

COURSE 1: CHARTER SCHOOL LEADERSHIP

DRAFT COURSE SYLLABUS

ORIENTATION MEETING

Date: October 2, 2003

Prior to the beginning of the Leadership Certificate Program, participants are expected to attend a one day orientation meeting.

Outcomes:

Participants will

- Clearly understand the expectations and outcomes of the program.
- Have an opportunity to identify specific issues and concerns they would like addressed related to the session topics.
- Have an opportunity to meet the leaders and facilitators of the program and the other participants.
- Be given a copy of the leadership assessment, *Styles of Leadership Survey*, from Teleometrics International, Inc. to be completed prior to the first session.
- Have their questions answered.

COURSE DESCRIPTION:

The first course in the sequence provides students with a general understanding of leadership skills and their leadership style.

SESSION ONE:

Date: October 11, 2003

ASSESSING LEADERSHIP STYLES

This session will provide a “snapshot of your leadership style, reinforce practices that contribute to effective leadership and help you develop a personal leadership action plan to enhance your leadership skills.

Objectives:

Presenter(s) will

- Identify practices that contribute to leadership.
- Provide a “snapshot” of each participant’s leadership style.
- Provide insight on effective strategies for dealing with others.
- Have participants develop a personal leadership action plan to enhance and improve their leadership skills.

Outcomes:

Participants will

- Score their *Styles of Leadership Survey*.
- Learn about the five styles of leadership identified in the survey.
- Learn specific practices and actions to become more effective leaders.
- Identify their current leadership strengths and weaknesses, based on the survey results and self-knowledge.
- Write a personal leadership action plan to address their strengths and weaknesses.

SESSION TWO:

Date: November 1, 2003

LEADERSHIP SKILLS: TEAM BUILDING, COACHING AND MENTORING

This session will focus on effective collaborative teams, skills to be an effective coach, and provide mentoring tools.

Objectives:

Presenter(s) will

- Identify characteristics of effective teams and strategies to develop collaborative teams.
- Provide an understanding of what coaching is and skills required to be an effective coach.
- Provide an understanding of mentoring, mentoring tools and how mentoring differs from coaching.

Outcomes:

Participants will

- Learn the characteristics of an effective team and specific strategies to assist them in developing various teams in their schools, i.e. school improvement team, parent and community teams.
- Increase their knowledge and understanding of the skills and behaviors needed to be an effective coach.
- Increase their knowledge and understanding of the skills and behaviors needed to be an effective mentor.
- Understand the similarities and differences between a coach and a mentor.
- Practice the skills and behaviors of collaboration, coaching and mentoring in their school settings.

SESSION THREE:

Date: December 13, 2003

THE LEADERSHIP CHALLENGE **CREATING A SCHOOL VISION FOR HIGH STUDENT ACHIEVEMENT**

This session will present the five fundamental practices of exemplary leadership from the book, *The Leadership Challenge*. It will also identify the characteristics of personal shared vision and its relationship to leadership.

Objectives:

Presenter(s) will

- Identify the major ideas from the five fundamental practices of exemplary leadership from the book, *The Leadership Challenge*.
- Discuss how these practices can be used effectively in the school setting.
- Identify the characteristics of a personal vision, a shared vision and its relationship to leadership.
- Provide an opportunity for participants to create their personal visions as leaders.
- Involve participants in a process to create a shared vision.
- Have participants develop a process and plan for their staffs to create a shared vision for high student achievement.

Outcomes:

Participants will

- Learn the five fundamental practices of exemplary leadership.
- Identify specific practices that will strengthen their leadership skills.
- Understand what personal and shared visions are.
- Write a personal vision.
- Engage in a process to create a shared vision.
- Develop a process and plan for their staff to create a shared vision of high student achievement for their staff.

SESSION FOUR

Date: January 10, 2004

INSTRUCTIONAL LEADERSHIP **IMPROVING STUDENT ACHIEVEMENT**

This session will focus on effective instructional strategies, coaching and conferencing techniques, and the role of the principal in leading curriculum, instruction and assessment. Participants will also learn specific researched based teaching and learning strategies to improve student achievement.

