

"The Right Work"



Capacity

ALIGNMENT

MI-School Improvement Framework

IA 1-7 IB 1-5

IIA 1-6 IIB 3-4

IIIA 4

Education Competencies 1-5

ABSTRACT: Capacity views leadership not as the sole responsibility of the building or district leader, but as a collective, shared potential among many stakeholders. This course engages the learners in building capacity to focus on the concepts of principle, purpose and people.

GOAL: Increase capacity by developing a *purposeful* professional learning community

OBJECTIVES: The learner will

1. Develop a clear understanding of the critical attributes of a *purposeful* learning community
2. Identify internal and external forces that drive or restrain the development of a purposeful learning community
3. Increase focus on parent and community involvement in learning communities
4. Develop a collective efficacy of internal/external assets
5. Develop a school leadership team based on the foundation of a purposeful community
6. Understand the features of dialogue vs. debate and discussion
7. Implement effective internal and external communication processes to inform and involve all stakeholders in the learning community

PRE-REQUISITE KNOWLEDGE from preceding course(s)

1. Understanding of
 - a. MI School Improvement Framework Leadership Standards
 - b. Microsoft Education Competencies (Wheel)
2. Ability to use the following technology applications and tools:
 - a. Personal Start Page (Protopage)
 - b. Blogs
 - c. Graphic Organizers

COURSE FORMAT

The Capacity course requires two days of face-to-face sessions with one inter-session between the in-class days during which learners will complete specific assignments.

COURSE OVERVIEW (*The distribution of activities over the two days and intersession of this course is in the process of being determined*)

1. Assess prior knowledge to determine understanding of the aspects of a Purposeful Learning Community
2. Use a Force Field Analysis process, graphic organizers and group discussions to identify the forces that enhance or impede the development of a Purposeful Learning Community
3. Conduct a web review of
 - a. the features of dialogue vs. debate and discussion (Daniel Yankelovich, Ruby Payne)
 - b. school partnership programs to close student achievement (Eptstein)
 - c. parent stories, demographic profiles, and scope/sequence of parent involvement (Patricia Edwards)
4. Identify all available assets including tangible assets (financial, physical resources, personnel, technology, etc.) and intangible resources (shared vision, assumptions, ideals and beliefs) using a graphic organizer
5. Learn to implement effective internal and external communication processes to inform and involve all stakeholders using blogs and the MI-MAP Unit 1:1 and 1:2 Organizing for Staff Communications and Organizing for Family Involvement
6. Develop an easy online portal for communicating with, and outreach to, learning community members using Protopage (personal start page)