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Educational Leadership and Policy Studies
Ritchie Program for School Leaders & Executive Leadership for Successful Schools (ELSS)

Lead in Denver Opportunities in Partnership with University of Denver

The Educational Leadership and Policy Studies Program at the Morgridge College of Education offers two cohort pathways to principal certification in partnership with Lead in Denver in Denver Public Schools. The Ritchie Program for School Leaders (Ritchie) and the Executive Leadership for Successful Schools (ELSS) cohorts are customized to individual, district and school needs and the DPS School Leadership Framework.

Both cohort options immerse students in reflective, experiential, project-based learning experiences that prepare them to meet the challenges within complex systems. Both cohorts offer content that is individualized to the leadership needs of the aspiring leader and the needs of the school as well as internship opportunities that are aligned with coursework and supported by mentor principals. Both cohorts are facilitated by a team of DU faculty and DPS leaders and supported by the Lead in Denver team. Both cohorts are completed within one academic year (4 quarters) and are graduate certificate programs that can be combined with 15 additional credit hours for a Master's in Educational Leadership and Policy Studies.

In order to provide more opportunities for aspiring leaders within DPS, the Ritchie Program for School Leaders and the ELSS cohort offer two different internship formats and delivery models that meet diverse learning needs and lifestyles.

Internship
The Ritchie cohort features a paid full-time internship in a Lead in Denver approved host school and accepted students participate in a process to match them with a mentor principal. The ELSS cohort features an integrated internship and accepted students remain in their current position. Both cohorts collaborate with a DPS principal who serves as a mentor for their work.
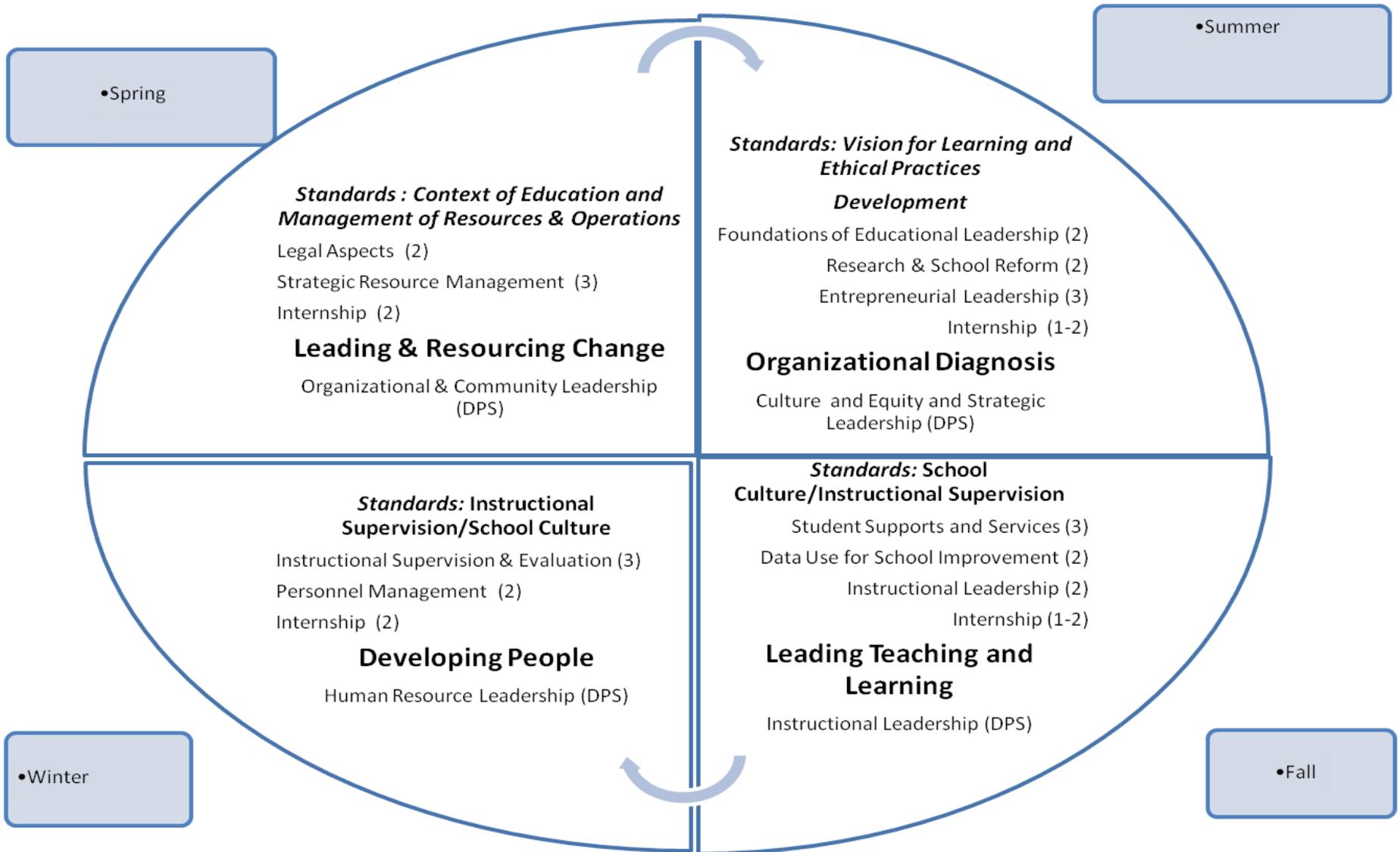
Delivery Model
The Ritchie cohort is a 32 credit hour program that consists of 30 weekly in-person sessions during the academic year and six full day sessions (including a 3 day retreat) over the summer. The ELSS cohort is a 30 credit hour program that consists of a blended online model of 2-3 full day Saturday sessions per quarter (10 days per year) and weekly online interactions with the cohort and faculty.

