

October 19, 2017

**Please read carefully**

2017 Leadership Academy Cohort:

Greetings from a colorful fall day on the MCLA campus!

We hope you are all well and managing the excitement of work, family, and the LA program.

This email is part of a monthly communication process that provides important program updates. Please read this information carefully as it lays out expectations, timeframes, directions, and priority tasks. A copy of this letter will also be posted on the LA 2017 website.

**Course work:**

Currently, students are engaged in Organizing Schools for Teaching and Learning (ADMN 657). This course will finish around November 12th. The next course is Building School and Community Partnerships (ADMN 656). It begins the weekend of the November residency (November 17-19) at which time a packet of readings will be handed out. This Canvas course will be open to view around November 5<sup>th</sup> and will be taught by Dana.

We will be meeting in the Fiegenbaum Center for Science and Innovation. Our agenda is full with seminars on school finance, full service community schools, et cetera. We also anticipate a guest speaker (or two) who will continue to provide thoughtful and engaging perspectives. There will be time to discuss the e-portfolio (Digication space) and general programmatic questions.

This course will be included as part of the spring semester course load given it begins in November 2017 and ends on February 5th.

**Residency Weekend:**

The November residency is quickly approaching. The schedule is as follows:

Friday, November 17: 6:00 – 8:30pm

Saturday, November 18: 8:00am – 5:30pm

Sunday, November 19: 8:00am – 12:00noon

Students must arrange housing and meals on their own. We do expect to provide light refreshments during both the morning and afternoon breaks.

**Superintendent/Assistant Superintendent (SDL):**

Many students will seek the additional Superintendent/Assistant Superintendent (SDL) license as an extension of our core program that endorses students for Principal/Assistant Principal level (SBL). For those who seek the SDL, you will need to complete an additional course (CAGS 806) on-line in June 2018 with Patrick Slattery and then a 300-hour internship (ADMN 712) in fall 2018. That said, some students may be in the unique position to have full (or close to full)

release time that enables the completion of the required 500 hours, plus this additional 300 hours in the current school year. For those interested in this accelerated route, we ask that you reach out to your college supervisor who will review and endorse your request. We will need to know by the November residency that this is an option that will be exercised in the coming school year. For those who will complete this option next summer and fall, specific direction about how to access this route will be shared at the November residency.

### **CAGS:**

We encourage students to participate in the optional 9-credit Certificate of Advanced Graduate Study (9-credit CAGS) which will be in an on-line format from June thru late August (students can finish earlier if they prefer because of the independent nature of the courses). Anyone interested in CAGS will take 806 in June on-line with Patrick. The remaining 6 credits will be taken on-line and the experience will begin soon after the 4-day Leadership Conference scheduled for July 5-8, 2018.

Additionally, many students enroll in the 9-credit CAGS and count the first course in the sequence (806) towards an SDL.

The nine CAGS credits can also transfer into the Texas A&M doctoral program for educational administration, which Patrick Slattery will oversee.

### **Field work:**

Students are also currently enrolled in Introductory Internship (ADMN 770). All students should all be working through the process of using the ESE tools to evaluate key indicators in the school, district, or both. All tools were provided in print form at the July 2017 residency and are available online at:

<http://www.mcla.edu/Academics/graduate/leadershipacademy/leadership2017/index>

Please continue to use the LA Handbook as a source of information and additional detail. Highlighted tasks related to field work are outlined below:

### **Meetings with college supervisor:**

All students should have completed the first meeting with his/her college supervisor and site supervisor.

### **Log of activities:**

As outlined in the LA Handbook, students should continue to maintain a log of hours of field experiences. A sample is provided in the LA Handbook (p. 36). Students are welcome to use this format or develop their own tracking system remembering that the log should include date, time, category, and description. It's also wise to indicate standard and indicator given later the requirement to later document in Digication.

