



Curriculum

Course Syllabi

COURSE ABSTRACTS

THE RIGHT START

Overview Course

ABSTRACT: This half-day session provides the foundation for the MI-LIFE Professional Learning Program. Leaders will focus on the research on effective leadership and the sets of standards that established the basis for the final curriculum and courses: MI School Improvement Framework Standards/Rubrics, McREL Balanced Leadership™ 21 Responsibilities, the Microsoft Education Competencies, and the Council of School State Officers ISLLC (Interstate School Leaders Licensure Consortium) standards.

GOAL: Guide educational leaders to cultivate an overall framework of effective leadership

THE RIGHT TOOLS

Digital Leadership

ABSTRACT: The Digital Leadership learning unit is divided into “just in time” sessions focusing on the *Learning, Collaborating, Communicating and Data Collecting* technology tools/resources/ applications leaders need to complete the MI-LIFE courses and to become successful Digital Leaders. Each mini-session will precede the ensuing learning unit for which the technology will be applied.

GOAL: Encourage educational leaders to be confident technology users/leaders.

THE RIGHT QUALITIES

Optimizing Leadership

ABSTRACT: This course provides the leadership foundation for the MI-LIFE Curriculum. Leaders will focus on self-awareness as they journey through interactive, introspective reflection on their leadership skills, behaviors and responsibilities. Since each journey into leadership is unique, every traveler will chart his/her own course based on the personal data which emerges from collected information.

GOAL: Stimulate, inspire and challenge educational leaders to confront and cultivate their *persona/ professional* leadership capacity.

COURSE ABSTRACTS

THE RIGHT WORK

Intersecting Data

ABSTRACT: Identifying the “Right Work” for continuous improvement in districts/schools and classrooms forms the basis for this learning unit. Intersecting Data centers not only on what the data “says” but how the work may change when multiple sources of data are intersected and analyzed to create a more accurate district/school profile. Intended for non-statisticians, this course focuses on how to collect, analyze and make use of data intersections to improve all aspects of student achievement.

GOAL: Motivate educational leaders to become adept users of multiple sources and types of data in decision making

Aligning Systems

ABSTRACT: Aligning Systems, an online course, 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.

GOAL: Provoke educational leaders to become system thinkers

Instructional Coherence

ABSTRACT: Coherence, an online course, ensures that a process is in place for connecting the curriculum with high-quality classroom instruction and student assessment. This is followed by methods for monitoring and supervising instruction to make certain that the right work is actually and consistently occurring in classrooms.

GOAL: Equip educational leaders to become proficient instructional leaders.

Culture

ABSTRACT: Culture explores the health or toxicity of the environment in a district/school. Learners develop powerful strategies to create the right culture for a purposeful and robust professional learning community that ultimately impacts student learning.

GOAL: Prompt educational leaders to develop healthy cultures and promote shared leadership

Capacity

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

"The Right Start"



MI-LIFE Overview Course

ABSTRACT: This half-day session provides the foundation for the MI-LIFE Professional Learning Program. Leaders will focus on the research on effective leadership and the sets of standards that established the basis for the final curriculum and courses: MI School Improvement Framework Standards/Rubrics, McREL Balanced Leadership™ 21 Responsibilities, the Microsoft Education Competencies, and the Council of School State Officers ISLLC (Interstate School Leaders Licensure Consortium) standards.

GOAL: Guide educational leaders to cultivate an overall framework of effective leadership

OBJECTIVES: The learner will

1. Review the research on effective leadership
2. Examine and discuss the national/state standards for effective leadership.
3. Identify the commonalities among the various sets of standards
4. Synthesize the standards to develop a framework of effective leadership

PRE-REQUISITE KNOWLEDGE

1. Familiarity with the Michigan School Improvement Framework preferred
2. Minimum ability to use a computer to conduct web-searches (support will be provided for novices.)

COURSE FORMAT

The Overview Course requires a 1/2 face to face session with some online web-research

COURSE OVERVIEW

1. Introduction of the overall MI-LIFE Program and Courses
2. Assess prior knowledge of effective leadership through audience response systems and online survey tools (no technology expertise required)
3. Review of the established research on effective leadership using a jigsaw strategy
4. Critical Conversations: small/large group discussions to create a common understanding of effective leadership
5. Review of the established national/state standards for effective leadership
6. Synthesize to identify the commonalities among the standards – small group matrix activity
7. Develop a personal philosophy statement on effective leadership to guide leaders' ensuing coursework in the MI-LIFE program

"The Right Tools"



**Learning
Communicating
Collaborating
Data Collecting**

ALIGNMENT

MI-School Improvement Framework

IA 2-3, 5-6

IIA 2 IIB 4

IIIB 1-4

McREL Balanced Leadership™

Responsibilities

2-3, 6, 8-9, 11-12, 14-15, 19-20

Education Competencies 1-3, 6

ABSTRACT:

The Digital Leadership learning unit is divided into "just in time" sessions focusing on the *Learning, Collaborating, Communicating and Data Collecting* technology tools/resources/applications leaders need to complete the MI-LIFE courses and to become successful Digital Leaders. Each mini-session will precede the ensuing learning unit for which the technology will be applied.

