

EDU 546S Systemwide Support for Student Achievement

Student Outcomes

- I. Students will:
 1. Gain practical research-based approaches for using rigor, relevance, and relationships to increase instructional effectiveness.
 2. Understand the need to prepare for the Common Core State Standards and Next Generation Assessments.
 3. Evaluate strategies to create a culture of empowering leadership teams to take action.
 4. Create a comprehensive action plan to prepare for the rigor of the Common Core State Standards and Next Generation Assessments.
 5. Approach teacher evaluation from the broader perspective of selecting, supporting, and evaluating all educators.
 6. Balance best practices with next practices in order to challenge the status quo.
 7. Explore the skills and abilities needed by education leaders today.
 8. Develop specific activities for use in their classrooms/buildings/district to move toward aligning current standards to the Common Core State Standards.
 9. Examine ways to bridge school and community to raise student achievement.

Annotated Syllabus

Course Content	Where/how Covered
<ol style="list-style-type: none"> 1. Gain practical research-based approaches for using rigor, relevance, and relationships to increase instructional effectiveness. 2. Understand the need to prepare for the Common Core State Standards and Next Generation Assessments. 3. Evaluate strategies to create a culture of empowering leadership teams to take action. 4. Create a comprehensive action plan to prepare for the rigor of the Common Core State Standards and Next Generation Assessments. 5. Approach teacher evaluation from the broader perspective of selecting, supporting, and evaluating all educators. 6. Balance best practices with next practices in order to challenge the status quo. 7. Explore the skills and abilities needed by education leaders today. 8. Develop specific activities for use in their classrooms/buildings/district to move toward aligning current standards to the Common Core State Standards. 9. Examine ways to bridge school and community to raise student achievement. 	<ul style="list-style-type: none"> • Graduate Course Sessions • Keynote Sessions • Concurrent Sessions • Strategic Planning Sessions • Network Sessions • <i>Leadership Academy Paper</i> • ICLE White Papers • Subscription to e-newsletter(s)

Workshop Schedule

By Sunday November 6:

Register for the three-credit hour graduate workshop

Read the following: (provided at conference registration)

- *Leadership Academy Paper*

Friday November 4:

Graduate Workshop Session I: *Registration and Update* – Dale Eggebraaten

Keynote Address: Dr. Willard Daggett

General Sessions
Concurrent Sessions
Strategic Planning Session

Saturday, November 5:

Graduate Workshop Session II: *Registration and Update (Repeat)* – Dale Eggebraaten

Keynote Addresses: Ray McNulty

General Session
Concurrent Sessions
Strategic Planning Session

Sunday, November 6

Keynote: Dr. Willard Daggett
Concurrent Sessions

Monday, December 5

Read the following “White Papers:”

Fewer, Clearer, Higher Common Core State Standards Implications for Students Receiving Special Education Services

by Lawrence C. Gloeckler and Raymond J. McNulty

Common Core State Standards Initiative – Classroom Implications for 2014

by Dr. Willard R. Daggett and Susan Gendron

Peer Learner Engagement: Enhancing the Promise of School Improvement

by Dr. Willard R Daggett and William Cassell

Quadrant D Leadership — Improving Student Performance Through Adaptive Leadership

by Dr. Richard Jones, Joseph Shannon, and Dr. Kathleen Weigel

Living in Quadrant D

by Dr. Willard R. Daggett and Raymond J. McNulty

The Process of Change — Why Change, What to Do, and How to Do It

by Dr. Richard D. Jones

Improving Student Performance in Times of Declining Resources

by Dr. Willard R. Daggett

These can be downloaded by linking to ICLE White Papers at:

www.leadered.com/WhitePapers.html

Subscribe and review one of the following electronic newsletters:

ASCD Smart Brief: <http://www.smartbrief.com/ascd/>

Common Core State Standards Initiative: <http://www.corestandards.org/get-involved>

Education Weekly: <http://www.edweek.org/>

Deadline for submitting Strategic Action Plan

Strategic Action Plan

Participants will need to send in a Strategic Action Plan. The plan can be a current plan that is being used at their school / district / state.

Most critical to the plan is identifying those updates, changes, modifications made because of ideas, materials, and discussions that were prompted from attending Leadership Academy. A “notes” page following the plan can be used to show the connections.

The plan should include goal / objectives, lead roles, and timelines.

There is not a required format.

Please note: Your Strategic Action Plan must be received by December 5, 2011.

Please send it to:

Dale Eggebraaten
Successful Practices Network

1585 Route 146
Rexford, NY 12148

or

dale@spnet.us

fax (518) 723-2140

Rubric for Graduate Level College Workshop Credit

Grade	Criteria			
	Timeliness	Content	Evidence	Presentation
A Outstanding	The Strategic Action Plan is submitted on time.	The Strategic Action Plan thoroughly addresses required details in their individual school / district / state “Strategic Action Plan Components”	The Strategic Action Plan cites sufficient, accurate, and appropriate evidences from the required readings and sessions to support major ideas.	The Strategic Action Plan is well organized, reader friendly and meets traditional scholarly standards.
B Successful	The Strategic Action Plan is submitted on time.	The Strategic Action Plan addresses details in their individual school / district / state “Strategic Action Plan Components”	The Strategic Action Plan cites sufficient evidence from the readings and sessions to support major ideas.	The Strategic Action Plan is well organized and reader friendly.
C Adequate	The Strategic Action Plan is submitted on time.	The Strategic Action Plan states details in their individual school / district / state “Strategic Action Plan Components”	The Strategic Action Plan cites some evidence from the readings and sessions but does not link evidence clearly.	The Strategic Action Plan is organized.