Objectives:

Presenter(s) will

- Identify the behaviors of effective instruction that ensure high levels of learning.
- Explain the key elements of motivation, reinforcement and retention theories as they relate to student learning.
- Demonstrate three types of coaching/conferencing (Telling, Interpretive, Interactive) that create motivation and learning for teachers.
- Provide an understanding of the role of the principal in leading curriculum, instruction, and assessment decisions.
- Provide an understanding of different learning styles.
- Provide an understanding of diversity.
- Identify specific research-based teaching and learning strategies that address learning styles and diversity issues, i.e., multiple intelligences, tiered lessons, problem-based learning.
- Explain how to use data to improve student achievement.
- Explain how to organize and implement an effective school improvement process.

Outcomes:

Participants will

- Learn the specific behaviors effective teachers use to help children learn.
- Understand the key elements of the learning theories of motivation, reinforcement and retention.
- Learn how to conduct effective conferences and coaching sessions with teachers to improve their teaching and learning skills and behaviors.
- Build commitment and capacity to become an effective instructional leader.
- Understand different learning styles and diversity and their impact on student learning.
- Learn specific research-based teaching and learning strategies that address learning styles and diversity issues, i.e., multiple intelligences, tiered lessons, problem-based learning.
- Learn how to use data to improve student achievement.
- Learn specific skills and behaviors to successfully implement a school improvement process.

SESSION FIVE:

Date: February 14, 2004

**BUSINESS MANAGEMENT SKILLS:
FINANCIAL MANAGEMENT
FACILITIES MANAGEMENT**

This session will provide an understanding of financial management including general accounting procedures, using technology to organize and manage a budget, aligning budget to school plans and preparing for an audit. Participants will also understand facilities management

including the role the principal as a senior manager of facility to take responsibility for the appearance and function of the school building.

Objectives:

Presenter(s) will

- Provide an understanding of financial management, including:
 - General accounting procedures.
 - How to use technology to organize and manage a budget.
 - Aligning budget to the school improvement plan.
 - Preparing for an audit.
- Provide an understanding of facilities management, including:
 - Role of principal as the senior manager of the facility.
 - Working with all staff to ensure optimal appearance and functioning of the building infrastructure.

Outcomes:

Participants will

- Increase their knowledge, understanding and skills of financial management. They will learn how to:
 - Use general accounting procedures.
 - Use a spreadsheet to set up their budgets.
 - Keep track of monthly expenses and keep a current budget.
 - Align their budgets to the school improvement plan.
 - Prepare for an audit.
- Increase their knowledge, understanding and skills of facilities management. They will learn how to:
 - Ensure that their buildings are clean and safe.
 - Work effectively with their maintenance staff to ensure optimal functioning of the building infrastructure.
 - Implement an ongoing process for building maintenance.

Textbooks and other required materials:

Hall, J., Harvey, J., and Williams, M. (1995). *Styles of Leadership Survey*. Teleometrics International, Inc.

Kouzes, J. and Posner, B. (2002). *The Leadership Challenge*. San Francisco: Jossey-Bass.

Calhoun, Emily F. (1994). *How to Use Action Research in the Self-Renewing School*. Alexandria, Va: Association for Supervision and Curriculum Development

Materials and articles prepared by each presenter

General methodology used in teaching this course:

Interactive lecturettes, experiential learning, discussion, investigation, reflection, small and large group work.

