# Course Description

This course will involve working with a mentor principal. An action plan will be developed with your mentor principal and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# 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:** Leverage budget and resources for effective school/district and student management.
* **CLO2:** Model equity and embrace diversity.
* **CLO3:** Design professional development activities that align with the vision and mission of the school or district.
* **CLO4:** Develop strategies to prevent and intervene on overrepresentation of diverse learners, including students with disabilities and English language learners.
* **CLO5:** Create and maintain a learning culture, empowering others toward leadership, and effective communication.
* **CLO6:** Employ strategies to support the school’s safety and discipline as it relates to the law and school/district policy**.**
* **CLO7:** Develop policies and procedures to address issues facing administrators today like social media, bullying, and concerns of gender.
* **CLO8:** Apply strategies to support student transition (transition to kindergarten and secondary transition).

# 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.

# Required Course Materials

Whitaker, T. (2013). *What great principals do differently: 18 things that matter most* (2nd ed.). New York, NY: Routledge.

ISBN: 978-1596672000

Fullan M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

ISBN: 978-0787987664

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Fostering Good Teachers | 10 |  |
| Discussion: Cultivating Teacher Leadership | 10 |  |
| The Importance of Leadership and Current Research on Teaching and Learning Presentation | 70 |  |
| **Week 2** |  |  |
| Discussion: Act Like You Like Your Students and Staff | 10 |  |
| Discussion: Creating a Positive Atmosphere | 10 |  |
| Case Study | 40 |  |
| Ethics and Cultural Diversity Job Aid | 35 |  |
| **Week 3** |  |  |
| Discussion: The Principal Is the Filter | 10 |  |
| Discussion: Back to School Night | 10 |  |
| Collaboration, Conflict Resolution, and Consensus Building Chart | 45 |  |
| **Week 4** |  |  |
| Discussion: Disproportionate Representation of Diverse Learners | 20 |  |
| Discussion: Are Minority Students Overrepresented in the Nation’s Special Education Classes? | 20 |  |
| **Week 5** |  |  |
| Universal Design for Learning Professional Development Plan | 45 |  |
| Prevention and Early Intervention Presentation | 50 |  |
| **Week 6** |  |  |
| Discussion: Budget Cuts | 10 |  |
| Discussion: Budgeting to Increase Student Achievement | 10 |  |
| Budget Process and Allocations | 40 |  |
| Budget Interview Summary | 20 |  |
| **Week 7** |  |  |
| Discussion: LEA Role and Responsibilities | 10 |  |
| Discussion: LEA Providing Professional Development | 10 |  |
| Principal’s Responsibilities for Surrogacy | 20 |  |
| IEP and 504 Service Agreement Paper | 40 |  |
| **Week 8** |  |  |
| Discussion: What Is Best for the Student and the Teacher | 10 |  |
| Discussion: Instructional Practices for Behavior Management | 10 |  |
| Behavioral Support Job Aid | 35 |  |
| **Week 9** |  |  |
| Transition to Kindergarten and Secondary Transition Chart | 25 |  |
| English Language Learners | 35 |  |
| **Week 10** |  |  |
| Discussion: Standardized Testing | 10 |  |
| Discussion: Strategies to Promote Inclusive Practices | 10 |  |
| Implementing Effective Inclusive Practices | 25 |  |
| Family Engagement Guide | 30 |  |
| **Week 11** |  |  |
| Discussion: Identifying Ineffective Teaching | 10 |  |
| Discussion: Professional Learning Communities Versus Professional Development | 10 |  |
| Walkthrough Checklist | 40 |  |
| **Week 12** |  |  |
| Discussion: Response to Cyberbullying Complaint Letter | 10 |  |
| Bullying/LGBTQIA Policy | 55 |  |
| **Week 13** |  |  |
| Discussion: Communication With Parents | 10 |  |
| Discussion: The Importance of Communication | 10 |  |
| Social Communication Plan | 55 |  |
| **Week 14** |  |  |
| Discussion: Maintaining School Facilities | 10 |  |
| Discussion: Facility Management Scenario | 10 |  |
| Recruiting and Retaining Highly Effective Teachers | 45 |  |
| **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: Teachers as Leaders, Current Research on Teaching and Learning, and Advocacy** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how to cultivate teacher leaders. | | CLO5 | |
| * 1. Differentiate between the research on teaching and learning. | | CLO5 | |
| * 1. Summarize the importance of principals advocating for their students and schools. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **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 3 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](http://elwray.squarespace.com/feedback). | | Course |  |
| **Action Plan**  A completed Action Plan signed by your mentor must be submitted to your university supervisor by the end of Week One or you will not be able to begin to secure and document your hours. | | Course |  |
| **Practicum Experience Agreement Form and Supporting Mentor Resume**  A completed agreement and supporting mentor resume must be submitted to your advisor prior to the start date of the course. Failure to do so may result in an interruption in your practicum. | | Course |  |
| **For Students Outside of Pennsylvania**  For students practicing in a state other than Pennsylvania, research the laws for your state. For assignments that reference Pennsylvania law, refer to the laws governing the state you practice in, and provide a copy or link of the laws for your state you used to support your assignments. | | N/A |  |
| **Readings**  **Read** the following:  **Teachers as Leaders**   * Ch. 7 & 9 of *What Great Principals Do Differently* * [The Many Faces of Leadership](http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx) * [Ten Roles for Teacher Leaders](http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx)   **Research on Teaching and Learning**   * [Leadership Matters: What the Research Says About the Importance of Principal Leadership](http://www.naesp.org/sites/default/files/LeadershipMatters.pdf) * [Principals of Learning](https://www.cmu.edu/teaching/principles/learning.html) * [Principals of Teaching](https://www.cmu.edu/teaching/principles/teaching.html)   **Advocacy**   * [Be a Student Advocate: Top 9 Tips](http://www.educationworld.com/a_admin/top-ways-to-advocate-for-students.shtml) * [The Power of the Principal™ Advocacy in Action Research-Based Recommendations to Guide Federal Policies](https://www.naesp.org/sites/default/files/Advocacy_In_Action.pdf) | | 1.1, 1.2, 1.3 |  |
| **Videos**  **Watch t**he following:   * [Wallace Research to Practice: Five Key Practices of Effective Principals 1 14 15](https://youtu.be/tETXk6s3V3o) (50:01) * [Todd Whitaker: Changing a Culture Starts with the Climate](https://youtu.be/JZWZssf6VrE) (0:43) * [Michael Fullan at BLC14 - The Principal: Three Keys to Maximizing Impact](https://youtu.be/kmYzIDi0a9Q) (4:47) * [Principal as Student Advocate](https://youtu.be/PSqEKxUxxUA) (2:43)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.2, 1.3 | Video: 2 hours |
| **Student Introductions**  **Introduce** yourself to the class, and include the following:   * Family * Hobbies * Current position * How long you have been in education * The reason why you have chosen this leadership path * Anything else that you would like to share   **Post** your introduction by Sunday.  **Review** your classmates’ introductions, and feel free to respond to each other. | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [*The School Principal as Leader Guiding Schools to Better Teaching and Learning*](http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf). | | 1.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Fostering Good Teachers**  **Respond** to the following question in the Fostering Good Teachers discussion forum by Thursday:   * Identify 3 ways you would use teacher exchange as a principal to foster good teachers and indicate your expected result of this exchange.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Cultivating Teacher Leadership**  **Respond** to the following question in the Cultivating Teacher Leadership discussion forum by Thursday:   * Explain why you want to cultivate teacher leadership. Provide 3 examples of how you plan to use this leadership to support your mission, goals, and overall student achievement.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **The Importance of Leadership and Current Research on Teaching and Learning Presentation**  **Develop** a PowerPoint, [Prezi](https://prezi.com/), or other visual presentation of no more than 20 slides for an audience of your principal colleagues that includes the following:   * Practices principals need to be mindful of for effective schools * Salient principles of learning * Salient principles of teaching * How these three connect * Why all three are important * Strategies for encouraging a culture of change * What you want each principal to walk away with (the goal of the presentation)   **Submit** your presentation by Sunday. | | 1.2 | Review instructor feedback = .5 hour |
| **Total** |  |  | **4.5 hours** |

