



## Executive Leadership for Successful Schools at DPS

A Partnership between the University of Denver and Denver Public Schools

# Executive Leadership for Successful Schools

## DPS ELSS principal preparation program



*Executive Leadership for Successful Schools* is designed to prepare school and district leaders who have the complex knowledge, skills and understanding needed to lead effective schools. We approach this preparation through use of evidence-based practice to focus on inclusive excellence, 21<sup>st</sup> century teaching and learning, and transformational leadership. Graduates will understand school-wide issues as well as community and district contexts, and will be able to communicate and lead to ensure a successful educational experience for all students. The 30-quarter-hour program is designed to be completed in one calendar year. Learning is fostered through a blended program of interactive online study, weekend cohort workshops, and varied field experiences. The program is part of Lead in Denver and aligned to the DPS School Leadership Framework to meet district, state and national standards for educational leadership excellence.

### This Unique Program Combines the Best from Several Sources:

<i>Our proven-effective Ritchie Program for School Leaders—</i>	Brings you the benefit of years of refining what students need to become <b>effective transformational leaders</b> of schools, and to link your learning to specific district and school contexts.
<i>Research-validated effective online learning approaches—</i>	The online portion of the program is designed to be <b>interactive and thought-provoking</b> , while offering the <b>convenience</b> of online access and scheduling.
<i>Connected, project-based hands-on learning in coursework—</i>	Courses are organized in connected module format, so that you learn about school leadership in an <b>applied context</b> , tackling problems as you will see them in <b>real-school settings</b> .
<i>Experiential learning in school and community settings—</i>	Each quarter, you participate in <b>Inquiry Project</b> where you will collect information and interact with educators and community members. These will serve as focal points for your work with your cohort. You participate in <b>mentored internship experiences</b> throughout the program to prepare you for the day you take a leadership role.
<i>An integrated support team for you and your cohort colleagues—</i>	We have designed many layers of support staffed by a group of experts who will serve as professors and mentors, to coach and facilitate your learning. Your <b>support team</b> is described below.

## Your Support Team:

### *Course Professors*

We have identified top experts to lead your education in the key areas that successful school leaders must master. Each Course or Module Professor ("MP") has many years of experience with the course topics, is familiar with the latest research, and has worked with numerous leaders and schools. You will work with CPs online through assignments and interactive discussion boards, and they are available each week for online office hours and for individual discussion as needed by appointment. In addition, MPs create interactive hands-on activities related to each course. You will participate in these with your cohort during the Workshop Days, facilitated by your Cohort Instructor.

### *Cohort Instructor / Internship Supervisor*

Each cohort of students will work together throughout the program, and a Cohort Instructor ("CI") will serve as a coach and mentor throughout the program as well. CIs will organize and facilitate course-specific hands-on activities (for example, role-play practice for tough negotiation scenarios) and discussions of the Inquiry Projects.

At the start of your program, you'll receive a "menu" of exciting field internship experience options. After your introductory quarter, you and the cohort instructor will identify an experienced principal (your Field Mentor) locally convenient to you, with whom you will work on field Internship experiences. The CI will coach you on working with your Field Mentor, on selecting and completing field experiences that will be most meaningful for you, and on preparing your final portfolio of evidence of your learning growth in the program.

### *Personal Field Mentor(s)*

You will also have the benefit of working side-by-side with an experienced principal, your Field Mentor ("FM"). Students participate in field internship experiences throughout the program, to prepare for being in the school leadership role. These field internship experiences are also designed to help bring the coursework to life by offering you targeted opportunities to apply your course learning.

### *Advising and Other Supports*

A variety of resources are available to you to help ensure that you get the best learning experience possible. All Educational Leadership students are assigned an academic advisor- your advisor will help you stay with your coursework plan during the program. Course or Module Professors and Cohort Instructors are available during on-line or in-person office hours, at workshops, and via email and phone to work with students. You can access your Module Professor during their weekly office hours or by appointment, and you can access your Cohort Instructor during weekly office hours, in the assignment discussion board, and during the two in-person Workshop Days each quarter. You will also be part of an online advising community to keep you up to date on announcements, registration, and the like. You will have complete access to the University of Denver Penrose library and other student resources (online as well as in-person should you visit campus) and you'll receive thorough hands-on orientation to Blackboard and other online resources at the in-person Opening Day. Penrose library, the university financial aid office, the Morgridge College of Education Office of Academic Services and other university services have both on-line and in person resources available for student use.



