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Educational Leadership and Policy Studies Certificate in Principal Preparation & Master of Arts in Educational Leadership and Policy Studies

The Ritchie Program for School Leaders: Executive Leadership for Successful Schools (Ritchie ELSS) immerses students in graduate-level coursework, the Colorado Principal Quality Standards, and project-based learning that prepares them for school leadership positions upon program completion. We approach this preparation using improvement science, inclusive excellence, 21st century teaching and learning, and transformative leadership. Content is individualized to the leadership needs of the aspiring leader and the needs of the school the aspiring leader serves at as the site of the internship. The 30-quarter-hour curriculum for the Certificate, leading to a principal license, integrates coursework with an internship supported by a mentor principal and is completed in one calendar year. The MA in Educational Leadership and Policy Studies builds from the Certificate and consists of an additional 15 quarter-hour curriculum (three quarters) that consists of a deeper view of equity, design thinking, and action research. Learning is fostered through a blended cohort of interactive online study, a three-day summer retreat, ten Saturday cohort workshops and webinars, and an internship. The curriculum is aligned to meet 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 is ranked 25th in the nation to...</i>	Bring you the benefit of years of refining what students need to become effective transformative leaders of schools, and to link your learning to specific district and school contexts.
<i>Research-validated effective online learning approaches...</i>	Are designed to be interactive and thought-provoking , while offering the convenience of online access and scheduling.
<i>Connected, project-based hands-on learning in coursework...</i>	Is organized in a connected module format, so that you learn about school leadership in an applied context , tackling problems as you will see them in real-school settings .
<i>Experiential learning in school and community settings...</i>	Allows you participate in a quarterly Inquiry Project where you will collect information and interact with the school community. These projects will serve as focal points for your work with your cohort. You participate in mentored internship experiences 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>	Offers layers of support staffed by a team of experts who will serve as professors and mentors, to coach and facilitate your learning.

Your Support Team

Cohort Professor (CP)

We have identified top experts to lead your education in the key areas that successful school leaders must master. Each Cohort Professor (CP) has many years of experience with the course topics, is well-versed with the latest research, is a national leader in area, and has worked with numerous leaders and schools. You will work personally with the CP online through assignments, journals and interactive discussion boards, and he/she is available each week for online office hours and for individual conversation as needed by appointment. In addition, the CP creates interactive hands-on activities related to each course. You will participate in these with your cohort during the Workshop Days and Webinars, facilitated by the CP and the Cohort Instructor. I have also been the internship coach for some of the students so no one person has that load. This year I coach 6 while each of the other CI's coach 4.

Cohort Instructor (CI)

Each cohort of students works together throughout the curriculum alongside a Cohort Instructor (CI). This person serves as a coach and mentor throughout the student's program. CI's facilitate course-specific hands-on activities and discussions of the Inquiry Projects and support your internship.

Before or during your first quarter, you and the Cohort Instructor identify an experienced principal (mentor principal) with whom you will work on internship experiences. The CI assists you to develop goals for the development of standards-based leadership competencies and communicate with your mentor principal at least once a quarter. The CI coaches you on working with your mentor principal, while selecting experiences and leadership opportunities that are relevant to your leadership growth that will impact your school. As a team, you will monitor your progress toward preparing your final portfolio of evidence highlighting your learning growth in the program.

Mentor Principal (MP)

You have the benefit of working side-by-side with an experienced principal who will serve as your mentor principal (MP). Your MP will likely be the principal at the school site used for your inquiry projects. You will participate in leadership experiences that are integrated with the curriculum and based on your leadership needs in preparation for a school leadership role. You will complete the internship requirement of 300 clock hours through field experiences that are also designed to help bring the coursework to life by offering you targeted opportunities to apply your course learning.

