II. Of the total 360 hours you must have a minimum of 40 hours at a level that you currently are not employed in. For example, if you are employed at the elementary level and secure 180 elementary hours during Practicum I, you must secure a minimum of 40 hours at the secondary level for Practicum II and vice versa.    **Review** the materials regarding field experience activities and requirements within the **Course Resources** tab on the left-hand column.  You will complete field practicum activities related to your Projects as framed in your Action Plan with the assistance of your mentor. Your projects must directly provide supervision or leadership in an area that aligns to one or more of the PIL standards. The hours projected for each project on the Action Plan are approximations. Report actual time spent in your log. Your University Supervisor has the authority to modify the hours you report if they are questionable. Please again use your professional judgment.  You must record your hours and activities on the Practicum Field Experience Log (found under **Course Resources**).  Each completed log must be 300 to 600 words in length and include the following:   * Describe the activity in the space provided. * List the PIL standard the activity supports. * Provide your rationale for why you feel that standard is supported by the activity.   **Submit** your logs in Weeks 2, 4, 6, 8, 10, and 12. Logs submitted late will have points deducted. Logs submitted more than 1 week from the submission date will not be accepted unless you have prior written approval by your Instructor and University Supervisor prior to the beginning of the Week the Log is due. | | All Course Objectives | Lecture Activity = **1.5 hour** |
| **Practicum Experience: Classroom Observations (Overview and Preparation)**  As part of your practicum experience, you will complete five classroom observations, two of which must be performed with your mentor.  Observations can be completed in any order on the focus listed below however you must submit an Observation in the Weeks listed.  **You must complete observations with the following focus:**   * Classroom instruction using technology – how is the teacher using technology to enhance or support instruction * A classroom lesson that exemplifies a goal of the school/district’s strategic plan * A classroom where behavior management is a concern or a special education classroom * 2 Classroom instructional observations in concert with your Mentor connecting the evaluation to Danielson’s Model. (If you are in a private school or out of state please discuss this Evaluation Tool with your Instructor)   Observationssubmitted late will have points deducted. Observations submitted more than 1 week after the submission date will not be accepted unless you have prior written approval by your Instructor prior to the beginning of the Week the Observation is due.  **Write** a 300- to 600-word summary and reflection of each classroom observation.  **Submit** your reflections where indicated in Weeks 3, 5, 7, 9, and 11. | | All Course Objectives | Lecture Activity = **.5 hour** |
| **Practicum E-Portfolio Due in Week 13**  Each student is required to develop an “E-Portfolio”  Please use a storage program of your choice - i.e. Freeweb, Blogger, etc. or a DVD to warehouse your material, as you will continue to expand on your Portfolio through Practicum II.  Please see the E-Portfolio Handbook Guide listed in the Start Here Menu for more detailed information and a checklist of the items to submit  **You must submit the following:**   * Practicum Application * Resume * 3 Letters of Recommendation * Mentors’ Resume * Action Plan * Standards Form * Practicum Agreement Form signed * Copy of Mid-Term and Final Evaluation, and field supervisor evaluation * Copy of all signed Logs (your hours must total 180 at a minimum) * Copy of all 5 Classroom Observations * Copy of any Presentations or Professional Development you developed and delivered * Leadership Philosophy Statement * Statement of Leadership Growth Intent for EDU 595 or Practicum I * Awards, or Recognition from your employer during the past 2 years * Extra-Curricular noteworthy items * Research papers (you can use a paper you worked on in a previous Gwynedd Mercy University course in your current program) *Please note you will need a minimum of 2 Research papers in your Portfolio by the end of Practicum II.* | |  |  |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | N/A | N/A |
| **Total** |  |  | **3 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Vision and Mission Statement**  **Respond** to the following questions in the Vision and Mission Statement discussion forum by Thursday:   * What are the key components of your district’s vision and mission statement? * How are these key components integrated into the building’s instructional program? * What key operational words or language should be present in a vision and mission statement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Stakeholders**  **Respond** to the following question in the Stakeholders discussion forum by Thursday:   * What strategies were used to involve your building’s stakeholders in the development of the district’s vision and mission statement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Communicating with Parents**  **Identify** a new program or initiative that has been implemented recently (or is going to be implemented soon) at the school you work at, would like to work at, or have some experience with.  **Create** a 1-page brochure or flyer to communicate with parents about the new program or initiative.  **Integrate** the following elements in your flyer:   * Your school’s vision and mission * Your school’s educational philosophy and how it influences academic programming   **Consider** using one of the following web resources to create your brochure or flyer:  [Glogster](http://edu.glogster.com/)  [Smore](http://www.smore.com/)  [JukeBox](http://www.jukeboxprint.com/editor/flyers_creator.php)  **Submit** your flyer, or upload a link to your flyer, through Blackboard. | | 1.1 | Paper = **1 hour** |
| **Standards Form**  TheStandards Form is located in **Course** Announcement  **Complete** the Practicum Standards Form and submit in Blackboard. | | All Course Objectives | Practicum  2 hours |
| **Action Plan**  **Submit** your Action Plan via Blackboard  **NOTE:**  Although the Action Plan is due to your University Supervisor prior to the start of the course you are still to submit via Blackboard during Week 1 for grading. | | All Course Objectives | Add 10 points for the submission of the Action Plan and a column for submission in the Grade Center |
| **Total** |  |  | **9 hours** |