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| Week Two: Ethical Leadership, Creating a Positive Atmosphere, and Honoring and Respecting Diversity and Culture | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze ethical leadership. | | CLO2 | |
| * 1. Apply strategies to create a positive school climate. | | CLO2 | |
| * 1. Create an atmosphere respecting diversity and culture. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Positive School Climate**   * Ch. 5 of *What Great Principals Do Differently*   **Ethical Leadership**   * [DEVELOPING PRINCIPALS AS EQUITY-CENTERED INSTRUCTIONAL LEADERS](https://capacitybuildingnetwork.org/article9/) * [Equity in Schools: What Administrators Need to Know](http://www.teachhub.com/equity-schools-what-administrators-need-know) * [Reflections of Practicing School Principals on Ethical Leadership and Decision-Making: Confronting Social Injustice](http://scholar.valpo.edu/cgi/viewcontent.cgi?article=1127&context=jvbl) * [Today’s Challenges and Dilemmas for Ethical School Leaders](https://www.g-casa.com/conferences/bangkok14/papers/Tyler.pdf)   **Respecting Diversity and Culture**   * [5 ELEMENTS OF CULTURAL PROFICIENCY](https://www.naesp.org/communicator-august-2015/5-elements-cultural-proficiency) * [SEVEN PRINCIPLES FOR TRAINING A CULTURALLY RESPONSIVE FACULTY](http://www.monroecc.edu/ArchAnnou.nsf/4348e1fdc948aa3085256b8a005a8e8b/c63b5f83aa83817b85256f80006d0a05/$FILE/SEVEN%20PRINCIPLES%20FOR%20TRAINING%20A%20CULTURALLY%20RESPONSIVE%20FACULTY.doc) | | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Act Like You Like Your Students and Staff**  **Respond** to the following question in the Act Like You Like Your Students and Staff discussion forum by Thursday:   * Explain why it is important to act like you like your students and staff.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Creating a Positive Atmosphere**  **Respond** to the following question in the Creating a Positive Atmosphere discussion forum by Thursday:   * Identify at least 3 ingredients in helping to create a positive atmosphere, and explain why they are important.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study**  **Read** [Today’s Challenges and Dilemmas for Ethical School Leaders](https://www.g-casa.com/conferences/bangkok14/papers/Tyler.pdf).  **Choose** Case Scenario #1 or Case Scenario #2 from the article, and **answer** the provided questions.  **Include** rationales to support your decision.  **Submit** your case scenario answers by Sunday. | | 2.1 | Case Study = 3 hours |
| **Ethics and Cultural Diversity Job Aid**  **Develop** a job aid with the following information for new principals:   * What is ethical leadership? * The importance of ethics * 5 strategies principals should consider when building an atmosphere that is equitable * How ethics affects decision making and social justice * What it means to be a culturally responsive leader * Strategies to be culturally responsive to staff, students, and parents * Why it is important to be culturally responsive in today’s climate * How to use professional development to support ethics and cultural responsiveness   **Submit** your job aid by Sunday. | | 2.1, 2.3 | Review instructor feedback = .5 hour |
| **Total** |  |  | **5.5 hours** |

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| Week Three: Core Values, Collaboration, Conflict Resolution, and Consensus Building | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the core values of principals. | | CLO5 | |
| * 1. Examine the importance of collaboration to assist with decision making. | | CLO5 | |
| * 1. Explain strategies for negotiating and resolving conflict with parents and staff. | | CLO5 | |
| * 1. Summarize consensus-building strategies. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Core Values**   * Ch. 19 & 20 of *What Great Principals Do Differently*   **Collaboration**   * [How We Know Collaboration Works](http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/How-We-Know-Collaboration-Works.aspx)   **Conflict Resolution**   * [CONFLICT AND THE SCHOOL LEADER: EXPERT OR NOVICE](https://www2.education.uiowa.edu/archives/jrel/spring03/Johnson_0204.htm) * [6 skills to resolve conflicts with teachers and parents while buffering relationships](http://www.ernweb.com/educational-research-articles/6-skills-resolve-conflicts-teachers-parents-buffering-relationships/)   **Consensus Building**   * [Consensus Building](http://www.beyondintractability.org/essay/consensus-building) * [Consensus Building: A Key to School Transformation](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ786356&site=eds-live) | | 3.1, 3.2, 3.3, 3.4 |  |
| **Presentation**  **Review** [Conflict Management Skills for Principals and Vice-Principals](https://www.slideshare.net/tomdamico161/conflict-management-skills-for-principals-and-viceprincipals).  **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.3 | Presentation: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Principal Is the Filter**  **Respond** to the following question in The Principal Is the Filter discussion forum by Thursday:   * Explain your interpretation of Whittaker’s statement that “the principal is the filter.”   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Back to School Night**  **Respond** to the following question in the Back to School Night discussion forum by Thursday:   * Imagine you are a new principal. Explain why it is important to have a back to school night, and list 5 expectations you would like to communicate to parents.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Collaboration, Conflict Resolution, and Consensus Building Chart**  Imagine you have just been assigned as a new principal to a school in the Smith district. The assistant superintendent has given you the areas of collaboration, consensus building, and conflict resolution for you to respond to in regard to your leadership for his review. Your responses to these areas will assist in developing your mentorship program for first-year principals.  **Interview** school personnel on collaboration, conflict resolution, and consensus building. For each, find out the following:   * What is occurring * The written policy, process, or procedure * Whether the policy, process, or procedure is being followed   **Complete** the Collaboration, Conflict Resolution, and Consensus Building Chart.  **Submit** your chart by Sunday. | | 3.2, 3.3, 3.4 |  |
| **Total** |  |  | **3 hours** |