### Field Work Proposal:

As the culminating requirement for the Introductory Internship (ADMN 770), students will complete a Field Work Proposal. The full syllabus for ADMN 770 is provided in the LA Handbook, (pp. 18-20). The Field Work Proposal consists of three elements as follows:

1. Needs Assessment: Write a strengths, gaps, and opportunities analysis drawing directly from data collected using the ESE tools (4-6 pages). This will result in the identification of particular areas of focus for the Administrative Project (ADMN 771) and Capstone Experience (ADMN 772). Both should come directly from the District and/or School Inventory.

2. Administrative Project: Write a plan for ADMN 771: Administrative Project. This project should be a focused topic in which students conduct research, develop a plan, and begin to implement. Examples include developing a student attendance policy, creating a mentoring program, or developing an observational protocol for classroom visits. Please refer to the ADMN 771 syllabus in your Handbook (pp. 21-23) for more detail. The hope is that projects draw from coursework, pre-practicum experiences, the Introductory Internship including observations and the district and/or school inventory, and areas of personal interest. This plan should include:

- a. Project overview - What you intend to do?
- b. Research needed – Site based data & external literature.
- c. Rationale for project – Why this is important?
- d. Timeline.
- e. Strategy for engaging stakeholders.
- f. Method of collecting data (evaluating impact of project).

**\*\*\*Please note that the culminating project for the School Partnerships course will be a School Community Action Plan whereby you outline a plan to work with various partners to redress a situation in which a certain population of students is not experiencing “success.” We reference this course project so that you can avoid extensive overlap with the “Admin Project Proposal” that you are currently considering.**

3. Completed PSI matrix (see page 41). Proposed Activities. In advance of the Capstone Experience (ADMN 772), students should map out how they will spend the remaining 250 Field hours. We have provided a blank template in the LA Handbook (pp. 41-52). For the Field Work proposal, students should complete the “Proposed Activity” column under each standard and indicator. This is the student’s best guess (at this point) as to how time will be spent in the field. Students are welcome to type into the form or hand write and scan. This can then be uploaded into Digication. Keep in mind that these are full responsibility experiences and must provide a range of diverse experiences that allow all standards and indicators to be accessed and practiced. This is your chance to practice and have access to experiences that will develop and refine your administrative knowledge and skills. Later, students will complete the “Actual Activities” that is supported by accompanying evidence (artifacts, logs, etc.). To restate, students will only populate the “Proposed Activities” column at this time: Of note: many Proposed Activities will cover more than one standard/indicator.

This process should involve your site supervisor who will ultimately support these experiences and activities. Seek them out if you have questions or need some advice. We are often asked about the kinds of experiences you might participate in. We'll refer you to paragraph 2, page 25 of your LA Handbook for a short sample list.

There are spaces in Digication for each of the three Field Work Proposal elements. You can upload as word documents, pdfs, or scanned documents. The deadline for submitting and uploading is **November 12, 2017**. This will afford your College Supervisors time to review your materials prior to the November residency.

### **Massachusetts Candidates only (MA-PAL)**

For those of you seeking a Massachusetts license (don't worry about if you are only seeking an NY license), a new performance assessment process is currently underway. I encourage those of you seeking the MA license to register and "scope out" what is required and when for MA-PAL. It will take up to six weeks for scoring to take place. So, if you want your license quickly after you complete our program, I encourage you submit at least two months before our Summer 2 residency.

### **Closing:**

Some of you have asked about loading artifacts and evidence into Digication under four standard areas. As mentioned at the July 2017 residency, you **should have begun to this already as you complete** both coursework and field work. Ideally, we'd like evidence under each standard and indicator from both a course and a field experience. Confused? No worries, we will spend more time at the November residency discussing and reinforcing how and when to do this.

Again, we hope your course work and field work are going well. If you have any questions, please start with your site and college supervisors. That said, don't hesitate to contact us if you need any additional information or clarifications. We will send another email the first week of November.

Dana