



Educational Leadership and Policy Studies Executive Leadership for Successful Schools (ELSS)



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, 21st 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 curriculum is designed to be completed in one calendar year. Learning is fostered through a blended cohort of interactive online study, weekend cohort workshops, and varied field experiences. The curriculum is aligned to meet state and national standards for educational leadership excellence.

This Unique Cohort 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 effective transformational leaders 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 cohort is 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>	Courses are organized in 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>	Each quarter, you participate in Inquiry Project 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 mentored internship experiences throughout the curriculum 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 support team is described on the next page.

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, and has worked with numerous leaders and schools. You will work with the CP online through assignments and interactive discussion boards, and he/she is available each week for online office hours and for individual discussion 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, facilitated by the CP and Cohort Instructor.

Cohort Instructor (CI)

Each cohort of students will work together throughout the curriculum, and a Cohort Instructor (CI) will serve as a coach and mentor throughout the experience as well. CIs will organize and facilitate course-specific hands-on activities and discussions of the Inquiry Projects.

At the start of your coursework, you'll receive a "menu" of exciting field internship experience options. During your introductory quarter, you and the cohort instructor will identify an experienced principal (Field Mentor), with whom you will work on field Internship experiences. The CI will communicate with your Field Mentor at least once a quarter. The CI will coach you on working with your Field Mentor and on selecting field experiences and leadership opportunities that are relevant to your leadership growth and impactful for the school. As a team you will monitor your progress toward preparing your final portfolio of evidence of your learning growth in the cohort.

Field Mentor (FM)

You will also have the benefit of working side-by-side with an experienced principal, your Field Mentor (FM). You will participate in field 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 these 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. All Educational Leadership & Policy Studies students are assigned an academic advisor- your advisor will help you stay with your coursework plan during the curriculum. Cohort Professors and Cohort Instructors are available during on-line office hours, at workshops, and via email and phone to work with students. You can access your Cohort Professor during 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 Anderson Academic Commons 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.



Overview of Cohort Design

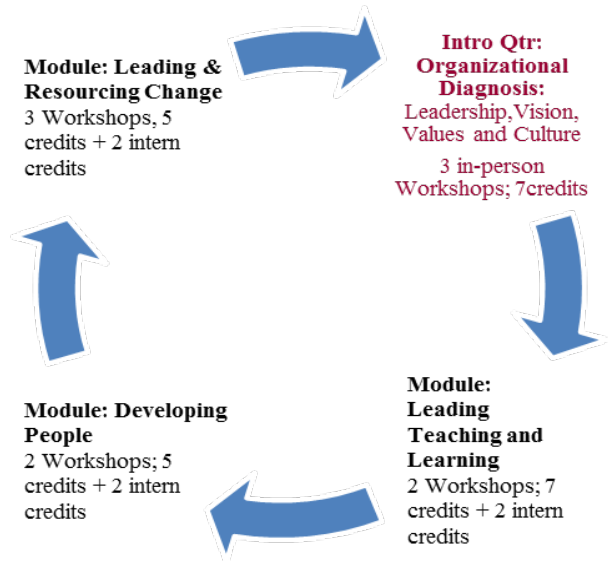
The curriculum is organized in four quarters, to be completed in one calendar year.

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 cohort.



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 and all projects will be compiled in a final ePortfolio documenting your learning and growth.

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 Module themes and projects, as well as presentations, role play practice, case studies, and occasional guest speakers of note. The focus is on integrating readings, discussions, and internship experiences.

Inquiry Projects

Each quarter features an Inquiry Project that consists of specific criteria based on principal performance standards and a problem of practice. You 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.

Internship

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

Final Portfolio

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

Educational Leadership and Policy Studies

Executive Leadership for Successful Schools (ELSS)

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

- 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 (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.

Educational Leadership and Policy Studies

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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 (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).

Educational Leadership and Policy Studies

Executive Leadership for Successful Schools (ELSS)

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
- 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 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).

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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 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).