



April 15, 2017

Dear Leadership Academy students in the 2017 Cohort:

Please read this letter carefully.

Congratulations on your acceptance into our program!

First, we look forward to welcoming you to campus on Friday, July 7th. Please plan on arriving no later than 3:30 to register. More on the summer schedule in a future e-mail.

Second, please continue to monitor the LA website for updates, including registration information which will arrive in mid/late April.

Third, you will need to decide soon about whether you will live on- or off-campus. The majority of LA students choose to live on campus to save the time and energy of commuting. Regardless of your choice, you will still be required to pay for the meal plan that is included in your activities fee. If you have any interest in living on campus, please visit our website and contact MCLA's Residential Life office:

http://www.mcla.edu/Student_Life/campushousing/leadershipacademy

Fourth, the following page contains information regarding your Summer Residency Courses and Pre-Practicum responsibilities. Please thoroughly read its contents so you arrive with the required materials ready. We have included e-mail addresses for each professor if you have questions. More general questions can go to Peter Scaramuzzo who will return as a teaching assistant for us this summer. His e-mail address is: *petescara@gmail.com*.

Pre-Practicums, Spring Preparation, and Summer Courses Overview

This letter contains information regarding your pre-program requirements in anticipation of your summer residency. There is also information about the three 3-credit courses you will be taking during the summer residency and the three 1-credit pre-practica associated with them.

The summer residency faculty will evaluate both your pre-residency coursework and the corresponding pre-practicum assignments upon your arrival this summer. The following is a list of summer courses and the pre-practicum associated with them (e.g. ADMN 626's pre-practicum is ADMN 627, and so forth):

SUMMER RESIDENCY COURSES	SPRING PRE-PRACTICUM PER COURSE
1) ADMN 626: Leading Schools in Context	1) ADMN 627: Education Policy and Standards
2) ADMN 636: Data Analysis and Action Planning	2) ADMN 637: Data and Equity Audit
3) ADMN 646: Supervising Teaching and Learning	3) ADMN 647: Educator Evaluation

STORING AND SUBMISSION OF WORK

The following describes how you will submit your work:

REQUIREMENTS: YOU ARE EXPECTED TO OBTAIN 3 FLASH DRIVES (1 FLASH DRIVE PER SUMMER RESIDENCY COURSE). YOU WILL UPLOAD YOUR SUMMER RESIDENCY ASSIGNMENTS AND PRE-PRACTICUM ASSIGNMENTS INTO THEIR RESPECTIVE FLASH DRIVES (e.g. assignments for ADMN 636 will only be uploaded to the flash drive for that particular course; the Pre-Practicum for that course will also go onto that same flash drive). Again, the paired courses are as follows: ADMN 626 & ADMN 627, ADMN 636 & ADMN 637, ADMN 646 & ADMN 647. Please be prepared with your 3 flash drives containing uploaded assignments and pre-practicum artifacts for the very first day of class at summer residency.

FLASH DRIVES: Please ensure that each flash drive is in a small envelope with your name and the appropriate course number using the following format: JANE DOE / ADMN ###

Also label the flash drive itself with your initials and the course number.

HARD-COPIES: Although you are submitting all materials for each Pre-Practicum (as well as the required separate course work assignments) on flash drives, you will still need to have a hard copy print out of certain materials ready with you on the first day of class. On the first day of class, you must have printed out and ready:

- Pre-Practicum Record Forms I, II, and III
- Log of Hours (3 printed copies of the same log – one per course/Pre-Practicum)

FORMATTING: On your flash drives, please save each assignment as both a .DOC file (if appropriate) and a .PDF file. Some of the artifacts uploaded to support your analysis of trends may only be available in .PDF format. This is acceptable. Your analysis paper (see following pages) should be in both .DOC and .PDF format. You should copy the Pre-Practicum Record Forms and upload them to your flash drives once they are completed as .PDFs. You are welcome to use the sample Log of Hours or create your own. Again, please copy the Log of Hours and, once completed, upload to your flash drive as a .PDF.

Pre-Practicum Responsibilities

There are 3 pre-practicums that accompany the 3 courses offered this summer. Part of the expectation for these pre-practicums is that you a) compile a number of artifacts and documents, b) begin to analyze the accumulated artifacts (looking for trends and themes), and c) have your principal/assistant principal/director or some other licensed administrator sign off on your pre-practicum work.

In past years, these artifacts and trend analyses were compiled in binders. This year, the Leadership Academy is moving towards digital submission of artifacts and Pre-Practicum work using the aforementioned flash drives. In the summer residency, faculty will provide feedback on your pre-practicum work soon after you arrive.