## Overview of Program Design

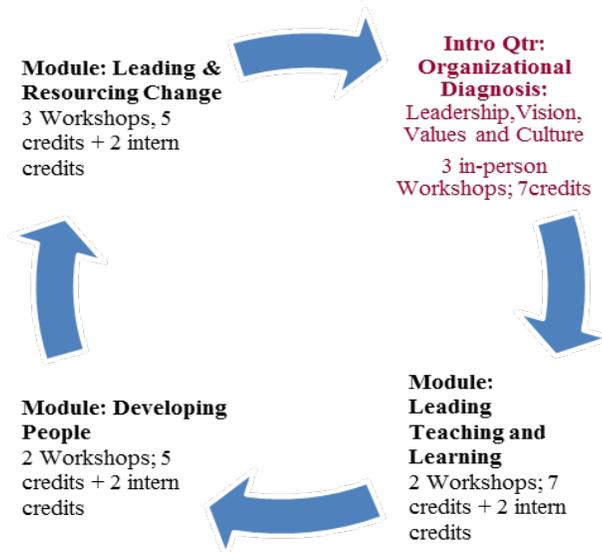
The program is organized in four quarters, to be completed in one calendar year.

The first Saturday of the Intro Quarter Module is the **Opening Day**, with cohort building activities and hands-on introduction to Blackboard and online resources and an introduction to systems, learning organizations and change theory.

Students also meet in person twice, on Saturdays, in each of the four quarters to participate in facilitated activities related to that quarter's course Module. These **Workshop Days** will include cohort work with the information and experiences gathered as part of the **Internship** each quarter.

Finally, there is a **Closing Day**, a final Saturday in your last quarter of coursework, when your cohort participates in closing activities and a presentation of learning.

To complete your principal licensure requirements, you will take 6 credit hours (300 clock hours of field work) that will be spread over the academic year. You complete an electronic portfolio as evidence of your learning growth in the program.



## Overview of Learning Strategies:

### *Coursework*

Courses have quarterly beginning and ending dates; students can expect to work about 20 hours each week in a typical quarter. Each course will incorporate in-person Workshop Days, Inquiry Projects, self-assessments, discussion boards, reflection journals, readings, and written assignments to guide instruction and learning. Discussion links and open office hours are available for group discussions where students can ask and answer questions about assignments and other needs. The learning from each quarter will culminate, with the various Inquiry Projects, in a final ePortfolio documenting students' learning growth.

### *In-Person Workshop Days*

All workshops days are held on Saturdays, and incorporate large and small group discussions on key topics and issues related to Module themes, as well as presentations, role play practice, case studies, and occasional guest speakers of note. A focus is on integrating readings, discussions, Leadership Rounds and internship experiences.

### *Inquiry Projects*

Each quarter features an Inquiry Project—you will collect data and field experiences related to a problem of practice each quarter and you will work with these Inquiry Projects as an ongoing context for thinking about leading and developing schools throughout the entire program. The quarterly Inquiry Projects are the basis for your ePortfolio documenting your learning throughout the program.

### *Internship*

You will complete Internship work each quarter which will focus on a "problem of practice" that is directly integrated with the quarterly Inquiry Projects. The Internship spans four quarters, 6 credits and 300 clock hours. Internships, or field experiences, are guided by your cohort instructor and a menu of opportunities that complement the focus of each of the Course Modules.

### *Final Portfolio*

The work that you do throughout the program—Inquiry Projects, course work assignments, and Internship work—are highly integrated and come together as you build an electronic Portfolio, working with your Cohort Instructor and Module Professor. This will serve as a record of your learning in the program, as well as a presentation of your new skills and knowledge for prospective employers.