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| Week Four: Overrepresentation of Diverse Learners, Prevention and Early Intervention, and Gifted Education | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the factors leading to disproportionate representation of culturally and linguistically diverse students in special education. | | CLO2, CLO4 | |
| * 1. Analyze the discrepancy data of overrepresentation of culturally and linguistically diverse students. | | CLO2, CLO4 | |
| * 1. Summarize early intervention and prevention strategies of identifying students who are culturally and linguistically different from being placed in special education. | | CLO2, CLO4 | |
| * 1. Frame strategies to identify gifted talent in minority students. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Overrepresentation of Diverse Learners**   * [Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education: Measuring the Problem](http://www.ldonline.org/article/5603/) * [Racial Bias in Special Education: Learning About Disproportionality](http://blogs.edweek.org/edweek/speced/2016/03/racial_bias_in_special_education_disproportionality.html)   **Prevention and Early Intervention**   * [Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education](http://www.rtinetwork.org/learn/diversity/disproportionaterepresentation) * [The Disproportionality Problem: The Overrepresentation of Black Students in Special Education and Recommendations for Reform](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofm&AN=502120327&site=eds-live)   **Gifted Education**   * [Case Studies of Success: Supporting Academic Success for Students with High Potential from Ethnic Minority and Economically Disadvantaged Backgrounds](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1042152&site=eds-live) * [Developing Talent Among Low-Income Gifted Learners: A Review of Recent Research](http://cdn2.hubspot.net/hub/281753/file-2478970476-pdf/Literature_Review_on_Developing_Talent_10-17-14.pdf?t=1424461371719) | | 4.1, 4.2, 4.3, 4.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [A Guide to State Policies in Gifted Education](https://netforum.avectra.com/eweb/shopping/shopping.aspx?site=nagc&webcode=shopping&shopsearch=a%2Bguide%2Bto%2Bstate%2Bpolicies&prd_key=0ebe1c1e-306c-446e-9320-f57827860b78). | | 4.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Disproportionate Representation of Diverse Learners**  **Respond** to the following question in the Disproportionate Representation of Diverse Learners discussion forum by Thursday:   * List the factors you perceive from your school setting that concur with the factors listed for the disproportionate representation of culturally and linguistically diverse students in special education. Explain why you perceive this is true.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Are Minority Students Overrepresented in the Nation’s Special Education Classes?**  **Review** the readings this week regarding racial bias and special education classes.  **Respond** to the following question in the Are Minority Students Overrepresented in the Nation’s Special Education Classes? discussion forum by Thursday:   * Explain why you think there is a discrepancy between the Morgan and Farkas data and OSEP’s data. From your experience in your school setting, explain which data matches your perception. Alternatively, discuss which data your school setting aligns to.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **2 hours** |

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| Week Five: Universal Design for Learning and Instruction; Professional Development | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply Universal Design for Learning framework for academic achievement of all students. | | CLO3 | |
| * 1. Illustrate the planning of effective professional development. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Universal Design for Learning**   * [CAST](http://www.cast.org/) * [Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT)](http://www.udlcenter.org/sites/udlcenter.org/files/FFT_UDL_Crosswalk_20141115.pdf) * [National Center On Universal Design for Learning](http://www.udlcenter.org/implementation) * [UDL Guidelines – Educator Checklist Version 2](http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines_2.0_Educator_Checklist%20(1)_0.pdf) * [UDL Guidelines 2.0 - Organizer with links to examples](https://sites.google.com/site/udlguidelinesexamples/home) * [Universal Design for Learning Guidelines](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf) * [Universal Design for Learning: Meeting the Needs of All Students](http://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students) * [Universal Screening for Reading Problems: Why and How Should We Do This?](http://www.rtinetwork.org/essential/assessment/screening/readingproblems)   **Professional Development**   * [Principals for Professional Development](https://www.aft.org/sites/default/files/pd_principles_2008.pdf) * [Effective Professional Development in an Era of High Stakes Accountability](http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf) | | 5.1, 5.2 |  |
| **Budget Interview Preparation**  In Week Six, you will have an interview summary due. Although the summary is not due until Sunday of Week Six, there are 2 discussion questions that require you to have the interview portion completed before you can answer the discussion questions. Be sure to schedule your interview early in Week Six to give yourself time to respond to the discussion questions due Thursday of Week Six. | | 6.1, 6.2, 6.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Universal Design for Learning Professional Development Plan**  **Resources:**   * [Universal Design for Learning Guidelines](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf) * [UDL Guidelines 2.0 - Organizer with links to examples](https://sites.google.com/site/udlguidelinesexamples/home) * [UDL Guidelines – Educator Checklist Version 2](http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines_2.0_Educator_Checklist%20(1)_0.pdf) * [Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT)](http://www.udlcenter.org/sites/udlcenter.org/files/FFT_UDL_Crosswalk_20141115.pdf)   **Develop** a professional development plan series for your teachers to send to the assistant superintendent as part of your school’s strategic plan to increase the overall achievement of all your students.  **Include** the following:     * A description of Universal Design for Learning (UDL) * Why you have chosen this framework * How UDL can be incorporated in teaching to meet the needs of each of the following:    + Students with disabilities   + Students who are culturally different   + English language learners * Chose one of Danielson’s domains:     + Planning and Preparation   + The Classroom Environment   + Instruction * Discuss the specifics of the Danielson FfT/UDL Crosswalk you plan to focus on in your Professional Development UDL Series. how you want your teachers to use the Learning Guidelines and Educator’s Checklist. * The importance of UDL screening as a preventive and early intervention strategy * How you plan to provide effective professional development for this project of teaching your teachers UDL * How you will identify that the professional development on the topic of UDL is and has been successful   **Submit** your professional development plan by Sunday. | | 5.1, 5.2 | Review instructor feedback = .5 hour |
| **Prevention and Early Intervention Presentation**  **Read** [The Disproportionality Problem: The Overrepresentation of Black Students in Special Education and Recommendations for Reform](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofm&AN=502120327&site=eds-live), paying close attention to the Reform section.    **Develop** a PowerPoint, [Prezi](https://prezi.com/), or other visual presentation of no more than 20 slides to demonstrate your takeaways from the article.Include the following:   * List three prevention strategies you would employ to avoid overrepresentation. * Describe why early intervention is important. * List 3 early intervention strategies you would include in your practice.   **Submit** your presentation by Sunday. | | 4.1, 4.2, 4.3 | Review instructor feedback = .5 hour |
| **Total** |  |  | **1 hour** |