In addition to the artifacts you compile for each Pre-Practicum in your flash drives, you **must** also bring hard copies of the following three documents for EACH Pre-Practicum:

1. Pre-Practicum Record Forms for each course that **must** be signed by you and your local supervisor (record forms – also referred to as cover sheets – are included in this packet).
2. A log of hours for your Pre-Practicum work is required. The log must include the date of any Pre-Practicum work, a brief description of that work, the number of hours dedicated to that work, and the Pre-Practicum assignment (e.g., Policy, Data, or Evaluation) for which the work applies. Note: one log can contain work toward all three courses/Pre-Practicums. It must be signed by your on-site administrator and document that you have dedicated at least 25 hours (this is the **total** for all three Pre-Pracs—minimum 8 hours for each). A sample log of hours has been provided for your use or reference.
3. For each pre-prac a 1-2 page analysis of the readings/data/documents, including, where applicable, major trends noted. The expectations for these trend analyses are specified in the pages to follow.

While you are here, your instructors will complete the pre-practicum grading process with you. Your grade will not be posted until all materials, including a signed record of hours, are on file at MCLA.

If you have already completed administrative work that fits the description for any of the *Pre-Practicums*, you may submit those hours as long as an on-site administrator will sign off for that work.

Please continue to check our website for updates. If you have any questions about these Pre-Practicums or your application packet, please contact Michelle at (413) 662-5381.

Required Readings, Course Assignments and Preparation

ADMN 626: Leading Schools in Context Professor: Patrick Slattery (patslat@aol.com)

Books:

1. Skrla, L., McKenzie, K. B., & Scherich, J. (2009). Using Equity Audits to Create Equitable and Excellent Schools. New York: Corwin.
2. Slattery, P. (2013). Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability. New York: Routledge.

Assignments to prepare:

- ✓ Write a 2-3 page reflection related to the main ideas in Using Equity Audits to Create Equitable and Excellent Schools. This assignment will not be collected; rather, this reflection will be used by you to develop a longer, more comprehensive Equity Audit in class once you arrive on campus.
- ✓ Preview Curriculum Development in the Postmodern Era. Focus your reading on the preface, introduction, and glossary. You may wish to annotate the text, jotting down any questions, confusions or points of clarification needed. This reading will be absolutely necessary to understand essential concepts explored and discussed in this course.

Pre-Practicum I ADMN 627 Education Policy and Standards

This Pre-Practicum will provide students with an opportunity to collect information and artifacts related to policy and standards in their schools and districts. With the guidance of a local school administrator, students will collect policy guidebooks, contracts, mission statements, and handbooks of the school district to attain a more complex understanding of the policy environment in which educational leaders work. You will bring hard copies of your completed cover page and signed log of hours.

ASSIGNMENTS-TO-SUBMIT CHECKLIST:

- ___ ADMN 626: 2-3 page reflection (Due July 9th, 2017) - Submit via flash drive #1
- ___ ADMN 627: 1-2 page analysis (Due July 9th, 2017) - Submit via flash drive #1
- ___ ADMN 627: Pre-Practicum I Record Form (Due July 9th, 2017) - Submit as a hard copy with flash drive #1
- ___ Log of Hours (copy #1) – Submit via hard copy and on flash drive #1

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Massachusetts College of Liberal Arts Pre-Practicum I Record Form

ADMN 627: Education Policy and Standards

To be completed by student and building supervisor (Principal/Assistant Principal/Director). Name of student:_____ Student ID#:_____

Part I. Pre-Approval

Site:_____ Grade/Level:_____

Start Date:_____ Ending Date:_____

Objectives/Activities:

1. Students will locate accountability and equity data with their local administrative supervisor.
2. Students will build a digital artifact portfolio.
3. Students will begin to analyze the documents and look for larger trends (1-2 pages).

Signature of Student:_____ Date:_____

On-site Supervisor Approval: _____ Date:_____

Part II. Review and Evaluation

Documentation: Date of final submission_____

_____log of experience

_____artifact portfolio:

Grade Assigned:_____

Instructor Signature:_____ Date:_____

Comments of Instructor:

ADMN 636: Data Analysis and Action Planning

Professor: Kimberly Roberts-Morandi

(kimberly.roberts-morandi@mcla.edu)

Books:

1. Boudett, K., City, E. & Murnane, R. (2013). Data wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Revised and expanded edition. Cambridge: Harvard.