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| Week Two: Leadership – Part II | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the operational roles and responsibilities of building administrators. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 2 of *The Art of School Leadership* * Ch. 1 & 5 of *Supervision: A Redefinition* | | 2.1 |  |
| **Observation, Supervision, and the Evaluation Process**  **Obtain** your school or district’s contractual agreements and board policy about the observation, supervision, and evaluation processes, along with the Pennsylvania Department of Education (PDE) requirements for observation and supervision.  **Compare** the school or district documents to the PDE requirements.  **Clarify** any questions or concerns you may have with your principal mentor. | | 2.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Building Administrators**  **Respond** to the following question in the Building Administrators discussion forum by Thursday:   * Consider the various roles held by building administrators. Which roles are you most and least comfortable with? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Classroom Observation Schedule**  **Work** with your mentor to determine an appropriate timeframe to complete your five classroom observations.  **Provide** a brief description of each project and approximately when you will complete each. Remember two of the five observations you will complete in concert with your Mentor.  Please see Week 1 for the specifics of the observation requirements  **Submit** your Classroom Observation Schedule through Blackboard. | | All Course Objectives | Lecture Activity = **2 hours** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor and to the assignment in Blackboard for grading. | | All Course Objectives | Practicum = **2 hours** |
| **Total** |  |  | **6 hours** |

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| Week Three: Observation and Supervision – Part I | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the building’s policies and practices related to the observation and supervision process. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 of *The Art of School Leadership*. | | 3.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Observation and Supervision Process**  **Respond** to the following questions in the Observation and Supervision Process discussion forum by Thursday:   * Do you feel that the current observation and supervision process effectively describes a teacher’s effectiveness in the classroom? Why or why not? What changes would you make to ensure that these processes adequately represent teachers’ abilities? * What do you see as the benefits or drawbacks of your school’s observation and supervision process?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Classroom Observation Reflection**  **Submit** a reflection for any classroom observations you completed this week. | | All Course Objectives | Practicum = **5 hours** |
| **Total** |  |  | **6 hours** |
| Week Four: Observation and Supervision – Part II | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how the observation, supervision, and evaluation process impacts teaching and learning. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 7 & 8 of *Supervision: A Redefinition* * "[Coaches as System Leaders](http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/Coaches-as-System-Leaders.aspx)" | | 4.1 |  |
| **Teaching Evaluation Instrument**  **Review** and download [2013 Framework for Teaching Evaluation Instrument](https://www.danielsongroup.org/framework/). | | 4.1 |  |
| **Measuring Teacher Performance**  **Identify** your school or district’s measures of teacher performance.  **Research** the differences in the observation process for tenured and nontenured teachers. | | 4.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Success Indicators**  **Respond** to the following question in the Success Indicators discussion forum by Thursday:   * What indicators of success are considered most important in the teaching and learning process?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Modifying the Observation, Supervision, and Evaluation Process**  **Respond** to the following question in the Modifying the Observation, Supervision, and Evaluation Process discussion forum by Thursday:   * What changes would you make in the observation, supervision, and evaluation process that would affect instruction and student achievement in the classroom? Provide rationale for your changes.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor and to the assignment in Blackboard for grading. List a running total of your hours on the cumulative line on the log. | | All Course Objectives | Practicum = **4 hours** |
| **Total** |  |  | **6 hours** |