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| Week Six: Budget | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss the school/district’s policy and procedure for allocation of resources and timeline for budget submission. | | CLO7 | |
| * 1. Explain the role and responsibility of the principal in the school’s budget and fiscal allocations. | | CLO1 | |
| * 1. Discuss federal, state, and local mandates in regards to public education and the economic realities that impact today’s education. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 4 of *Leading in a Culture of Change* * [Financial Accounting for Local and State School Systems: 2009 Edition Chapter 3: Budgeting](https://nces.ed.gov/pubs2009/fin_acct/chapter3.asp) * [Financial Accounting for Local and State School Systems: 2009 Edition Chapter 7: Cost Accounting and Reporting for Educational Programs](https://nces.ed.gov/pubs2009/fin_acct/chapter7.asp) * [Most States Have Cut School Funding, and Some Continue Cutting](https://www.cbpp.org/research/state-budget-and-tax/most-states-have-cut-school-funding-and-some-continue-cutting) * Philadelphia School District 2013-14 budget * [School Budgets 101](https://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/SchoolBudgetBriefFINAL.pdf) * [The Budgeting Process](http://www.hcsd.iu5.org/Induction/Finance/budgeting%20process.pdf) * [School District Mandates: Their Impact on Public Education](https://www.psba.org/wp-content/uploads/2016/06/mandate-report-final.pdf)  *Note*: Students teaching outside of Pennsylvania should explore a similar document for the state you teach in. | | 6.3 |  |
| **Presentation**  **Review** [PENNSYLVANIA GOVERNOR WOLF’S 2017-18 PROPOSED EDUCATION BUDGET](http://www.education.pa.gov/Documents/Teachers-Administrators/School%20Finances/Education%20Budget/2017-18%20Proposed%20Education%20Budget%20Powerpoint.pdf).  *Note*: Students teaching outside of Pennsylvania should explore the governor’s budget for the state you teach in.  **Post** any questions, comments, or observations to share with the class in the Week Six General Q & A discussion forum on Blackboard. | | 6.3 | Presentation: 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Budget Cuts**  **Read** [Most States Have Cut School Funding, and Some Continue Cutting](https://www.cbpp.org/research/state-budget-and-tax/most-states-have-cut-school-funding-and-some-continue-cutting).  **Reflect** on your interview with a principal (part of your Budget Interview Summary assignment due this week).  **Respond** to the following question in the Budget Cuts discussion forum by Thursday:   * What are your thoughts in terms of budget cutting over the course of the next 5 years? Name 2 areas of the budget where you foresee there will be an increase in spending. Why do you think this will be the case?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Budgeting to Increase Student Achievement**  **Respond** to the following question in the Budgeting to Increase Student Achievement discussion forum by Thursday:   * Reflect on your interview with a principal (part of your Budget Interview Summary assignment due this week), and detail the extent to which the funds budgeted for are directly related to increasing student achievement. If there is a big disconnect with funds allocated for instruction compared to other line items, indicate that as well.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Budget Process and Allocations**  **Research** in your school setting the policies and procedures for the budget. Policy manuals are public record and can normally be found on the district’s website or state department of education website. Secure assistance from your principal to view any budget related documents.  **Review** the following items:   * Policies related to the budget * Procedures for budgeting * Budgetary allocations * Timeline or calendar of budgetary activities to be followed * Responsibilities and procedures for principals * How are federal, state, and local funds allocated * Support structures for principals in completing their budget * Policy and/or procedure for requisitions for services and supplies   **Part 1: Budgetary Process Timeline**  **Resources**: [Tiki-Toki](http://www.tiki-toki.com/), [Timetoast](https://www.timetoast.com/), [Top 10 Free Timeline Creation Tools For Teachers (2017 Update)](https://elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers)  **Identify** the process used in budget development and the prioritization of budgetary submissions.  **Develop** a timeline for the budget process that is the responsibility of the principal from planning to development to submission to approval. Include when a submission is requested and what the submission details.  **Part 2: Budget Chart**  **Resource:** Philadelphia School District 2013-14 budget  **Develop** a chart that indicates the allocations for the following:   * Facilities * Food service * Transportation * Human resources: instructional and support staff * Instructional curriculum and materials * Support services, i.e. therapies, as well as OT, PT, mental health, etc.   **Submit** your timeline and chart by Sunday. | | 6.1, 6.2, 6.3 |  |
| **Budget Interview Summary**  **Interview** a principal regarding the budgetary process, and **secure** their assistance to view any budget-related documents.  **Summarize** your interview and experience in a 500- to 750-word paper that highlights the following:   * The role and responsibility to the budget by the principal * The steps the principal takes to prepare to develop the budget * The areas of budgetary allocations the principal is responsible for * Is there more than one type of school budgeting process? If so, name and briefly explain it. * Obstacles faced * State and local constraints * Training by the district to prepare the principal for budget completion   **Submit** your interview summary by Sunday. | | 6.1, 6.2 |  |
| **Total** |  |  | **3 hours** |

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| Week Seven: LEA Responsibilities, IEPs and 504 Service Agreements, and Surrogacy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Synthesize the responsibilities of the LEA. | | CLO2 | |
| * 1. Differentiate between an IEP and a 504 Service Agreement. | | CLO2 | |
| * 1. Determine the responsibilities for surrogacy. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **LEA Responsibilities**   * [The Role and Responsibility of the LEA Representative](http://www.wadleighlaw.com/wp-content/uploads/dlm_uploads/2015/02/LEA-Representative-The-Role-and-Responsibility-of-the.pdf) * [IEP Team Participants LEA representative](https://www.cesa7.org/sped/pl-07/pl07-ieppro/07-team1d.html)   **IEPs and 504 Service Agreements**   * [The Special Education Reevaluation/IEP Process](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f2f0000) * [IEPS AND 504 SERVICE AGREEMENTS](http://www.education.pa.gov/K-12/Homebound%20Instruction/Pages/IEPs-and-504-Service-Agreements.aspx#tab-1) * [Understanding the Differences Between IDEA and Section 504](http://www.ldonline.org/article/6086)   **Surrogate**   * [Surrogate Parent Guidelines for IDEA-Eligible or Thought-to-Be Eligible Students](http://pattan.net-website.s3.amazonaws.com/images/2014/09/26/Surrogate_Gd_0914.pdf) | | 7.1, 7.2, 7.3 |  |
| **Presentation**  **Review** [Navigating the Critical Role of the LEA Representative](https://www.paprincipals.org/resource/images/qrcodes/hink-herr-ppt.pdf).  **Post** any questions, comments, or observations to share with the class in the Week Seven General Q & A discussion forum on Blackboard. | | 7.1 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: LEA Role and Responsibilities**  **Respond** to the following question in the LEA Role and Responsibilities discussion forum by Thursday:   * Explain the role and responsibility of the LEA in regard to the following:    + Compliance   + Students thought to be eligible for special education services   + Disciplining a student with intellectual disabilities, a suspension exceeding 10 days, and disciplining a student with disabilities for weapons and/or drugs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: LEA Providing Professional Development**  **Respond** to the following question in the LEA Providing Professional Development discussion forum by Thursday:   * Why is it important as an LEA to provide professional development to staff in regard to inclusive practices? Why is it important to provide instruction to students regarding disabilities and learning differences?   Provide 3 examples of professional development sessions for your teachers and 3 trainings for your students in regard to inclusive practices for students with disabilities and learning differences.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.2, 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Principal’s Responsibilities for Surrogacy**  **Summarize** the roles and responsibilities of the principal for surrogacy.   * My role and responsibilities as principal    + How you will know if a student needs a surrogate   + The steps you will take to secure and train a surrogate   + The responsibilities of the surrogate * My role and responsibilities as principal to my staff    + How you will train your staff to be knowledgeable in identifying those students in need of a surrogate   + How you will check to see if any student has been missed   **Submit** your summary by Sunday. | | 7.3 | Review instructor feedback = .5 hour |
| **IEP and 504 Service Agreement Paper**  **Read** the following:     * [IEPS AND 504 SERVICE AGREEMENTS](http://www.education.pa.gov/K-12/Homebound%20Instruction/Pages/IEPs-and-504-Service-Agreements.aspx#tab-1) * [Understanding the Differences Between IDEA and Section 504](http://www.ldonline.org/article/6086)   **Write** 500 to 750 words articulating your understanding of these two documents and the services they support.  **Discuss** the specific laws that apply to each—IEPs and service plan agreements—and indicate your responsibility as an LEA for both.  **Submit** your paper by Sunday. | | 7.2 | Review instructor feedback = .5 hour |
| **Total** |  |  | **4 hours** |