**NOTE: It is crucial you obtain the 2013 edition and not an older edition.*

Additional Readings (download and save and/or print in preparation for the first class meeting):

- ✓ Data Walls/Data Rooms: Accountability for All (PPT) <http://www.mde.k12.ms.us/docs/special-education-library/data-wallsdata-rooms.pdf?sfvrsn=2>
- ✓ Data Walls to Target School Improvement: <https://www.teachermagazine.com.au/article/data-walls-to-target-whole-school-improvement>
- ✓ How Data Walls in Classrooms Humiliate Kids: https://www.washingtonpost.com/news/answer-sheet/wp/2014/02/14/how-data-walls-in-classrooms-can-humiliate-young-kids/?utm_term=.2aa7de096894

Assignments to Prepare:

- ✓ Read Data Wise and make margin regarding key take-aways for you, note any questions you may want to ask during class (either of me or of your colleagues while we are together) and call attention to statements/concepts that cause tension with your beliefs. This information should be used in your discussion points when we are together.
- ✓ From **Data Wise**, create a chart and respond in the following ways:
 - Select and place 3-5 responses from the book into each of the 3 areas in the chart that is on the next page. **Pull the page off of this doc and create a separate one on flash drive #2.** Take 1 of each of the responses from each of the 3 prompts and flesh out why you selected this particular example and placed it in the chart. The response should be 4-5 sentences in length.
 - The chart **IS NOT** to exceed a single page and font can be no smaller than 10. Margins cannot be changed. This is an exercise in data display (qualitative data) as much as it is in text response. Pages exceeding a single sheet will receive a reduction in score. **Create the chart on its own page, do not leave it attached to the pre-practicum description or the page for the next portion of the course assignment.**
- ✓ Complete the Data Inventory using the template found here: www.ride.ri.gov/Portals/0/...Assessment.../Data.../Data_Inventory_Template.docx. The Data Inventory needs to reflect what you learned in the Data Wise Chapters (especially the first three) and should present a picture of your school's (or district's, depending on your current role) use of data to guide teaching and learning and other decision-making responsibilities. This work could likely

require you to have discussions with others and to research multiple content areas so allow yourself enough time to complete it. Save it under "Your Name Assessment Inventory".

Data Wise Reflection: **Insert Name**

What resonated with you as you read through the book?

- 1.
- 2.
- 3.

Detailed paragraph response

What challenged your beliefs or current practices in reading through the book?

- 1.
- 2.
- 3.

Detailed paragraph response

What could you change in your current teaching or in the school as a result of what you learned from the book?

- 1.
- 2.
- 3.

Detailed paragraph response

Pre-Practicum II

ADMN 637: Data and Equity Audit

This pre-practicum will provide students with an opportunity to collect accountability and demographic data in their schools and districts. Under the supervision of a local school administrator, students will locate and collect all relevant equity data at the school site related to accountability, demographics, and funding including, but not limited to: disaggregated census and test scores sorted by economically disadvantaged students, all racial or ethnic minorities, disabled students, and limited English students; teacher certification and teacher turnover rates; enrollment in bilingual and special education programs; attendance statistics; availability of counselors and technology. Additionally, local demographic information that impacts equity in the school district will be collected, including, but not limited to, the following: household income and employment; free and reduced meals (now identified federally as “Economically Disadvantaged”); health and medical factors the community may be experiencing; transportation; extracurricular activity availability and participation. It is likely that multiple web sites will be required in order to locate all of the information needed to provide a full overview of the trends discovered. Students will begin to analyze and interpret the data concentrating larger trends. The analysis statements can be either in paragraph form or bulleted lists; however, do not simply state the data points in each case. Rather, include interpretive or comparison statements where appropriate. The audit is not to exceed 2-3 pages.

***If some documents reviewed are lengthy, students should include a list of the URL addresses for each website used as well as a parenthetical explanation of the site’s purpose rather than printing a massive number of pages. Ex: <http://data.nysed.gov/fiscal.php?year=2016&instid=800000055729> (Albany City School District Fiscal Accountability Summary).

ASSIGNMENTS-TO-SUBMIT CHECKLIST:

- ___ ADMN 636: 1 page “Assessment Inventory” (Due July 9th, 2017) – Submit via flash drive #2
- ___ ADMN 636: Data Wise Reflection Chart (Due July 9th, 2017) – Submit via flash drive #2
- ___ ADMN 637: Data and Equity Audit (Due July 9th, 2017) – Submit via flash drive #2
- ___ ADMN 637: Pre-Practicum II Record Form (Due July 9th, 2017) – Submit as a hard copy with flash drive #2
- ___ Log of Hours (copy #2) – Submit via hard copy and on flash drive #2

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Massachusetts College of Liberal Arts
Pre-Practicum II Record Form
ADMN 637: Data and Equity Audit

To be completed by student and building supervisor (Principal/Assistant Principal/Director).