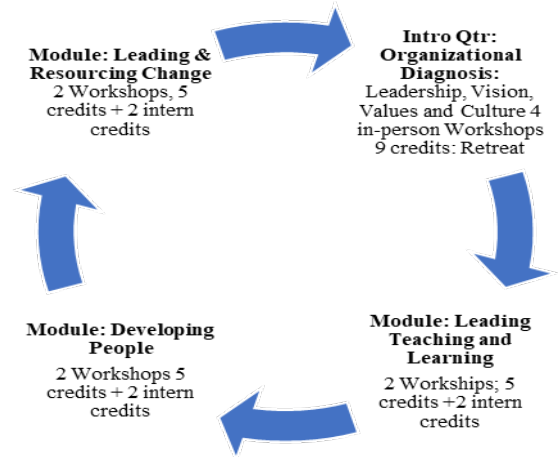
Advising and Other Supports

A variety of resources are available to you to help ensure that you get the best learning experience possible. Cohort Professors and Cohort Instructors serve as your advisors and are available during online office hours, at workshops, and via email and phone to work with students. You can access your Cohort Professor and Cohort Instructor during weekly office hours, in the assignment discussion board, and during the in-person Workshop Days and Webinars 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 Anderson Academic Commons and other student resources (online as well as in-person should you visit campus) and you'll receive a thorough hands-on orientation to Canvas and other online resources at the ELPS orientation.



Overview of Program Design

The Certificate curriculum is organized in four quarters over one calendar year. Students meet in person or virtually, on two-four Saturdays in each of the four quarters to participate in facilitated activities related to that quarter's content and inquiry project. These **Workshop Days** include cohort work with the content, inquiry projects and internship experiences. Finally, there is a final event during the last quarter of coursework, when the cohort participates in closing activities and a presentation of learning.



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. 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 an Inquiry Project compiled in an ePortfolio documenting your learning and growth.

Leadership Retreat

The purpose of the leadership retreat is to provide an experiential learning experience to practice the leadership theories and concepts that serve as the foundation of the program. The retreat experience occurs in the summer and concludes with a half day debrief session the Saturday after the retreat.

In-Person Workshop Days

All workshop days are held on Saturdays and incorporate large and small group discussions on key topics and issues related to the concepts, readings, and inquiry projects. The highly interactive activities include presentations, protocols, role play practice, case studies, and application of tools. The focus is on building a learning community and integrating readings, projects, discussions, and internship experiences.

Inquiry Projects

Each quarter features an Inquiry Project that consists of specific leadership criteria and competencies based on Colorado principal performance standards and a problem of practice. Participants will customize the project to your specific learning needs and the context of your school. The Inquiry Projects are an ongoing context for thinking about leading and developing schools throughout the entire curriculum and the basis for your ePortfolio documentation of your learning throughout the experience.

Intercultural Development Inventory

Students complete The Intercultural Development Inventory® (IDI®) and a personal debrief of their results as part of coursework. The IDI assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. The Intercultural Development Inventory is a 50- item questionnaire available online. Students use the results of their IDI to monitor their growth and shape actions towards interculturally competent leadership.

Internship

Students complete Internship work each quarter that focuses on “problems of practice” integrated with the quarterly Inquiry Projects. The Internship spans three quarters, 6 credits and 300 clock hours. Internship field experiences are guided by the cohort professor and instructor and mentor principal.

Portfolio

The work throughout the curriculum (i.e., inquiry projects and internship work) are highly integrated and come together in an electronic portfolio. This ePortfolio serves as a record of learning throughout the coursework and can assist with job interviews.

Course Work Plan: Quarter 1

Intro Module: Organizational Diagnosis-Leadership, Vision, Values, and Culture

School leaders can 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.

Course and Credits

- **ADMN 4840, Strategic and Transformative School Leadership** (9 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 research on leadership skills and behavior. 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.

Course Work Plan: Quarter 2

Module: 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 in 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 4841, Instructional Leadership for Equitable Schools** (5 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. It 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 mentor principal(s).

Course Work Plan: Quarter 3

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 equitable 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 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 along with the role and responsibilities of licensed supervisors and evaluators are addressed. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course.

Course Work Plan: Quarter 4

Module: 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 equitable 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 mentor principal(s).