The following table summarizes the two offerings from
Educational Leadership and Policy Studies at the Morgridge College of Education, University of Denver

DPS ELSS Cohort Integrated Internship	DPS Ritchie Cohort Paid Full-time Internship
Content	
• Program content aligned to national/state standards and district context and individualized to student, school and district needs • Inquiry projects – deep investigation of individual leadership capabilities and a school context throughout an academic year • Preferred program and partner with Lead in Denver • Aligned to DPS School Leadership Framework • Development of district learning community and support network • Support team includes DU faculty and DPS leadership	• Program content aligned to national/state standards and district context and individualized to student, school and district needs • Inquiry projects – deep investigation of individual leadership capabilities and a school context throughout an academic year • Preferred program and partner with Lead in Denver • Aligned to DPS School Leadership Framework Development of district learning community and support network • Support team includes DU faculty and DPS leadership
Delivery Models	
• **Blended online format** • Ten in-person Saturday sessions across four quarters (Summer, Fall, Winter, Spring) and weekly online participation • One year - 30 credit hour program	• **In-person format** • Six full day sessions (including a three day retreat) during Summer Quarter and thirty weekly in-person sessions Fall, Winter and Spring Quarters • One year - 32 credit hour program
Internship	
• **Integrated internship (maintain current district position)** • Supported by a mentor principal • Mentor principal receives training and support • District leader serves as cohort instructor and coach • Supported by Lead in Denver with access to district materials and personnel	• **Paid full-time internship (Ritchie Intern position)** • Supported by a mentor principal • Mentor principal receives training and support • District leader serves as cohort instructor and coach • Supported by Lead in Denver with access to district materials and personnel
Educational Leadership and Policy Studies at the University of Denver	

- Research-based content for effective school leadership
- Signature pedagogy
- Inquiry Projects structure
- Constructivist pedagogy, inquiry stance
- Leadership tools and materials to improve leadership practice
- Leadership assessments and action plans to challenge and support individual participant needs and the needs of the partner school/district
- Safe space to explore educational authentic school/district issues
- Portfolio with evidence of participants' progress throughout the program rather than artifacts
- Value to the individual, school and district
- Public display of learning through Leadership Journey final event
- Accredited principal preparation program
- Cohort instructors or facilitators and professors
- Coordination among students, mentor principals and faculty

