



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE OF EDUCATION



LEAD IN DENVER  
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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 Full-time Internship
<b>Content</b>	
<ul style="list-style-type: none"> <li>• Program content aligned to national/state standards and district context and individualized to student, school and district needs</li> <li>• Inquiry projects – deep investigation of individual leadership capabilities and a school context throughout an academic year</li> <li>• Preferred program and partner with Lead in Denver</li> <li>• Aligned to DPS School Leadership Framework</li> <li>• Development of district learning community and support network</li> <li>• Support team includes DU faculty and DPS leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Program content aligned to national/state standards and district context and individualized to student, school and district needs</li> <li>• Inquiry projects – deep investigation of individual leadership capabilities and a school context throughout an academic year</li> <li>• Preferred program and partner with Lead in Denver</li> <li>• Aligned to DPS School Leadership Framework</li> <li>• Development of district learning community and support network</li> <li>• Support team includes DU faculty and DPS leadership</li> </ul>
<b>Delivery Models</b>	
<ul style="list-style-type: none"> <li>• <b>Blended online format</b></li> <li>• Ten in-person Saturday sessions across four quarters (Summer, Fall, Winter, Spring) and weekly online participation</li> <li>• One year - 30 credit hour program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-person format</b></li> <li>• Six full day sessions (including a three day retreat) during Summer Quarter and thirty weekly in-person sessions Fall, Winter and Spring Quarters</li> <li>• One year - 32 credit hour program</li> </ul>
<b>Internship</b>	
<ul style="list-style-type: none"> <li>• <b>Integrated internship (maintain current district position)</b></li> <li>• Supported by a mentor principal</li> <li>• Mentor principal receives training and support</li> <li>• District leader serves as cohort instructor and coach</li> <li>• Supported by Lead in Denver with access to district materials and personnel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paid full-time internship (Ritchie Intern position)</b></li> <li>• Supported by a mentor principal</li> <li>• Mentor principal receives training and support</li> <li>• District leader serves as cohort instructor and coach</li> <li>• Supported by Lead in Denver with access to district materials and personnel</li> </ul>
<b>Educational Leadership and Policy Studies at the University of Denver</b>	
<ul style="list-style-type: none"> <li>• Research-based content for effective school leadership</li> <li>• Signature pedagogy</li> <li>• Inquiry Projects structure</li> <li>• Constructivist pedagogy, inquiry stance</li> <li>• Leadership tools and materials to improve leadership practice</li> <li>• Leadership assessments and action plans to challenge and support individual participant needs and the needs of the partner school/district</li> <li>• Safe space to explore educational authentic school/district issues</li> <li>• Portfolio with evidence of participants' progress throughout the program rather than artifacts</li> <li>• Value to the individual, school and district</li> <li>• Public display of learning through Leadership Journey final event</li> <li>• Accredited principal preparation program</li> <li>• Cohort instructors or facilitators and professors</li> <li>• Coordination among students, mentor principals and faculty</li> </ul>	

# DPS Ritchie and Executive Leadership for Successful Schools (ELSS)



# Educational Leadership and Policy Studies

## DPS Ritchie and DPS ELSS

### Summer Quarter

#### 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, mission, 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.
- **ADMN 4860 Principal Internship** (2 cr – DPS Ritchie). 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

## DPS Ritchie and DPS ELSS

## 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. Rtl)
  - 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).

# Educational Leadership and Policy Studies

## DPS Ritchie and DPS ELSS

### Winter Quarter

#### 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).

# Educational Leadership and Policy Studies

## DPS Ritchie and DPS ELSS

### Spring Quarter

#### 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).