Additional courses to complete the MA in Educational Leadership and Policy Studies

Students in the MA program continue for an additional three quarters to complete 15 additional quarter-hours of course work in addition to a capstone research project for the MA in Educational Leadership and Policy Studies. Courses include:

ADMIN 4834, Seminar in Multicultural Issues (3 credits)

This seminar will explore personal and organizational intercultural development and its impact on leadership for equitable student outcomes. Students will explore their personal and professional capacity to navigate cultural difference and commonality. By valuing diversity and preserving the cultural dignity of students, cultural proficiency enables educators to create inclusive and instructionally powerful learning environments in which all students achieve at high levels. The primary purpose of this course is to provide students with tools and strategies to navigate and challenge the complex issues related to intercultural development in educational settings. The focus is on individual and organizational behavior. This is a model for shifting the culture of a school or school district.

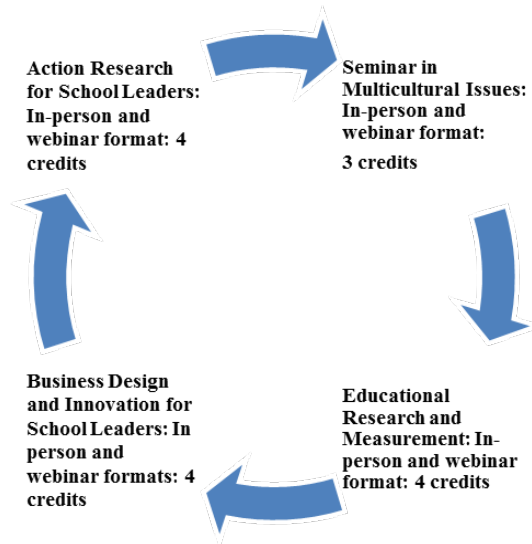
As a result of participation in this course students will be able to:

- Utilize the cultural proficiency and intercultural development tools for personal and organizational analysis and transformation
- Analyze programs and policies with a cultural proficiency and intercultural lens
- Diagnose and propose ways to transform your current educational organization through a Culturally Proficient Organization Proposal, using intercultural development principles
- Demonstrate growth in leadership skills in creating an accepting and adapting school culture that enhances student learning

RMS 4900, Educational Research and Measurement (4 credits)

This course covers terms, concepts, and issues related to research and educational measurement. It covers research methodologies, data analysis and considerations for data collection, and concepts for measurement and assessment. By the end of the course, students should be able to:

- Understand terms, concepts, and applications relevant to educational research and measurement, such as independent variable, dependent variable, reliability, validity, and normative sample
- Apply research principles and concepts to design a study
- Understand the components of a literature review and leave with a foundation for future action research or research projects
- Understand how to write effective questions for surveys and use technology resources to examine and summarize raw data
- Recognize personal, racial, class, gender, cultural, and other biases that can influence decision-making and other professional behavior



ADMIN 4848, Business Design and Innovation for School Leaders (4 credits)

The purpose of this course is to provide the student with the knowledge of and experience in innovation design thinking for adaptive and transformative leadership. Students will also have an opportunity to study and understand the complex nature of human resources and business services in schools and districts and the requisite knowledge needed to provide leadership in this arena. The course is designed to give students knowledge of:

- Their foundational values and beliefs about solving problems and using resources
- Transformative engagement practices that unify and activate stakeholders
- How to manage change, time, money, and people effectively to ensure equitable student achievement for all students
- How the business support and auxiliary services are used effectively to maximize student learning.

ADMIN 4849, Action Research for School Leaders (4 credits)

This class introduces action research as a strategy for professional development and collaborative, transformative school improvement. The aim of this class is to develop educators' knowledge and skills to apply action research techniques and processes in the classroom, school, and/or district. This research framework supports educators to uncover and use data that exist in classrooms and schools for the purpose of promoting educational change and improvement.

The participants in this course will create and conduct an action research project that will serve as the Comprehensive Exam or **Capstone for the MA in Educational Leadership and Policy Studies**. Through this capstone, students will:

- Design and conduct an action research project.
- Apply strategies for involving stakeholders, organizing processes, analyzing data, communicating results, and designing and implementing transformative actions.
- Acquire theoretical and practical information that will increase their capabilities to build and lead collaborative learning communities for educational change.

For more information and to apply go to: <http://morgridge.du.edu/apply/educational-leadership-policy-studies-cert-ma-application/>