Name of student: _____ Student ID#: _____

Part I. Pre-Approval

Site: _____ Grade/Level: _____

Start Date: _____ Ending Date: _____

Objectives/Activities:

1. Students will locate supervision and evaluation documents and policy guides in a local school district with an administrative mentor.
2. Students will build a digital artifact portfolio.
3. Students will begin to analyze the documents and look for larger trends (1-2 pages).

Signature of Student: _____ Date: _____

On-site Supervisor Approval: _____ Date: _____

Part II. Review and Evaluation

Documentation: Date of final submission _____

_____ log of experience

_____ artifact portfolio:

Grade Assigned: _____

Instructor Signature: _____ Date: _____

Comments of Instructor:

ADMN 646: Supervising Teaching and Learning
Professor: Marianne Young (marianne.young@gmail.com)

Books:

1. Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2010). SuperVision and instructional leadership: A developmental approach, 9th ed.
2. Dean, C., et.al. (2012). Classroom Instruction that Works, 2nd ed.

Additional Readings:

- The Wallace Foundation. (2011). *The School Principal as Leader: Guiding schools to better teaching and learning*.
 - <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.pdf>
- Massachusetts Department of Elementary and Secondary Education. *Professional Standards for Administrative Leadership*. <http://www.doe.mass.edu/pal/about.html>

Documents to Prepare:

- ✓ Follow the directions in Chapter 5, SuperVision, and prepare a DRAFT educational platform and a DRAFT supervisory platform to bring the first day of class (2-3 pages).
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Pre-Practicum III

ADMN 647: Educator Evaluation

This pre-practicum will provide students with an opportunity to collect information and artifacts related to supervision and evaluation in their schools and districts. With the guidance of a local school administrator, students will locate and collect all relevant documents including: school's/district's teacher evaluation forms; copies or complete written descriptions of the policies, rules, guidelines, and approved procedures for their teacher evaluation system; and copies or complete descriptions of the approved policies and procedures for the use of student growth measures. Students will begin to analyze and interpret the data concentrating larger trends. You will bring hard copies of your completed cover page and signed log of hours.

If some documents are lengthy, feel free to provide Internet links and be able to access them upon arrival.

ASSIGNMENTS-TO-SUBMIT CHECKLIST:

- ___ ADMN 646: DRAFT educational platform (Due July 9th, 2017) – Submit via flash drive #3
- ___ ADMN 646: DRAFT supervisory platform (Due July 9th, 2017) – Submit via flash drive #3
- ___ ADMN 647: 1-2 page analysis (Due July 9th, 2017) – Submit via flash drive #3
- ___ ADMN 647: Pre-Practicum III Record Form (Due July 9th, 2017) – Submit as a hard copy with flash drive #3
- ___ Log of Hours (copy #3) – Submit via hard copy and on flash drive #3

LEADERSHIP ACADEMY SUMMER 2017

Massachusetts College of Liberal Arts
Pre-Practicum III Record Form
ADMN 647: Educator Evaluation

To be completed by student and building supervisor (Principal/Assistant Principal/Director).

Name of student: _____ Student ID#: _____

Part I. Pre-Approval

Site: _____ Grade/Level: _____

Start Date: _____ Ending Date: _____

Objectives/Activities:

1. Students will locate and collect policy and standards guides and handbooks for the school and district, as well as copies of contracts, budgets, safety plans, and information technology systems under the guidance of the school district administrative mentor.
2. Students will build an artifact portfolio.
3. Students will locate and review the mission and vision statements of the school.
4. Students will begin to analyze the documents and look for larger trends (1-2 pages).

Signature of Student: _____ Date: _____

On-site Supervisor Approval: _____ Date: _____

Part II. Review and Evaluation

Documentation: Date of final submission _____

____ log of experience

____ artifact portfolio:

Grade Assigned: _____

Instructor Signature: _____ Date: _____

Comments of Instructor:

Required Readings, continued

All Classes:

Books:

1. Coates, Ta-Nehisi (2015). Between the World and Me. New York: Spiegel & Grau.
2. Lewis, S. (newest edition). It Can't Happen Here. New York: Signet.

Assignments to prepare:

- ✓ Between the World and Me will be used throughout the 2 week Summer Residency in various class discussions. You should feel free to use the ideas, concepts and interpretations of the text in your respective course work assignments.
- ✓ Please note: while you will arrive on campus with many of these assignments completed, you will be expected to revise certain assignments when directed to do so as classes progress over your 2-week Summer Residency. Professors will ask that, as your course work continues, you synthesize new concepts, understandings, and course content into modified and updated papers demonstrative of your shifting perspectives and newly gathered insights, considerations and understandings.