DPS Ritchie Program for School Leaders and Executive Leadership for Successful Schools

•Spring

•Summer

Standards : Context of Education and Management of Resources & Operations

Legal Aspects (2)

Strategic Resource Management (3)

Internship (2)

Leading & Resourcing Change

Organizational & Community Leadership (DPS)

Standards: Vision for Learning and Ethical Practices

Development

Foundations of Educational Leadership (2)

Research & School Reform (2)

Entrepreneurial Leadership (3)

Internship (1-2)

Organizational Diagnosis

Culture and Equity and Strategic Leadership (DPS)

Standards: Instructional Supervision/School Culture

Instructional Supervision & Evaluation (3)

Personnel Management (2)

Internship (2)

Developing People

Human Resource Leadership (DPS)

Standards: School Culture/Instructional Supervision

Student Supports and Services (3)

Data Use for School Improvement (2)

Instructional Leadership (2)

Internship (1-2)

Leading Teaching and Learning

Instructional Leadership (DPS)

•Winter

•Fall

Organizational Diagnosis-Leadership, Vision, Values and Culture

School leaders are able to lead efforts to create and sustain schools that successfully address the needs of every student, regardless of their diverse backgrounds. Issues of student and community equity and input are examined to challenge structures and assumptions about diverse and dominant cultural groups and access to learning.

Sample Learning Outcomes

- Demonstrate the ability to gather and analyze quantitative and qualitative data to assess the cultural, student achievement, professional development needs of a school.
- Use data to build an actionable, meaningful improvement plan and progress monitoring system necessary for improved achievement and developmental outcomes for all students.
- Demonstrate the importance of building and sustaining school community partnerships to ensure multiple learning opportunities for students.
- Demonstrate self-awareness of personal strengths and growth areas relative to feedback and assessments of leadership capacity and principal standards.

Inquiry Project: Organizational Diagnosis

Identify organizational needs and practices relative to student achievement, culture, and leadership. Develop a school profile and "snapshots" of culture, systems, market, data, and leadership.

Courses and Credits

ADMN 4801, Foundations of Educational Leadership (2 cr). Students examine educational leadership from perspectives of historical development, theory, research and current practice in modern school systems. Students will be introduced to the roles of administrators within the system. An introduction to board development and relations, community outreach and marketing, and interpersonal skills/conflict resolution are included.

ADMN 4807, Research and Best Practices in School Reform (2 cr). This course is designed to assist prospective administrators in the development and application of skills and knowledge associated with research-based, research validated promising practices, and to bring these to day-to-day leadership. This course examines current leadership theories and how to apply research on leadership skills and behavior to the principalship. Students will analyze their own leadership styles and apply their learning to leadership scenarios in order to refine their skills as school leaders.

ADMN 4839, Entrepreneurial Leadership (3 cr). Students will explore and develop entrepreneurial skills that will enhance existing educational organizations and create new educational settings. This course examines strategies of visioning, mission building and branding; defining and assessing value and quality; developing competitive strategy; building networks and partnerships; assessing risk and gauging opportunity; building systems and sustainability; recruiting and developing staff, boards and stakeholders; engaging communities; and acquiring sources of funding.

ADMN 4815 (Elementary) or 4816 (Secondary), Internship (1 or 2 cr). Mentored field internship experience, guided by a menu of options, to be arranged by the student with the Cohort Instructor and his/her personal Field Mentor(s).

Leading Teaching and Learning

Building the capacity of others to use 21st century teaching and learning skills, knowledge and values are vital to student success. Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to student success.