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| Week Five: Curriculum and Instruction – Part I | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the relationship of curriculum and instruction strategies. | | CLO2 | |
| * 1. Explain how the building’s professional development policies relate to curriculum-related instructional strategies. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 6 of *Supervision: A Redefinition* | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Common Core and PA State Standards**  **Interview** at least two teachers to determine how the PA State Standards have been integrated into the curriculum. This informal interview should take no more than 10–15 minutes.  **Address** the following questions:   * How did the integration of state standards change the district’s approach to methodology and measurement? * Is the district aligning professional development with district difficulties and planned academic achievement? * How does your district’s professional development interface with the school improvement process?   **Write** a 300- to 700-word reflection of how the district integrated the standards in the areas of curriculum, assessment, and professional development.  **Format** your reflection according to APA guidelines.  **Submit** your reflection through Blackboard. | | 5.1, 5.2 | Paper = **1 hour** |
| **Classroom Observation Reflection**  **Submit** a reflection for any classroom observations you completed this week. | | All Course Objectives | Practicum = **2.5 hour** |
| **Total** |  |  | **6 hours** |

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| Week Six: Curriculum and Instruction – Part II | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the building’s plan to measure the delivery of curriculum and student progress. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the “[Perspectives/Teacher Effectiveness: Getting the Whole Picture](http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/Teacher-Effectiveness@-Getting-the-Whole-Picture.aspx)” article and podcast (6:32). | | 6.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Assessing Student Progress**  **Respond** to the following question in the Assessing Student Progress discussion forum by Thursday:   * What are the necessary components of the school’s plan for assessing student progress?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Methodology of Assessment**  **Examine** an area of the district’s curriculum and highlight the embedded philosophy about methodology and assessment.  *Note*: If no such document is available, interview an administrator about the district’s assessment plan.  **Include** the following in your examination:   * An assessment of student progress * The methodology used in the delivery of curriculum * An explanation of how delivery and effectiveness of the curriculum is measured * The school’s plan for reteaching and remediation   **Write** a 300- to 700-word analysis of your examination.  **Format** your analysis according to APA guidelines.  **Submit** your analysis through Blackboard. | | 6.1 | Paper = **1 hour** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor and to the assignment in Blackboard for grading. List a running total of your hours on the cumulative line on the log. You should have earned half of your field experience hours by this midpoint. | | All Course Objectives | Practicum = **4 hours** |
| **Total** |  |  | **6 hours** |

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| Week Seven: School Improvement – Part I | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the building’s school improvement plan process. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 2 & 13 of *Supervision: A Redefinition* * [Root Cause Analysis](http://fisherandfrey.com/uploads/posts/Root_Cause.pdf) | | 7.1 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course through this week.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note*:A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: School Improvement**  **Respond** to the following questions in the School Improvement discussion forum by Thursday:   * What are some of the obstacles to the school improvement process? How can you plan to mitigate these obstacles?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Plans for Improvement**  **Conduct** an informal assessment of your school’s process for improvement by evaluating instructional strategies, school climate, or one of the school’s subject areas:  Language arts  Mathematics  Science  Foreign language  Another content area of your choice  **Identify** the strengths and weaknesses of the improvement plans of the area you selected.  **Interview** at least one administrator, one teacher, and one parent as part of your assessment.  **Summarize** your findings in a 300- to 700-word paper making recommendations for the school’s improvement plan. Explain how your recommendations will improve the selected area.  **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard. | | 7.1 | Paper = **1 hour** |
| **Classroom Observation Reflection**  **Submit** a reflection for any classroom observations you completed this week.  *Note*: You should have at least two of your observations completed and reflections turned in. | | All Course Objectives | Practicum = **4 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

Check in with students. They should have around half of their field experiences and classroom observations completed and logs/reflections turned in.

Review students’ schedules for field activities and classroom observations and adjust as necessary to keep students on track to completing all hours by Week 14.