Assignments:

1. Complete the *Styles of Leadership Survey*.
2. At the end of each session, participants will complete a Plan of Action related to the topic(s) presented in the session. Participants will be expected to “try out” or implement new behaviors, skills, information they learn in each session. They will be expected to report what they have done and with what results at the following session.
3. Participants will write a reflection paper for each of the sessions. They will identify specific topics, information, skills, etc. presented in the session and discuss its significance to their schools and communities.
4. Participants will read the book, *The Leadership Challenge*, by Kouzes and Posner and related materials and articles provided by presenters.
5. Participant will complete an Action Research Project. They will use *How to Use Action Research in the Self-Renewing School*, Emily F. Calhoun as a resource and guide. This will include a written paper and an oral presentation of the action research to be made at the Closure and Evaluation session.
6. Find a minimum of three web sites that directly relate to the course content and share with the class.
7. Participate in NCSI Evaluation Process.
8. Masters Students Only. Participants will write a final paper of approximately ten double-spaced typewritten pages. The subject of the paper will be directly related to the content of the course. More specific details of the paper will be determined by the facilitator/teacher and the needs/interests of the participants

Field trips to model charter schools can be arranged upon request.

Evaluation:

	Masters Students	Certificate Students
Class participation	15%	15%
Action Plans (5)	10%	15%
Reflection Papers (5)	15%	20%
Action Research Paper	25%	35%
Action Research Oral Presentation	15%	15%
Final Paper	30%	
	100%	100%

Class attendance is mandatory. Difficulties should be discussed with the instructor as soon as possible. Students will be asked to provide an evaluation of the instructor and the course with an eye toward improvement.

Grading Scale for Masters Students

95-100% A
 92-94% A-
 89-91% B+
 83-88% B
 80-82% B-
 77-79% C+
 73-76% C
 70-72% C-
 67-69% D+
 63-66% D
 60-62% D-
 Below 60% E

Instructors: Course 1 - Charter School Leadership

Mary Kay Shields



Mary Kay Shields is a private consultant and was the Executive Director for the Michigan Public Educational Facilities Authority that coordinated and centralized all tax-exempt bonds financing for qualified public educational facilities and charter schools in Michigan. She also served as the President of the National Charter Schools Development and Performance Institute, special advisor to Michigan's Governor, and legislative and fiscal analyst for the Michigan legislature.

Expertise: Facilities Management, Financial Management and Education and Fiscal Policy

Karen Roth



Dr. Karen Roth is the Executive Director of Roth & Associates, an educational consulting firm that provides training and consultant services in leadership, curriculum development, and strategic planning. She served as the curriculum director for the Henry Ford Academy in

Dearborn, Michigan, Associate Superintendent for Curriculum and Instruction with Southfield Public Schools, and Director and General Education Consultant for Wayne County Regional Education Service Agency. Dr. Roth consults with International Schools in India and has a doctorate in education administration with a focus on curriculum and instruction from Michigan State University.

Expertise: Professional Development, Curriculum Development, Strategic Planning, Leadership Development, School Climate, Educational Reform and the change process.

Patricia Susa-Cottage



Pat Susa-Cottage is an independent organization consultant working with both education and business to deliver leadership development programs. Pat has served as a high school teacher, management development trainer, and senior organization development specialist. Pat has a master in Industrial Relations from Saint Francis of Loretto College in Pennsylvania. Pat has designed leadership development programs for Wayne County RESA principals, Detroit Public Schools and Northville Schools.

Expertise: Team Building, Conflict Management, Leadership Styles, Problem-Solving/Decision Making, Facilitating Effective Meetings, Mentoring Styles and Preferences.

Diane Newby



Diane Newby is professor of Teacher Education and Professional Development at Central Michigan University. She teaches elementary social studies methods and educational technology. Her research centers on elementary social studies methods, equity and diversity in the classroom and recruiting students of color into the teaching profession. Her research is published in *Multicultural Education*, *The Urban Review*, *American Behavioral Scientist* and *Michigan Sociological Review*. She contributed to development and updating of *Connecting with the Learner: An Equity Toolkit CD ROM*, published by Michigan Department of Education and North Central Educational Laboratory. Dr. Newby has served as an elementary school principal in Waverly and Mt. Pleasant School Districts. In addition to her duties as a faculty member in

the College of Education and Human Services, Dr. Newby serves as Resident Scholar to the National Charter Schools Professional and Development Institute.