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| Week Eight: Schoolwide Behavior Support and Discipline; Effective Paraprofessionals | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply ethics to behavior management decisions. | | CLO2 | |
| * 1. Apply behavior management instructional strategies and professional development. | | CLO3 | |
| * 1. Apply discipline procedures to students identified with disabilities. | | CLO6 | |
| * 1. Identify training and effective practice delivery for paraprofessionals. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Behavior Management**   * Ch. 12 of *What Great Principals Do Differently* * [PBIS in the Classroom](https://www.pbis.org/school/pbis-in-the-classroom) * [The Key to Classroom Management](http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx)   **Discipline**   * What is a Manifest Determination Meeting? * Manifestation Determination * Manifestation Determination Worksheet * Pennsylvania Compilation of School Discipline Laws and Regulations * Quality Indicators of Emotional Support Services and Programs: A Review Process for LEAs * Special Education Leader: What You Should Know About Suspension and Expulsion   **Paraprofessionals**   * Education Leader: Special Education Paraprofessional Supports in Inclusive Schools * Education Leader: Administrators’ Review of Systems and Supports for Paraprofessionals | | 8.1, 8.2, 8.3, 8.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: What Is Best for the Student and the Teacher**  **Respond** to the following question in the What Is Best for the Student and the Teacher discussion forum by Thursday:   * Describe your interpretation of what is best for the student and the teacher in regard to behavior management.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 8.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Instructional Practices for Behavior Management**  **Read** [Instructional Practices for Behavior Management](http://pattan.net-website.s3.amazonaws.com/images/2017/05/16/InstructPractice_Behav0117.pdf).  **Respond** to the following question in the Instructional Practices for Behavior Management discussion forum by Thursday:   * How would you use the checklist found on p. 2 to develop professional development for your teachers in this area?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 8.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Behavioral Support Job Aid**  **Read** [Behavioral Health Services: An Introductory Guide for Educators](http://pattan.net-website.s3.amazonaws.com/images/2015/04/20/BehavHlth_Intro0415.pdf).  **Create** a job aid addressing the following:   * How you will use this process to review your emotional support program * How you will use the information gleaned from the checklist to support your special and general education teachers * If your Emotional Support program is not meeting the needs of the students in the areas listed on the chart on p. 10 of [Quality Indicators of Emotional Support Services and Programs: A Review Process for LEAs](http://pattan.net-website.s3.amazonaws.com/images/2017/01/11/QIESSP%20Review%20-%20LEAs%2011-16-wb.pdf), what you will put in place * How you will use your curriculum person to support your emotional support program * How you will use counseling as a related service and behavioral health services * When a manifestation determination will be necessary | | 8.2, 8.3 | Review instructor feedback = .5 hour |
| **Total** |  |  | **2.5 hours** |

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| Week Nine: Transition and Effective Instructional Practices; English Language Learners (ELL) | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply strategies for effective transition to kindergarten and to secondary transition. | | CLO8 | |
| * 1. Identify best practice strategies and responsibilities of the principal for English language learners. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Transition and Effective Instructional Practices**   * [Do You Know About the SAAFP? (Summary of Academic Achievement and Functional Performance)](http://pattan.net-website.s3.amazonaws.com/images/2014/01/07/Parents_SAAFP_Bklt1113.pdf) * [Enhancing the Transition to Kindergarten Linking Children, Families, & Schools](https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF) * [Evidence-Based Practices to Support Effective Transition for Young Adults with Disabilities Leaving High School](http://www.efrconline.org/myadmin/files/fedc_HS_transition.pdf) * [Four Important Things Research Tells Us About the Transition to School](http://www.hfrp.org/early-childhood-education/publications-resources/four-important-things-research-tells-us-about-the-transition-to-school) * [Inclusive Practices for Students Ages 14 to 21: Considerations and Concepts](http://pattan.net-website.s3.amazonaws.com/images/2012/10/05/inclusive%20practices%20english.pdf) * [Planning for the Future Checklist](http://pattan.net-website.s3.amazonaws.com/images/2016/02/24/Trans_Chklst_ENG%2001-16_1.pdf) * [Secondary Transition: What Administrators Need to Know](https://www.pghschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1861&dataid=2319&FileName=Secondary%20Transition_What%20Administrators%20Need%20to%20Know.pdf) * [Six Ways Principals Can Support the Transition to Kindergarten](http://educationnorthwest.org/northwest-matters/six-ways-principals-can-support-transition-kindergarten) * [THE SCHOOL PRINCIPAL AS LEADER: GUIDING SCHOOLS TO BETTER TEACHING AND LEARNING](http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf)   **English Language Learners (ELLs)**   * [Six Key Principles for ELL Instruction](http://ell.stanford.edu/content/six-key-principles-ell-instruction) * [Using School Leadership Teams to Meet the Needs of English Language Learners](http://www.rti4success.org/sites/default/files/Using%20School%20Leadership%20Teams%20to%20Meet.pdf) * [ELL Strategies & Best Practices](http://www.colorincolorado.org/ell-strategies-best-practices) | | 9.1, 9.2 |  |
| **Presentations**  **Review** the following:   * [Supplementary Aids and Services: Transition to Kindergarten. Inclusive Practices In Kindergarten & First Grade](http://pattan.net-website.s3.amazonaws.com/images/2011/05/18/EI051911b.pdf) * [Successful Practices in Secondary Transition for Continuous Improvement](http://pattan.net-website.s3.amazonaws.com/images/2014/08/21/Transition%20Continuous%20Improvement%20Overview%20-%20August%202014.pdf)   **Post** any questions, comments, or observations to share with the class in the Week Nine General Q & A discussion forum on Blackboard. | | 9.1 | Presentation = 1 hour |
| **Video**  **Watch** [Assessment for ELLs](https://youtu.be/q6fG4FmibEQ) (5:31).  **Post** any questions, comments, or observations to share with the class in the Week Nine General Q & A discussion forum on Blackboard. | | 9.2 | Video = 1 hour |
| **Website**  **Explore** the resources on [WETA: ELL Strategies & Best Practices](http://www.colorincolorado.org/ell-strategies-best-practices).  **Post** any questions, comments, or observations to share with the class in the Week Nine General Q & A discussion forum on Blackboard. | | 9.2 | Website Review = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Transition to Kindergarten and Secondary Transition Chart**  **Review** this week’s readings on transition.  **Complete** the Transition to Kindergarten and Secondary Transition Chart.  **Submit** your chart by Sunday. | | 9.1 | Review instructor feedback = .5 hour |
| **English Language Learners**  **Write** 500 to 750 words discussing the following:   * Three factors that lead to poor outcomes for English language learners * The principal’s role in ensuring proper instruction is being delivered * How leadership teams foster better outcomes for these students * Four best practice strategies for English language earners * Two important facts to remember when it comes to assessing English language learners * Why a family connection is important to the success of these students   **Submit** your assignment by Sunday. | | 9.2 | Review instructor feedback = .5 hour |
| **Total** |  |  | **4 hours** |