GOAL: Encourage educational leaders to be confident technology users/leaders.

OBJECTIVES: The learner will

1. Assess prior knowledge of each session's technology tools
2. Understand the significance and use of online tools for professional use and for teaching.
3. Work collaboratively with colleagues as coaches/learners
4. Use external storage for digital documents.
5. Create online surveys to gather data.
6. Create blogs to communicate with various stakeholders.
7. Create wikis to collaborate with various stakeholders.
8. Use the Internet to efficiently search for and evaluate information.
9. Navigate an online course management system.
10. Develop a personalized web presence.
11. Create podcasts to communicate with various stakeholders.

PRE-REQUISITE KNOWLEDGE

1. Basic understanding of how to use a computer. Help will be available throughout each course.
2. Willingness and openness to learning the various digital tools/resources/applications necessary to complete the MI-LIFE courses.

COURSE FORMAT

All sessions will be face-to-face. The first session is a half-day session that will be combined with the MI-LIFE Overview Session to create a one-day learning experience. The second and third sessions will be full-day meetings. The content of each session will be the technologies and applications to be used in the succeeding course(s).

COURSE OVERVIEW

Session	Course	Collaborating Tools	Learning Tools	Communi-cating Tools	Data Coll-ecting Tools
Session I Technology for Learning Unit 1, Your Leadership		Assess prior knowledge of technology tools to be used in this session Recognize the importance of using online tools for leading, teaching, and learning by understanding how today's students learn and communicate.			
	Optimizing Leadership	Examine exemplary wikis, create an account for a free wiki, create and edit pages in a wiki, and collaborate with others using the wiki technology.	Create account for a free online graphic organizer, create the graphic organizer, and share it with others.		Use a flash drive Learn how to create an online survey, administer the survey, and analyze the results
Session II Technology for Learning Unit 2, Data Leadership		Assess prior knowledge of technology tools to be used in this session			
	Intersecting Data		Review graphic organizer to be used as a graphic data organizer		Learn basic MS-Excel [®] spreadsheet commands, how to perform calculations and create charts and graphs
	Aligning Systems		Develop information literacy skills which will permit the learner to efficiently search for and evaluate web-based information.		Learn to use i-Lighter, a web-based yellow marker to highlight, grab and save graphics and images
			Learn how to navigate in an online course management system, including how to upload and download documents, and how to participate in asynchronous online discussions.		
Session III		Assess prior knowledge of technology tools to be used in this session			

DIGITAL LEADERSHIP SYLLABUS

Session	Course	Collaborating Tools	Learning Tools	Communicating Tools	Data Collecting Tools
Technology for Learning Unit 3, Instructional Leadership	Coherence				
	Culture			Examine exemplary educational blogs, create an account for a free blog, create a blog posting, and respond to the postings of other bloggers.	Create a news/blog syndication feed to more easily access relevant educator blogs and news and learn how to effectively use the RSS (really simply syndication) feed.
				Learn how to easily create an online web presence using a free personal start page (Protopage) to communicate with stakeholders.	
	Capacity			Learn how to easily create an online web presence using a free personal start page (Protopage) and how to use that start page to communicate with stakeholders.	
				Listen to exemplary educational podcasts, learn how to create, edit, and share with stakeholders a podcast using free online software.	

"The Right Qualities"



Optimizing Leadership

ALIGNMENT

MI-School Improvement Framework

IA 1, 2, 3, 5, 6 IB 1, 4-5

IIA 5-6 IIB 1-4

IIIA 1 IIIB 1-3

McREL Balanced Leadership™

Responsibilities

1, 2, 5, 8-18, 20-21

Education Competencies 1, 3, 5, 6

ABSTRACT: This course provides the leadership foundation for the MI-LIFE Curriculum. Leaders will focus on self-awareness as they journey through interactive, introspective reflection on their leadership skills, behaviors and responsibilities. Since each journey into leadership is unique, every traveler will chart his/her own course based on the personal data which emerges from collected information.