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| Week Eight: School Improvement – Part II | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain change theory in the school improvement process. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** *Who Moved My Cheese?* | | 8.1 |  |
| **Watch** “[John P. Kotter, Our Iceberg Is Melting](https://www.youtube.com/watch?v=Gh2xc6vXQgk)” (5:37). | | 8.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Promoting Change**  **Respond** to the following questions in the Promoting Change discussion forum by Thursday:   * What evidence is there of your building for leadership promoting change and continuous improvement in the instructional environment? * If no evidence exists, how could you promote change and continuous improvement in the instructional environment?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 8.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor and to the assignment in Blackboard for grading. List a running total of your hours on the cumulative line on the log. Be certain you have completed the required number of field experience hours. | | All Course Objectives | Practicum = **5 hours** |
| **Total** |  |  | **6 hours** |

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| Week Nine: Data Systems | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how achievement data is assembled, analyzed, and utilized by teachers in the learning process. | | CLO2, CLO3 | |
| * 1. Explain how data is utilized in the development of school improvement plans. | | CLO2, CLO3 | |
| * 1. Explain how the integration of technology systems is utilized for efficiency and effectiveness. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 3 of *Supervision: A Redefinition* | | 9.1, 9.2, 9.3 |  |
| **Watch** “[An Introduction to Technology Integration](http://www.edutopia.org/technology-integration-introduction-video)” (4:52). | | 9.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Framework for School Improvement**  **Respond** to the following question in the Framework for School Improvement discussion forum by Thursday:   * How can data provide a framework for school improvement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 9.1, 9.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Technology**  **Respond** to the following question in the Technology discussion forum by Thursday:   * How does technology integrate classroom data in a useful manner for administrators as well as for teachers?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 9.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **How Data Flows**  **Diagram** the function of your district’s data warehouse and explain how it integrates district functions.  **Submit** your diagram through Blackboard. | | 9.1, 9.2, 9.3 | Paper = **1 hour** |
| **Classroom Observation Reflection**  **Submit** a reflection for any classroom observations you completed this week. | | All Course Objectives | Practicum = **3 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Alternate Discussion Questions:** If a student’s school does not have a data warehouse, provide the following questions for them to discuss instead:

* When people say they work at a good school, what do they mean? Can a data-driven school be a good school? Why or why not?
* The indicators of success have evolved since schools began integrating technology systems to warehouse student achievement data. How did the integration of data warehousing systems initiate this change? Do you feel these systems are utilized effectively by teachers as well as by administrators? Why or why not?

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| Week Ten: Managing Personnel | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain hiring procedures and practices utilized at the school level. | | CLO4 | |
| * 1. Explain the criteria and associated rubrics in the hiring process. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 6 of *The Art of School Leadership* * Ch. 5 of *The Art of School Leadership* | | 10.1, 10.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Recruitment and Selection**  **Respond** to the following questions in the Recruitment and Selection discussion forum by Thursday:   * What is your district’s recruitment and selection process? * How does your district manage its human capital?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 10.1, 10.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Attracting Qualified Applicants**  **Respond** to the following questions in the Attracting Qualified Applicants discussion forum by Thursday:   * How can a district attract a range of qualified applicants? How would you improve policies and procedures in the hiring of new employees?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 10.1, 10.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor and to the assignment in Blackboard for grading. | | All Course Objectives | Practicum = **4 hours** |
| **Total** |  |  | **6 hours** |

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| Week Eleven: Communication and Culture | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the building’s communication plan to reach all constituency groups through traditional and technological systems. | | CLO1 | |
| * 1. Identify practices that create a positive and inclusive culture. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 7 & 8 of *The Art of School Leadership* * “[The New Press Release: Mix Digital/Social Outreach with Old-School Writing Chops](http://www.prnewsonline.com/the-new-press-release-mix-digitalsocial-outreach-with-old-school-writing-chops/)” | | 11.1, 11.2 |  |
| **Watch** “[In His Own Words: A Superintendent’s Perspective](http://www.nspra.org/superintendents)” (1:21). | | 11.1, 11.2 |  |
| **Communication Audits**  **Visit** the [National School Public Relations Association](http://www.nspra.org/nspra-communication-audits) website to learn about communication audits. | | 11.1, 11.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Communication Strategies**  **Respond** to the following questions in the Communication Strategies discussion forum by Thursday:   * What are your district’s communication strategies to reach all constituency groups? * How does the district use both traditional methods and electronic communication to reach all groups?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 11.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Positive School Climate**  **Respond** to the following question in the Positive School Climate discussion forum by Thursday:   * How do the principal and teacher-leaders contribute to a constructive, positive school climate?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 11.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Press Release**  **Write** a press release with the goal of informing parents and convincing them of the appropriateness of your school’s course of action. The press release should be about one of the following:   * A controversial topic * A current school crisis * Student assessment * Curriculum assessment   **Submit** your press release through Blackboard. | | 11.1, 11.2 | Paper = **1 hour** |
| **Classroom Observation Reflection**  **Submit** a reflection for any classroom observations you completed this week. | | All Course Objectives | Practicum = **3 hours** |
| **Total** |  |  | **6 hours** |