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| Week Ten: Standardized Testing, Inclusive Practices, Engaging Parents, and Cultural Competence | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the impact of standardized testing. | | CLO4 | |
| * 1. Evaluate curricular decisions for the inclusive classroom. | | CLO4 | |
| * 1. Apply inclusive practice strategies. | | CLO4 | |
| * 1. Synthesize strategies for engaging parents. | | CLO4 | |
| * 1. Implement cultural responsiveness. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Standardized Testing**   * Ch. 10 of *What Great Principals Do Differently*   **Inclusive Practices**   * [Assistive Technology for Students With Disabilities: A Closer Look at Acquisition and Funding](http://pattan.net-website.s3.amazonaws.com/images/2017/05/16/AT4StudntAcq0217.pdf) * [Obtaining Accessible Instructional Materials (AIM): A Quick Guide for Local Education Agencies](http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f020000) * [Pennsylvania State Guidelines for Inclusion of Students with Disabilities](http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/NAEP/Pennsylvania%20State%20Guidelines%20for%20Inclusion%20of%20Students%20with%20Disabilities.pdf) * [Principals of Inclusive Schools](http://www.mdsc.org/mdsc_Content/documents/principals.inclusive.LETTER.pdf) * [Supplementary Aids and Services (SaS) Consideration Toolkit On-Demand Facilitator Training](http://pattan.net-website.s3.amazonaws.com/images/2016/12/09/SaS_Con_Fac_Encourse%20Flyer%20Final%2012_9_16.pdf) * [10 Steps to Implementing Effective Inclusive Practices A Guide for School Site Leaders](http://laspdg.org/files/10%20Steps%20Final%20Guide.pdf)   **Engaging Parents**   * [Effective Strategies for Engaging Parents in Students’ Learning to Support Achievement](https://usm.maine.edu/sites/default/files/cepare/Effective_Strategies_for_Engaging_Parents_in_students_Learning_to_Support_Achievement.pdf) * [Tips and Strategies for Increasing Parent and Family Involvement in Virginia Schools](http://www.doe.virginia.gov/support/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf)   **Cultural Competence**   * [Culturally Responsive Classroom Management Strategies](http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf) * [Promoting Educators’ Cultural Competence To Better Serve Culturally Diverse Students](http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf) | | 10.1, 10.2, 10.3, 10.4, 10.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Standardized Testing**  **Respond** to the following question in the Standardized Testing discussion forum by Thursday:   * Describe Whittaker’s view on testing, as well as how your view aligns or misaligns with his perspective. Why is it important to share your view with your staff and model the expectation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 10.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Strategies to Promote Inclusive Practices**  **Respond** to the following question in the Strategies to Promote Inclusive Practices discussion forum by Thursday:   * List 3 important strategies principals should use to promote inclusive practices. Include a brief description or examples to support your strategies.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 10.2, 10.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Implementing Effective Inclusive Practices**  **Resource:** [10 Steps to Implementing Effective Inclusive Practices A Guide for School Site Leaders](http://laspdg.org/files/10%20Steps%20Final%20Guide.pdf)  **Reflect** on your practicum setting.  **Review** the Inclusive Practices Matrix on p. 57 of 10 Steps to Implementing Effective Inclusive Practices A Guide for School Site Leaders.    **Complete** the Inclusive Practices – Identifiers of Practice on pp. 58 & 59 of 10 Steps to Implementing Effective Inclusive Practices A Guide for School Site Leaders.  **Review** your worksheet findings, and **write** a concise summary addressing the following:   * What your worksheet says about inclusive practices in your practicum setting. * Where you surprised by the worksheet results: Does it support what you already know? Provide examples to support your answer. * Suggestions for what your practicum setting can do to implement effective inclusive practices or, if it already has effective inclusive practices, what other sites could learn from them.   **Submit** your assignment by Sunday. | | 10.2, 10.3 | Review instructor feedback = .5 hour |
| **Family Engagement Guide**  **Imagine** you are a new principal.  **Develop** a handout, brochure, or webpage that describes your plan for family engagement that includes the following:   * The means and frequency by which you, the school leader, will disseminate communication of school activities, events, and student achievement highlights * Your expectation for ongoing teacher communication * How teachers will assign homework and resources for parents to assist their children with homework completion * General parenting resources * Community resources to support families * Your expectation for culturally responsive classroom management * Activities and events to celebrate diversity and culture   **Submit** your assignment by Sunday. | | 10.4, 10.5 | Review instructor feedback = .5 hour |
| **Total** |  |  | **3 hours** |

