


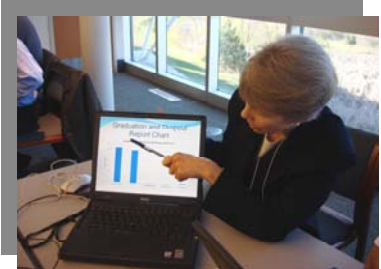
Course/Goal	<p align="center">INCORPORATING DIGITAL TOOLS FOR 21ST CENTURY LEADERSHIP</p> <p>Digital Tools focuses on the <i>Learning, Collaborating, Communicating and Data Collecting</i> technology tools/resources/applications school leaders need to be efficient 21st century technology users. <i>(This is not a separate course; the learning is integrated within each of the following content courses.)</i></p>		
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Course/Goal	<p align="center">BUILDING 21ST CENTURY LEADERSHIP</p> <p align="center"><i>Stimulate, inspire and challenge educational leaders to confront and cultivate their personal/professional leadership capacity</i></p>		
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LEADERSHIP	DATA	TECHNOLOGY	PERFORMANCE ASSESSMENT
<p>Building 21st Century Leadership provides the leadership foundation for the MI-LIFE Curriculum. Leaders focus on self-awareness as they journey through interactive, introspective reflection on their leadership skills, behaviors and responsibilities.</p>	<ul style="list-style-type: none"> • Create an online survey to assess leadership capacity • Administer survey to staff • Export and analyze results • Conduct a Gap Analysis between desired state of leadership and reality from survey results • Develop a Force Field Analysis to determine driving forces and restraining forces to improve 	<ul style="list-style-type: none"> • Conduct a Web search of effective leadership standards • Collaborate using technology applications • Export results from an online survey application • Create data charts • Download and complete online templates 	<p>Develop a leadership action plan based on the analysis of survey data</p> 

Leadership Course Evaluation: *“This has been the most enlightening program I have ever participated in. I have learned a tremendous amount about my own leadership style and where I can work to be more effective.”*


Course/Goal	<p align="center">INTERSECTING DATA</p> <p align="center"><i>Motivate educational leaders to become adept users of multiple types of data from various sources in decision making</i></p>		
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LEADERSHIP	DATA	TECHNOLOGY	PERFORMANCE ASSESSMENT
<p>Intersecting Data focuses on identifying the work for continuous improvement in districts/schools and classrooms and the implication that data analysis has on student achievement.</p> <p>Intersecting Data centers not only on what the data say but how the work may change when multiple sources of data are intersected/analyzed to create an accurate profile for greater accountability.</p>	<ul style="list-style-type: none"> • Collect multiple types of data from various sources • Disaggregate and analyze relevant data • Conduct root cause analyses • Develop the “right questions” to ask about data and write data narrative statements • Draw conclusions based on results • Describe results of analysis • Understand the components of a “data-driven culture” 	<ul style="list-style-type: none"> • Explore online data tutorials • Explore Web based data resources • Create multi-media presentations • Examine student information systems, data warehouses and data website repositories of information and resources 	<p>Investigate and analyze a challenging (real) school-related issue and communicate results in a PowerPoint presentation</p> 

Data Course Evaluation: *“MI-LIFE has been the best program I have ever participated in. I have learned more about using data through this class than any other program. I believe that MI-LIFE should be a requirement for all administrators.”*


Course/Goal	CREATING A CULTURE OF SHARED LEADERSHIP AND CAPACITY FOR CONTINUOUS IMPROVEMENT <i>Prompt educational leaders to develop healthy cultures and promote shared leadership</i>		
LEADERSHIP	DATA	TECHNOLOGY	PERFORMANCE ASSESSMENT
Building a Culture of Shared Leadership and Capacity for Continuous Improvement views leadership as a collective, shared potential among many stakeholders and explores the health or toxicity of the environment to create the right culture for a purposeful and robust professional learning community that ultimately impacts student learning.	<ul style="list-style-type: none"> Analyze environments to determine school culture. Identify evidences of healthy/toxic cultures Complete school culture triage survey to determine school's culture Analyze school's shared leadership capacity to determine the extent to which it is aligned with the MI-School Improvement Framework Shared Leadership Standard, School Culture Benchmark and key characteristics 	<ul style="list-style-type: none"> Create multi-media presentations Use external storage devices Complete and analyze data from online surveys Use various communication technologies 	Conduct a culture audit of district/school and create a photo story depicting evidences of the unspoken messages that reveal district/school culture . 

Culture/Capacity Course Evaluation: *"Improving school culture will also assist me in improving student learning."*

Course/Goal	ALIGNING SYSTEMS (online) <i>Provoke educational leaders to become system thinkers</i>		
LEADERSHIP	DATA	TECHNOLOGY	PERFORMANCE ASSESSMENT
Aligning Systems examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done.	<ul style="list-style-type: none"> Examine relationships among systems parts Identify data evidences that determine need for various initiatives (needs assessment) Analyze district/school systems to determine overall system alignment 	<ul style="list-style-type: none"> Conduct all assignments in an online course management system (Blackboard) Exchange files in an online course management system Collaborate with peers in asynchronous online discussions 	Conduct a comprehensive analysis of district/school comparing system to an established set of standards to determine whether components in systems domains are aligned to support continuous school improvement efforts 

Aligning Systems Course Evaluation: *"I look at the concerns I have for the school from a systems perspective now. Before I only saw the symptoms."*

"I enjoyed online learning more than I thought. I also believe that the opportunity has helped me to understand what it feels like to be a learner...which will help us as we plan for our students."

Course/Goal	SUPERVISING THE INSTRUCTIONAL PROCESS <i>Challenge educational leaders to become efficient learning leaders</i>		
LEADERSHIP	DATA	TECHNOLOGY	PERFORMANCE ASSESSMENT
Supervising the Instructional Process ensures that school leaders shift their focus from the inputs of the learning process (instruction) to outcomes (student learning) and from intentions to results (student achievement.)	<ul style="list-style-type: none"> Identify formal and informal data to provide evidence and validation of student learning Analyze and interpret data focusing on student learning Based on data, identify improvement goals in accordance with their potential impact on student learning Determine methods of measurement to assess goals 	<ul style="list-style-type: none"> Analyze instruction in a video-taped teaching segment. Locate information using search engines and directories and narrowing a search Examine various student performance data collection resources Discuss best practices in an online forum. 	Develop a final paper assessing the impact that each of the courses in the MI-LIFE program has had on individual's leadership practice. 
Instructional Supervision Course Evaluation: <i>"I hope that all this information from the course is standard in teacher and administrator preparation courses."</i>			

MI-LIFE PROGRAM PARTNERS



1980 North College Road
 Mason, MI 48854
 517-694-7158



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