

Kennedy Principal Fellows Professional Institute for Principals

- Location:** Alton Jones Campus
University of Rhode Island
- Dates:** Saturday, October 23, 2004
Friday and Saturday, November 19 and 20th
Friday and Saturday, February 4 and 5th
Friday and Saturday, March 18 and 19th
- Time:** Friday's 4:00 PM - 9:00 PM, Saturday's 8:00 AM - 4:00 PM
- Instructors:** Norma Cole
Judy Lundsten
Joseph Maruzczak
Judy Paolucci
Donna Vigneau-Carlson

Course Description:

This Institute is a thirty–six hour course open to all K-12 principals in Rhode Island. The Institute will focus on best practice and mentor training. Principals who work with teachers, assistant principals, aspiring principals, and with new district principals will benefit. The Institute will help participants: 1) gain the knowledge and skills necessary to develop leadership capacity in their own educational community; 2) become effective mentors; 3) become more effective and reflective school leaders; and 4) belong to a statewide network/cohort of like-minded professionals. For those seeking graduate credit, there will also be nine (9) hours of research time requiring participants to tie in their individualized school improvement plans to best practice. **Credit for this course may not be applied to any graduate program offered at Rhode Island College.**

Required Texts and Readings:

Texts

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement DuFour and Eaker **or**

Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn DuFour, DuFour, Eaker and Karhanek

Excerpts from:

Mentoring Matters: A Practical Guide to Learning-Focused Relationships Lipton and Wellman

The Mentor's Guide: Facilitating Effective Learning Relationships Zachary

There will be additional readings/articles as appropriate.

Course Evaluation:

25% attendance and quality of participation

25% reflections/journal (at least five entries)

50% learning plan evidence based on ISLLC and mentor standards

Course Requirements:

Students are expected to attend all classes. As this is an interactive class, participants are expected to contribute and participate in class activities and discussions.

Successful educators are reflective practitioners. They think, wonder, question, connect, analyze and hypothesize. They make mid-course corrections. Journaling allows one to speak aloud and write out ideas as a way of building understanding about what is going on with a particular issue or problem. Commit to writing at least five entries during the course as indicated on the outline. If you struggle at the beginning, use some of these prompts to get you going: describe a significant ah-ha moment you had as it relates to this course. Document something you tried based on some new learning in this class. What made it successful or a flop? Describe a problem as it relates to some aspect of mentoring. What are some strategies you are trying based on what you are learning in this class?

For those taking the course for graduate credit, participants must create a learning plan based on both the ISLLC and mentor standards, in addition to the journal entries. Evidence as it relates to each standard must be documented in a final portfolio. The “teach-back “will also be a requirement.

Work products to be included as part of the portfolio:

- ISLLC Self Assessment
- ISLLC Goal Setting
- Learning Journal Entries (5)
- Learning Plan

Performance Criteria:

Learning plan includes:

- goals (at least four) indicating personal areas of needed emphasis, work and improvement.
- a plan to support school improvement team/ plan implementation
- a plan for focused, sustained professional development needed to reach priority goals
- an evaluation plan that measures impact of personal goals on student achievement
- learning journal entries that address personal growth both in ISLLC and mentor standards

Teach Back: Each participant will have the opportunity to “teach” some aspect of the course content in order to practice strategies, tools and processes learned in the course.

Course Outline:

Saturday, October 23rd (8:00 – 4:00)

It’s All about You: Understanding Yourself as a Learner and Leader

The purpose of this session will be to get to know ourselves as leaders of the learning and as colleagues and potential “critical friends.” Both the ISLLC and mentor standards will be introduced and challenges of the principalship will be shared.

Friday and Saturday, November 19 (4:00 – 9:00) and 20 (8:00 – 4:00)

Getting Inside the Principalship: Going Deeper into the ISLLC Standards

The purpose of this session will be to examine our practice as principals through the lens of the standards. Each will be reviewed (vision, instructional leadership, culture, management, families and community, ethics /integrity and understanding the larger political, social and legal context). A particular focus will be on cultural competencies which address issues of diversity within the schools.

Friday and Saturday, February 4 (4:00 – 9:00) and 5 (8:00 -4:00)

The Art and Science of Mentoring and Developing Collegial Relationships

The purpose of this session will be to examine our practice as mentors with respect to the standards and discuss effective mentoring strategies. Additionally, in this session leaders will come to understand professional learning communities to be places where all participate in decision-making, have a shared sense of purpose, engage in collaborative work and accept responsibility for the results of their work.

Friday and Saturday, March 18 (4:00 – 9:00) and 19 (8:00 -4:00)

No Principal Left Behind: Making Sense of Our Jobs

The purpose of this session will be to examine No Child Left Behind and the implications for the principal as lead learner and mentor. In this session, there will be an opportunity to respond to issues/concerns and questions that surface in previous sessions. Participants will also be asked to do a “teach-back” on some aspect of becoming an effective mentor or principal.

Research Time (9 hours)

Participants seeking graduate credit will be required to tie in their individualized school improvement plans to best practice.