GOAL: Stimulate, inspire and challenge educational leaders to confront and cultivate their *personal/professional* leadership capacity.

OBJECTIVES: The learner will

1. Assess prior knowledge and create a common understanding of effective leadership competencies
2. Identify specific behaviors that reflect the concepts of effective leadership.
3. Examine and discuss research on effective leadership
4. Develop an online survey to assess learners' leadership competencies based on the SI Framework, McREL Balanced Leadership™ Responsibilities, MS Education Competencies (Individual Excellence Components) and Interpersonal Relationships.
5. Collect, review and analyze data to determine personal leadership capacity
6. Construct a personal profile of leadership capacity
7. Analyze individual profile
8. Evaluate profile in relation to standards/research on effective educational leadership.
9. Create a self-improvement plan based on personal profile

PRE-REQUISITE KNOWLEDGE {from preceding course(s)}

1. Understanding of
 - a. MI School Improvement Framework Leadership Standards
 - b. McREL Balanced Leadership™ Responsibilities
 - c. Microsoft Education Competencies
2. Ability to use the following technology applications and tools:
 - a. Word Processing
 - b. Flash drive
 - c. Online Survey Tool
 - d. Wikis
 - e. Graphic Organizer

COURSE FORMAT

Optimizing Leadership 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

Session 1

1. Introduction/overview of course
2. Focus on introspection
3. Assess prior knowledge to create a common understanding of effective leadership competencies using a collaboration technology tool, WIKI
4. Identify examples of behaviors that are evidences of effective/successful leadership qualities (behaviors that promote or inhibit leadership success) from Videos/Case Studies
5. Create Graphic Concept Map to illustrate the behaviors the learner believes s/he exhibits as an effective leader in each category and save results to flash drive
6. Select a Critical Friend
7. Review concept map to identify commonalities between self reflection and research. Discuss with "critical friend"
8. SEGUE to the development of a personalized survey that will be administered to two different populations
9. Determine two populations to which the survey will be administered
10. Create a survey (initial development)
11. Practice creating questions
12. Practice accessing raw data and analyzing data from survey results

Inter-Session

1. Complete the development of the survey
2. Submit to instructor for approval
 - a. Populations to be surveyed
 - b. Final survey
3. Determine the process to administer survey, i.e. how will the survey be administered (staff meeting, email announcement, etc.
4. Administer survey
5. Review the data against the leadership categories: SI Framework, Balanced Leadership Responsibilities, MS Education Competencies and Interpersonal Relations:
 - *What does the data you've collected "tell" you about your leadership as perceived by others?*
 - *Did one group surveyed respond differently from the other?*
 - *Were there significant differences in the categories?*
 - *What overall areas of strength are evidenced by the data?*
 - *What overall areas of weakness are evidenced by the data?*
6. Write a one-page analysis of the results based on the questions above. Save to flash drive

Session 2:

1. Critical Conversation: Discuss the most significant findings from surveys
2. Analyze and interpret data from survey using gap analysis (Current Reality vs. Desired State)
3. Determine *Gap* between desired state and reality
4. Brainstorm the driving and restraining forces to closing the *Gap* using a Force Field Analysis strategy
5. Develop a personal profile
6. Develop Action Plan for improvement (what, why, how, by when, method of measurement)

"The Right Work"



INTERSECTING DATA

ALIGNMENT

MI-School Improvement Framework

IA 2-3, 5-7 IB 1, 3-5

IIA 2-6 IIB 2-4

IIIA 2-5 IIIB 1-3

McREL Balanced Leadership™

Responsibilities

2, 3, 6, 8, 9, 11, 12, 14, 15, 19, 20

Education Competencies 1-6

ABSTRACT:

Identifying the "Right Work" for continuous improvement in districts/schools and classrooms forms the basis for this learning unit. Intersecting Data centers not only on what the data "says" but how the work may change when multiple sources of data are intersected and analyzed to create a more accurate district/school profile. Intended for non-statisticians, this course focuses on how to collect, analyze and make use of data intersections to improve all aspects of student achievement.

GOAL: Motivate educational leaders to become adept users of multiple sources and types of data in decision making

OBJECTIVES: The learner will

1. Review the MI-SIF Data & Information Management Strand 5 key characteristics
2. Assess their districts/schools against the SIF Data & Information Management Strand 5 Rubrics
3. Analyze results
4. Understand the various sources and types of data
5. Identify multiple sources of data for each type of data
6. Review Case Studies
7. Develop graphic organizers underscoring important patterns in achievement results, demographic, perception and process data intersections
8. Engage in conversations about the implication of data intersection results on student achievement
9. Complete online data modules
10. Collect and analyze multiple measures of data
11. Examine data intersection processes
12. Create a school profile constructed on multiple data intersection approach.