# Executive Leadership for Successful Schools

ELSS at DPS principal preparation program

## Intro Module: 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

- Be prepared for Blackboard online work, electronic portfolio, Inquiry Projects, and the integrated internship
- 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.

### Inquiry Project: Organizational Diagnosis

Identify organizational needs and practices relative to student achievement, culture, and leadership. Develop a school profile and “snapshots” of culture, student achievement, and leadership.

### Course and Credits

- **ADMN 4840, Strategic and Transformative School Leadership (7 cr).** This course begins a series of courses designed to prepare students for the rigors of the school principalship. The purpose of this course is to foster students’ examination of educational leadership from perspectives of historical development, theory, research and current practice in modern school systems. The course examines current leadership theories and how to apply the research on leadership skills and behavior to the principalship. This course is designed to assist prospective administrators in the development and application of skills and knowledge associated with the research-based, research validated, and promising practices, and to bring these to day-to-day leadership in understanding the current role of the principal. This course focuses on the skills of strategic leadership (mission, vision, strategic goals, school improvement planning, leading change and distributive leadership), school culture and equity leadership (collaboration, equity pedagogy, empowerment and continuous improvement). Students will analyze their own leadership styles and apply their learning to leadership scenarios in order to refine their skills as school leaders. Students will gather and analyze qualitative and quantitative data as they complete a comprehensive organizational diagnosis of a school. Students will also explore the role of the principal as an entrepreneurial educational leader to enhance existing educational organizations and create new educational settings.

# Executive Leadership for Successful Schools

## ELSS at DPS principal preparation program

### Module: Student Support Services -Leading Learning and Teaching

Building the capacity of others to use 21<sup>st</sup> 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 in PK-20 standards, instruction and assessment including Colorado Academic Standards and 21<sup>st</sup> 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: Student Support Services

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

#### Courses and Credits

- **ADMN 4841, Instructional Leadership for Equitable Schools (7 cr).** This course is intended to help the aspiring principal develop instructional leadership skills. During this course, students work with the latest learning on effective instructional and assessment practices, differentiation and the needs of special populations of students. Students work with a teacher or teacher team to study instructional practice and its impact on student learning. Serves aspiring principals in the development and application of skills and knowledge associated with standards-based instructional practices, curriculum planning and development, assessment, and program evaluation. Students will be assisted in developing and understanding of issues of diversity and multiculturalism and their influence on the development and supervision of the instructional program. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation. In addition to the issues of instructional leadership, considerable attention will be given to the examination of the needs of the individual student in the learning environment as well as research on learning styles, learning theories and models of teaching.
- **ADMN 4860 Principal 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).

# Executive Leadership for Successful Schools

## ELSS at APS principal preparation program

### Module: 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
- Human Resource Leadership: working effectively with staff for student success, recruiting and hiring, personnel supervision, and evaluation of teachers and other staff

### Inquiry Project: Evaluation and Instructional Leadership for 21<sup>st</sup> Century Teaching.

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

#### Courses and Credits

- **ADMN 4842, Human Resources Leadership (5 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. This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes 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. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment and professional development. The legal and technical aspects of teacher evaluation will be discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course.
- **ADMN 4860 Principal 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).

# Executive Leadership for Successful Schools

ELSS at DPS principal preparation program

## Module: Leading and Resourcing Change-Melding Theory and Practice



Excellent principals draw on researched, evidenced-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 4843, Strategic Resource Management for School Leadership** (5 cr). The purpose of the course is to provide students with the necessary information to design a school in concert with the values, norms, practices and policies of a school district and manage resources effectively within the school to best meet school goals. Specific topics include: strategic leadership, instructional leadership, school cultural and equity leadership, human resources leadership, managerial leadership, external development leadership, leadership around student growth. In addition, this course will provide educators the basic information they will need to deal with the legal challenges they are likely to encounter in public schools. The basic foundations of the American legal system and its practical applications in public education will be studied. This course will help educators practice “preventive law” by developing their understanding of the application of the law in public schools in a way that will help them avoid and manage legal problems.
- **ADMN 4860 Principal 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).