Sample Learning Outcomes

- Demonstrate skill to coach and collaborate with staff to improve instructional practice
- Demonstrate current knowledge of best practices n PK-20 standards, instruction and assessment including Colorado Academic Standards and 21st Century Skills
- Demonstrate knowledge and skill to create and maintain structures and procedures to identify and eliminate achievement gaps (e.g. RtI)
- Demonstrate the ability to identify issues associated with culturally proficient assessment procedures, such as cultural bias and stereotype threat

Inquiry Project: Leading Teaching and Learning

Identify best practices in assessment, curriculum, instruction, learning, and leadership. Identify organizational structures needed to support student learning needs.

Courses and Credits

- **ADMN 4829, Instructional Leadership** (2 cr). Serves prospective principals in the development and application of skills and knowledge associated with curriculum planning, development, assessment, and program evaluation. Curriculum issues will be examined from various contexts to enable students to understand how external demands influence curriculum decisions. Participants will be assisted in developing and understanding of issues of diversity and multiculturalism and their influence on the development and supervision of the curriculum. Although the major focus is on local aspects of standards-based education, some attention will be given to the national role in this area.

- **ADMN 5100, Data Use for School Improvement** (2 cr). School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation.

- **ADMN 4830, Student Supports and Services** (3 cr). Considerable attention will be given to the examination of the needs of the individual student in the learning environment as well as research on child development, learning styles, brain-based learning theories and models of teaching. Primary focus areas are supports for special education students, English language learners, gifted students, and students in poverty.

- **ADMN 4815 (Elementary) or 4816 (Secondary), Internship** (1 or 2 cr). Mentored field internship experience, guided by a menu of options, to be arranged by the student with the Cohort Instructor and his/her personal Field Mentor(s).

Developing People

Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change.

Sample Learning Outcomes

- Demonstrate skill and efficacy in creating and sustaining relationships; building learning communities that foster student growth
- Exhibit self evaluation and reflection as a leader and teacher
- Exhibit skill in providing professional development for the adult learner, sharing best practices with peers and with diverse audiences through design of teacher workshops and in class using principles of adult learning theory
- Understand and apply data driven decision-making to classroom and school issues
- Demonstrate skill in Human Resource Leadership: working effectively with staff for student success, recruiting and hiring, personnel supervision, and evaluation of teachers and other staff

Inquiry Project: Developing People

Identify best practices in evaluation and resource management to support and sustain human resources for student achievement.

Courses and Credits

ADMN 4805, Personnel Management (2 cr). An examination of organizational dimensions, non-power planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills.

ADMN 4831, Instructional Supervision and Evaluation (3 cr). Study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff.

ADMN 4815 (Elementary) or 4816 (Secondary), Internship (2 cr). Mentored field internship experience, guided by a menu of options, to be arranged by the student with the Cohort Instructor and his/her personal Field Mentor(s).

Leading and Resourcing Change -Melding Theory and Practice

Excellent principals draw on researched, evidence-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness.

Sample Learning Outcomes

- Understand school management competencies: budget and resource allocation and management, legal issues, risk management, school safety
- Understand the legal and ethical issues related to school management and evaluation of personnel
- Demonstrate the use of facilitation skills to resolve conflicts and build skill and confidence in others
- Describe and discuss effective work with staff for student success

Inquiry Project: Leading and Resourcing Change

Provide evidence of how to use resources to lead change and support and sustain student learning.

Credits and Courses

ADMN 4806, Legal Aspects of School Leadership (2 cr). This course is designed to provide educators with the basic information that will be helpful in dealing with the legal aspects they will encounter in schools and communities. This course will help educators practice "preventive law" by focusing on educational issues in an attempt to reduce litigious situations.

ADMN 4833, Strategic Resource Management for Schools (3 cr). School-site budgeting and accounting practices; resourcing the new school; how schools are funded; relationship of other resource decisions (such as scheduling) to the school operation; grant writing and fundraising.

ADMN 4815 (Elementary) or 4816 (Secondary), Internship (2 cr). Mentored field internship experience, guided by a menu of options, to be arranged by the student with Cohort Instructor and his/her personal Field Mentor(s).