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| Week Eleven: Ineffective Teachers; Professional Learning Communities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify ineffective teaching. | | CLO5 | |
| * 1. Explain how a learning community can support the leadership of a principal. | | CLO5 | |
| * 1. Differentiate a learning community from a professional development. | | CLO5 | |
| * 1. Apply the concept of walkthroughs to support evaluating the mission and goals of the school. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Ineffective Teachers**   * Ch. 7 & 18 of *What Great Principals Do Differently* * Pages 84–88 in Ch. 5 of *Leading in a Culture of Change* * [6 Traits of Life-Changing Teachers](https://www.edutopia.org/article/6-traits-life-changing-teachers-betty-ray?gclid=CPmC3J2C1dQCFcqLswodhtgGug) * [Nine Characteristics of a Great Teacher](https://www.facultyfocus.com/articles/philosophy-of-teaching/nine-characteristics-of-a-great-teacher/)   **Professional Learning Communities**   * [Best Practices for Professional Learning Communities](http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml) * [What Is a Professional Learning Community?](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx)   **Classroom Walkthroughs**   * [Observation Tools](http://oregonreadingfirst.uoregon.edu/ldrshp_obs_tools.html) * [Principal Walk-Throughs](http://oregonreadingfirst.uoregon.edu/ldrshp_walk_throughs.html) * [Using Classroom Walkthroughs to Improve Instruction](https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p30.pdf)   **Review** pp. 65-71 in Ch. 4 of *Leading in a Culture of Change*. | | 11.1, 11.2, 11.3, 11.4 |  |
| **Presentations**  **Review** the following:   * [‘Good’ and ‘Bad’ teachers](https://www.slideshare.net/ajain6012/good-and-bad-teachersgood-and-bad-teachers) * [Leadership Presentations](http://oregonreadingfirst.uoregon.edu/ldrshp_presentations.html)   **Post** any questions, comments, or observations to share with the class in the Week Eleven General Q & A discussion forum on Blackboard. | | 11.1, 11.4 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Identifying Ineffective Teaching**  **Respond** to the following question in the Identifying Ineffective Teaching discussion forum by Thursday:   * Imagine you are a new principal, and you want to make certain that you support those teachers who may not be as effective as they should. Prior to a formal evaluation, what 5 characteristics would you focus on to identify these teachers? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 11.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Professional Learning Communities Versus Professional Development**  **Respond** to the following question in the Professional Learning Communities Versus Professional Development discussion forum by Thursday:   * Describe your understanding of how a professional learning community differs from professional development. How can a learning community assist with supporting the mission and goals of the principal?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 11.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Walkthrough Checklist**  **Resources:**   * [Classroom Walk-Through Checklist](http://oregonreadingfirst.uoregon.edu/ldrshp_obs_tools.html) * [Charlotte Danielson’s Framework for Teaching](https://doe.sd.gov/secretary/documents/SDStandar.pdf)   **Use** the classroom walkthrough checklist and Charlotte Danielson’s framework for teaching to develop a walkthrough checklist. Cover all 4 domains of Danielson’s framework, with a focus on supporting the mission of increasing student academic achievement and improving overall classroom behavior.  **Submit** your checklist by Sunday. | | 11.4 | Review instructor feedback = .5 hour |
| **Total** |  |  | **3.5 hours** |

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| Week Twelve: Bullying, and Challenges Related to LGBTQIA Students | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply strategies to respond to bullying. | | CLO7 | |
| * 1. Develop strategies to implement policy and provide staff development and training to address the harassment of LGBTQIA students. | | CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Bullying**   * [A Sample Bullying Policy for the Anytown School District School Board](http://www.projectachieve.info/assets/files/Bullying%20Policy%20Sample%20District%20412.pdf) * [Bullying in Elementary Schools: Its Causes and Effects on Students](http://files.eric.ed.gov/fulltext/EJ1079521.pdf) * [Cyber Bullying and the Classroom](http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1154&context=colleagues) * [Sample Complaint Letter to Principal About Cyber Bullying](https://letterpile.com/correspondence/Sample-Complaint-Letter-to-Principal-About-Bullying) * [20 Questions Parents Ask Principals about Bullying. . . and How You Can Answer](http://www.naesp.org/sites/default/files/20QuestionsParentsAskPrincipalsAboutBullying2.pdf) * [Understanding the Roles of School Administrators in Community-Wide Bullying Prevention Efforts](https://www.stopbullying.gov/prevention/training-center/hrsa_guide_school-administrators_508.pdf)   **LGBTQIA Students**   * [Best Practices: Creating an LGBT-inclusive School Climate](https://www.tolerance.org/magazine/publications/best-practices-creating-an-lgbtinclusive-school-climate) * [Making School Safe for Sexual Minority Students](http://www.naspcenter.org/principals/nassp_glbqt.html) * [GLSEN Safe Space Kit: A Guide to Supporting Lesbian, Gay, Bisexual and Transgender Students in Your School](https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf) | | 12.1, 12.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Response to Cyberbullying Complaint Letter**  **Resource:** [Cyber Bullying and the Classroom](http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1154&context=colleagues)  **Write** a response to one of the sample complaint letters in [Sample Complaint Letter to Principal About Cyber Bullying](https://letterpile.com/correspondence/Sample-Complaint-Letter-to-Principal-About-Bullying) in the Response to Cyberbullying Complaint Letter discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 2 of your classmates who responded to the 2 sample letters you did not respond to by Sunday.  *Example:* If your initial post is a response to Sample Complaint Letter to Principal About Bullying on Social Media, your follow-up posts will be one post to a student who responded to the Sample Complaint Letter About Bullying Through Anonymous Messages and one post to a student who responded to the Sample Complaint Letter About Cyber Bullying Through Photos. | | 12.1 | Case Study & Discussion: one post and replies to three other posts = **2 hours** |
| **Bullying/LGBTQIA Policy**  **Resource:** [A Sample Bullying Policy for the Anytown School District School Board](http://cdn.idstatic.com/cms/live/190/Bullying_Policy_Sample_District-412.pdf?1394046744)  **Create** a 3- to 4-page bullying/LGBTQIA policy for your school. Include the following areas in your policy:   * Define all types of bullying, including cyberbullying and cyberstalking. * Bullying professional development for staff. * Education of students, including an ongoing bully prevention program. * Reporting procedures for students and parents.    + Include a specific timeframe in which the school will respond once receiving the complaint in writing, by phone, or in person. * Discipline procedures and due process for students, including the following:    + Disciplining of students with disabilities.   + False accusations by students and parents. * Strategies you would employ to support students who are bullied.    + Include specific district and/or community support. * LGBTQIA policy     + What would this look like for your school?   + Describe the classroom policy.   + List 5 best-practice strategies you would include for a positive and accepting school climate.   + Describe how you would have your teachers incorporate training in their classroom to minimize harassment and bullying.   **Submit** your policy by Sunday. | | 12.1, 12.2 | Review instructor feedback = .5 hour |
| **Total** |  |  | **2.5 hour** |