Expertise: Educational Technology, Equity and Diversity, Leadership

Henry Cade

Henry Cade is an educational consultant and human resource development expert that has worked in a variety of positions facilitating the development of effective schools through leadership training, program planning, instructional design and organizational development. Henry is working with the Partnership For Success, an innovative school reform initiative designed by the Michigan Department of Education to increase student achievement by placing highly qualified educators in identified schools from around the state to provide expertise and support to schools. Henry is “on loan” from his current position with Wayne County Regional Education Services. Henry has a masters from the U. S. International University in California. Henry has taken advanced studies from Michigan State University, Rutgers University and the American Management Association.

Expertise: Leadership, Program Planning, Career Counseling, Instructional Design, Performance Evaluation, Staff Supervision, and Organizational Development.

Cora Christmas

Cora Christmas is Principal of Henry Ford Academy at “the Henry Ford” complex in Dearborn, Michigan. The Academy, which is a 9-12th grade high school, is located in Henry Ford Museum and Greenfield Village and is chartered by Wayne RESA. Students at the Academy have the opportunity to learn in non-traditional ways utilizing the unique learning environments of the largest indoor-outdoor museum in the country. A graduate of the Detroit Public Schools, Cora earned her Bachelor of Science degree in Mathematics and Science from Wayne State University and her Masters degree in Administration and Supervision from the University of Michigan. She was a teacher and administrator in the Detroit Public Schools for twenty years. She served as an administrator in the West Bloomfield District for three years before being named Principal of Henry Ford Academy more than six years ago. Most recently, the Michigan Association of Public School Academies named Cora “Principal of the Year”.

COURSE 2: CULTURE AND COMMUNICATION IN CHARTER SCHOOLS

The second course seeks to help students understand the role school culture plays in an effective school. Time management, problem solving and excellent communication skills are necessary leadership traits when changing the school culture to support optimal learning.

Course Outcomes:

After completing this course, students will be able to:

- a. Learn about the charter school movement and its implications for Detroit and other urban charter schools.
- b. Understand what school culture is and how it affects school climate.
- c. Identify formal and informal ways to assess school culture.
- d. Identify most common time wasters and time solutions.
- e. Recognize and give examples of ways in which people tend to establish effective and ineffective relationships.
- f. Exhibit knowledge of basic communication skills.
- g. Demonstrate conflict resolution, problem solving and decision making skills.
- h. Become a more collaborative leader.
- i. Develop and implement an action research project related to the course topics

DATE	SESSION	
March 20, 2004	Session 1:	Charter Schools: Implications for Urban Schools
April 10, 2004	Session 2:	School Culture
May 8, 2004	Session 3:	Interpersonal Communications <ul style="list-style-type: none"> o Effective Communication o Conflict Resolution
June 12, 2004	Session 4:	Enhancing Productivity and Performance <ul style="list-style-type: none"> o Time Management o Productive Meetings
July 10, 2004	Session 5:	Problem Solving and Shared Decision-Making
July 13, 2004		Closure and Evaluation <ul style="list-style-type: none"> o Evaluation and Assessment o Celebration and Recognition

SUMMER INTENSIVE: Course 3: CURRICULUM DESIGN AND EVALUATION AND Course 4:
INSTRUCTIONAL STRATEGIES THAT SUPPORT LEARNING
Currently slated for July 26—August 6, 2004

What is the cost?

Comprehensive Certificate Program		
Description	Detroit	Non – Detroit
Initial Registration fee for the certificate program	\$135 for 1 st team member from the same school \$100 for each additional team member from the same school	\$300 for 1 st team member from a school \$175 for each additional team member from the same school
Direct Services		
Critical Friend	\$135 for each three month period	Not applicable
Response Team	Fee basis	Fee basis
Masters Degree Program		
Estimated tuition per course	\$900	Same
Estimated tuition per credit	\$299	Same
Estimated university application fee	\$50	Same
Estimated Graduation fee	\$50	Same

For additional information contact Deborah Clemmons at 596-264-2876 or 517-420-6359