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| Week Twelve: Student Services and Guidance | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the building’s guidance and intervention programs. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 9 of *The Art of School Leadership* | | 12.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Student Services and Guidance**  **Respond** to the following question in the Student Services and Guidance discussion forum by Thursday:   * What are the key functions of student services and guidance?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 12.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Guidance Meetings**  **Participate** in two student services or guidance-related meetings, such as the following:   * Counseling sessions * Course selection or placement * Child study * Student assistance   **Write** a 150- to 350-word summary and reflection of the major issues and challenges from the meeting.  **Submit** your summary and reflection through Blackboard. | | 12.1 | Paper = **1 hour** |
| **Practicum Field Experience Log**  **Submit** a Practicum Field Experience Log for any hours you completed this week via email to your University Site Supervisor, and to the assignment in Blackboard for grading.  *Note*: This should be your 6th and final log submission | | All Course Objectives | Practicum = **4 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

Check in with students. They should have the majority of their leadership projects and classroom observations completed and logs/reflections turned in.

Review students’ schedules for leadership projects and classroom observations and adjust as necessary to keep students on track for completing all hours by Week 14.

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| Week Thirteen: Systems Planning – Part I | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the district’s systemic and strategic planning process. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 4 of *The Art of School Leadership* * ["Flattening World Challenges Imagination"](http://yaleglobal.yale.edu/content/flattening-world-challenges-imagination) | | 13.1 |  |
| **Watch** the following videos:   * “[Good to Great – Jim Collins](https://www.youtube.com/watch?v=0E4xPaczz18)” (3:17) * “[Pareto Principle](https://www.youtube.com/watch?v=M8js_po8q_s)” (3:18) | | 13.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Strategic Planning**  **Respond** to the following questions in the Strategic Planning discussion forum by Thursday:   * How are strategic planning and the concept of continuous improvement interconnected? * How do you see these processes being used at your school?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | | 13.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Submit E-Portfolio** | | All Course Objectives | **10 hours** |
| **Total** |  |  | **6 hours** |

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| Week Fourteen: Systems Planning – Part II | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how administrators and community members contribute to the overall district strategic process and plan. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Ch. 11 of *The Art of School Leadership* * [Driving K-12 Reform Through a College-Access and Success Agenda](https://www.yumpu.com/en/document/view/34802771/driving-k-12-reform-through-a-college-access-and-success-agenda) | | 14.1 |  |
| **Watch** “[NJPSA’s Dr. Mary Reece Interviews Dr. Douglas Reeves](https://www.youtube.com/watch?v=A8yYeBGlKwY)” (7:25). | | 14.1 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note*:A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Improving the Inclusiveness of Stakeholders**  **Review** a list of all participating members in your district’s strategic planning committee and group them by category, such as the following:   * Administrators * Teachers * Parents * Business and municipal officials   **Determine** if the committee represents the community.  **Write** a 300-word summary of the committee and how it represents the community. Explain how you would improve the inclusiveness of all groups in the process.  **Submit** your summary through Blackboard. | | 14.1 | Paper = **1 hour** |
| **Total** |  |  | **7.5 hours** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8 |
| Supplemental |  | 1.5 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
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| **Week 5** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 6 |
| Supplemental |  | 1.5 |
|  |  |  |
| **Week 8** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 9** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
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| **Week 10** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
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| **Week 11** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 12** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 13** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
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| **Week 14** |  |  |
| Required |  | 6 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 86 |
| **Total Supplemental Hours** |  | 4 |
| **Total Hours** |  | 90 |