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| Week Thirteen: Communication and Social Media | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the importance of communication to foster student and school success. | | CLO5 | |
| * 1. Apply communication strategies to encourage teachers to involve parents. | | CLO5 | |
| * 1. Use social media to communicate with parents and the community. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Communication**   * [Effective communications](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Effective-communications) * [How Strong Communication Contributes to Student and School Success: Parent and Family Involvement](https://www.nspra.org/files/docs/Strong_Communication_Students_School_Success.pdf) * [Principals Share Lessons Learned About Communicating With Parents, Others](http://www.educationworld.com/a_admin/admin/admin511.shtml) * [Tell Me About … / Good Ways to Communicate with Teachers](http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Good-Ways-to-Communicate-with-Teachers.aspx)   **Social Media**   * [5 Keys to Effective Social Media Strategy for Schools and School Districts](http://the21stcenturyprincipal.blogspot.com/2013/02/5-keys-to-effective-social-media.html) * [Four Social Media Strategies for Principals](https://www.middleweb.com/26932/four-social-media-strategies-for-principals/) * [Using Social Media: Tips for School Leaders](http://www.educationworld.com/a_admin/social-media-tips-administrators.shtml) | | 13.1, 13.2, 13.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Communication With Parents**  **Respond** to the following question in the Communication With Parents discussion forum by Thursday:   * Name 4 strategies you will employ to support your teachers to feel more secure in their communications with parents. For 1 of the 4 strategies, focus on how you can support your teachers to involve hard-to-reach parents in communication.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 13.1, 13.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Importance of Communication**  **Write** a summary addressing the following in The Importance of Communication discussion forum by Thursday:   * Communication for student and school success. * Communication to engage families. * The importance of listening as a communication tool.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 13.1, 13.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Social Communication Plan**  **Develop** a plan to use social communication for your school to support ongoing communication with parents, staff, students, district colleagues, and the community.  **Include** grades, activities, events, special assignments, resources for parents, students, staff, district-related information, and any other school-related information. In your plan, include the following specifics:  **Communicating With Parents:**   * A brief description of what your policy for communicating with parents would look like * A strategy to increase parent involvement, as well as how to involve hard to reach parents   **Communicating With the Community:**   * How you will engage the community, as well as what types of information you will communicate * How often you will update your information   **Social Media:**   * What vehicle you will use to communicate: district website, blogs, newsletters, twitter, Facebook, Instagram, etc. * How the vehicle will be used * What will be communicated via the vehicle * Who will maintain and sustain the social communication vehicle * How often you will be using each vehicle   **Submit** your plan by Sunday. | | 13.1, 13.2, 13.3 | Review instructor feedback = .5 hour |
| **Total** |  |  | **2.5 hour** |

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| Week Fourteen: Managing Resources for Effective Results | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the need for managing the school facility. | | CLO1 | |
| * 1. Perform training of staff for facility management and student safety. | | CLO3 | |
| * 1. Practice resource management to foster student achievement and a culture of learning. | | CLO5 | |
| * 1. Determine strategies to hire and retain highly effective teachers. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Facility Management**   * [Planning Guide for Maintaining School Facilities: Chapter 1 Introduction to School Facilities Maintenance Planning](https://nces.ed.gov/pubs2003/maintenance/chapter1.asp) * [Planning Guide for Maintaining School Facilities: Chapter 4 Providing a Safe Environment for Learning](https://nces.ed.gov/pubs2003/maintenance/chapter4.asp) * [SCHOOL FACILITIES Maintenance Checklist](http://www.bullitt.k12.ky.us/docs/district/depts/4/05.2-ap.21-maintenance-checklist.pdf)   **Resource Management**   * [Strategy 6: Optimize the use of resources to improve student learning – The Three Essentials: Improving Schools](http://www.wallacefoundation.org/knowledge-center/pages/strategy-6-three-essentials-improving-schools.aspx) * [Five Key Responsibilities - The School Principal as Leader: Guiding Schools to Better Teaching and Learning](http://www.wallacefoundation.org/knowledge-center/Pages/key-responsibilities-the-school-principal-as-leader.aspx)   **Student Safety**   * [A Framework for Safe and Successful Schools](https://www.naesp.org/sites/default/files/Framework%20for%20Safe%20and%20Successful%20School%20Environments_FINAL_0.pdf) * [20 Tips for Creating a Safe Learning Environment](https://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber)   **Teacher Recruitment and Retention**   * [Hiring Good Teachers: The Interview Process](https://www.naesp.org/sites/default/files/resources/2/Principal/2004/N-Dp50.pdf) * [Find, keep, cultivate the best teachers](https://www.districtadministration.com/article/find-keep-cultivate-best-teachers)   **Review** [THE SCHOOL PRINCIPAL AS LEADER: GUIDING SCHOOLS TO BETTER TEACHING AND LEARNING](http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf). | | 14.1, 14.2, 14.3, 14.4 |  |
| **Presentation**  **Review** [Recruiting and Retaining Highly Effective Teachers: What Works and How Do You Know?](http://www.gtlcenter.org/sites/default/files/docs/Presentation_TeacherRecruitmentAndRetention_toWesternRegionalSIGConference_April_6_2011.pdf).  **Post** any questions, comments, or observations to share with the class in the Week Fourteen General Q & A discussion forum on Blackboard. | | 14.4 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Maintaining School Facilities**  **Read** [Planning Guide for Maintaining School Facilities: Chapter 1 Introduction to School Facilities Maintenance Planning](https://nces.ed.gov/pubs2003/maintenance/chapter1.asp).  **Respond** to the following question in the Maintaining School Facilities discussion forum by Thursday:   * List a minimum of 5 reasons why it is important for a principal to be involved with maintaining his or her facility. Indicate how often you would use the maintenance checklist to review the status of your building, as well as why you chose that frequency.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 14.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Facility Management Scenario**  **Read** IAQ - Sometimes a Mystery for the Even the Best of Detectives in [Planning Guide for Maintaining School Facilities: Chapter 4 Providing a Safe Environment for Learning](https://nces.ed.gov/pubs2003/maintenance/chapter4.asp) under the Indoor Air Quality section.  **Respond** to the following question in the Facility Management Scenario discussion forum by Thursday:   * Would you have handled the situation the in the same manner or differently? Explain why.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 14.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Recruiting and Retaining Highly Effective Teachers**  **Develop** a training on recruiting and retaining good teachers that you will use to train and mentor new principals. The following are areas to include:   * Reasons for teacher turnover * Strategies to attract and encourage good teachers * Considerations for matching students to teachers * Considerations for teacher assignment, such as qualifications or previous experience * Incentives * Professional development and mentoring   **Submit** your training by Sunday. | | 14.4 | Review instructor feedback = .5 hour |
| **Total** |  |  | **3.5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 3 |
| Supplemental |  |
| **Week 4** |  |
| Required | 2 |
| Supplemental |  |
| **Week 5** |  |
| Required | 1 |
| Supplemental |  |
| **Week 6** |  |
| Required | 3 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental |  |
| **Week 8** |  |
| Required | 2.5 |
| Supplemental |  |
| **Week 9** |  |
| Required | 4 |
| Supplemental |  |
| **Week 10** |  |
| Required | 3 |
| Supplemental |  |
| **Week 11** |  |
| Required | 3.5 |
| Supplemental |  |
| **Week 12** |  |
| Required | 2.5 |
| Supplemental |  |
| **Week 13** |  |
| Required | 2.5 |
| Supplemental |  |
| **Week 14** |  |
| Required | 3.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 44.5 |
| **Total Supplemental Hours** |  |
| **Total Hours** | 44.5 |