PRE-REQUISITE KNOWLEDGE {from preceding course(s)}

1. Understanding of
 - a. MI School Improvement Framework Leadership and Data & Information Strand 5 Standards
 - b. McREL Balanced Leadership™ Responsibilities & First/Second Order Change
 - c. Microsoft Education Competencies
2. Ability to use the following technology applications and tools:
 - a. Laptop computer

- b. Flash drive
- c. Graphic organizers
- d. Blogs
- e. Microsoft Excel Software Templates

COURSE FORMAT

Intersecting Data 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 (subject to revisions)

Session 1:

1. Introduction/overview of the course
2. Assess prior knowledge by rating district/school against the SIF Strand V Data & Information Management Rubric
3. Analyze the results individually and collect class results using a group response system
4. Develop individual and class profile of strengths and areas of improvement
5. Identify sources of data for each type of data using a graphic organizer
6. Complete Case Studies (in small groups) presented in the MI-MAP Kit Section 4:1 #3
7. Review and discuss established research on data intersection (direct instruction/small/large group and via web-search)
8. Critical Conversation: small/large group discussions about the implication of data intersection results.

Inter-Session

Complete North Central Regional Education Laboratory (NCREL) Data Use Primer Modules on the NCREL instructional website designed to become more comfortable with thinking about and using data for the purposes of instructional decision making. <http://www.ncrel.org/datause/dataprimer/> Bring results of practice activities and guiding question responses to Session 2 for further development and discussion.

Session 2:

1. Critical Conversation: Discuss (in small groups) the guiding questions from the NCREL Data Use Primer Modules
2. Complete activities in MI-MAP Sec. 4 Data Units (Process & Perception Data)
3. Data Intersection Processes
 - Problem solving sequence, Root cause analysis, Force field analysis, Data Stratification (Slicing the data)
4. Using accumulated data, develop a comprehensive school profile that includes but is not limited to:
 - a. Multiple types of data
 - b. Multiple sources of data
 - c. Graphs and Charts
 - d. Analysis
 - e. Areas of strength/areas for improvement
 - f. Actions and Timeline

"The Right Work"



Data Leadership

ALIGNING SYSTEMS

ALIGNMENT

MI-School Improvement Framework

IA 2-3, 5-7 IB 1, 3-5

IIA 2-6 IIB 2-4

IIIA 2-5 IIIB 1-3

McREL Balanced Leadership™

Responsibilities

2, 3, 6, 8, 9, 11, 12, 14, 15, 19, 20

Education Competencies 1-6

ABSTRACT:

Aligning Systems, an online course, 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.

GOAL: Provoke educational leaders to become system thinkers

OBJECTIVES: The learner will

1. Navigate in an online environment
2. Assess prior knowledge of systems thinking
3. Review the work of major systems thinking experts
4. Synthesize the commonalities among these works
5. Examine individual systems
6. Analyze and evaluate system components
7. Understand impact of change on systems
8. Respond to case scenarios
9. Understand, align and analyze issues through the lens of systems
10. Engage in online discussions
11. Apply knowledge to improve and solve problems at district/building level

PRE-REQUISITE KNOWLEDGE from preceding course(s)

1. Understanding of
 - a. MI School Improvement Framework Leadership Standards
 - b. McREL Balanced Leadership™ Responsibilities
 - c. Microsoft Education Competencies (Wheel)
2. Ability to use the following technology applications and tools:
 - a. Online Course Management System
 - b. Online Discussion Board

COURSE FORMAT

This course is totally online and will span 30 days.

COURSE OVERVIEW

Module 1: Framing the Construct of System Thinking

Read online and off-line sources

Discuss readings online

Module 2: Initial Analysis of Learners' Systems

Analyze components of learners' district/school systems

Share commonalities among systems with class members in a discussion board

Module 3: Systems Thinking

Using an assigned case scenario:

1. review the scenario of a possible change in practice
2. list all the system components that would be impacted by the change
3. analyze the impact on each component in the system
4. determine the course of action that will have the least overall impact on the entire system components
5. mitigate the effects of the change
 - a. who would you involve in the discussions; in the decision making?
 - b. how would you communicate?
 - c. with whom?
 - d. how would you proceed?

Post results of scenario activity to online discussion board and respond to other postings.

Module 4: Concluding Activity

Apply the learning from this course to your own personal situation by identifying an actual scenario and following the steps above. Submit a written analysis to instructor.

"The Right Work"



Coherence

ALIGNMENT

MI-School Improvement Framework

IA 1-7 IB 1-5

IIA 1-6 IIB 3-4

IIIA 4

McREL Balanced Leadership™

Responsibilities

1-18, 20-21

Education Competencies 1-5

ABSTRACT:

Coherence, an online course, ensures that a process is in place for connecting the curriculum with high-quality classroom instruction and student assessment. This is followed by methods for monitoring and supervising instruction to make certain that the right work is actually and consistently occurring in classrooms.

GOAL: Equip educational leaders to become proficient instructional leaders.

OBJECTIVES: The learner will:

1. Assess previous knowledge of the approved Michigan Grade Level Content Expectations and High School Content Expectations
2. Review the approved Michigan Grade Level Content Expectations and High School Content Expectations
3. Know the state assessments that parallel the curriculum expectations
4. Explore the interconnectedness of the curriculum and assessments
5. Explore the interdependence of the curriculum and assessments on instructional practice
6. Develop a process to determine alignment of curriculum and assessment
7. Develop a process to analyze instruction to determine the implementation of the aligned curriculum/assessments
8. Navigate in an online environment

PRE-REQUISITE KNOWLEDGE {from preceding course(s)}

1. Understanding of
 - a. MI School Improvement Framework Leadership Standards
 - b. McREL Balanced Leadership Responsibilities™
 - c. Microsoft Education Competencies (Wheel)
 - d. Michigan Grade Level Content Expectations and High School Content Expectations
2. Ability to use the following technology applications and tools:
 - a. Online Course Management System
 - b. Online Discussion Board
 - c. Online Calendar

COURSE FORMAT

This course is totally online and will span 30 days.

COURSE OVERVIEW

Module 1 Is the curriculum aligned with assessments?

- Respond to online discussion forums and prompts
- Review of best practice via assigned readings and web research
- Conduct assessments of learners' district/school environment
- Create gap analyses
- Develop a course reflection online journal within the course management system to be used throughout each module

Module 2 Is the instruction aligned with the curriculum?

- Respond to online discussion forums and prompts
- Review of best practice via assigned readings and web research
- Conduct assessments of learners' district/school environment
 - o Lesson Plan Review
 - o Alignment of GLCE and HSCE to lessons
- Create gap analyses

Module 3 Is aligned instruction being delivered?

- Respond to online discussion forums and prompts
- Review of best practice via assigned readings and web research
- Conduct assessments of learners' district/school environment
 - o Classroom Observations
 - o Observation pre-conference with teachers
- Create gap analyses

Module 4 Processes to become proficient instructional leaders

- Develop a personalized instructional leadership plan
- Create an online calendar to map the implementation of the instructional leadership plan

"The Right Work"



Culture

ALIGNMENT

MI-School Improvement Framework

IA 1-7 IB 1-5

IIA 1-6 IIB 3-4

IIIA 4

McREL Balanced Leadership™

Responsibilities

1-18, 20-21

Education Competencies 1-5

ABSTRACT:

Culture explores the health or toxicity of the environment in a district/school. Learners develop powerful strategies to create the right culture for a purposeful and robust professional learning community that ultimately impacts student learning.

GOAL: Prompt educational leaders to develop healthy cultures and promote shared leadership

OBJECTIVES: The learner will

1. Understand the concept and advantages of shared leadership and its connection to the Michigan School Improvement Framework
2. Understand the McREL Balanced Leadership™ Responsibilities which correlate with creating a culture of shared leadership
3. Assess school culture
4. Differentiate between healthy and toxic cultures
5. Communicate the language of shared leadership
6. Create a shared vision with a staff
7. Implement systems, processes and strategies which promote shared leadership and collaboration
8. Define roles and responsibilities of leadership in creating a culture of shared leadership
9. Network with other school leaders to share ideas, concerns and solutions in the process of school improvement

PRE-REQUISITE KNOWLEDGE {from preceding course(s)}

1. Understanding of
 - a. MI School Improvement Framework Leadership Standards
 - b. McREL Balanced Leadership™ Responsibilities
 - c. Microsoft Education Competencies (Wheel)
2. Ability to use the following technology applications and tools:
 - a. Graphic Organizer
 - b. Audience Response System
 - c. Wiki
 - d. Multi-media resources

COURSE FORMAT

The Culture 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

Session 1

1. Present concepts of shared leadership and collaboration
2. Assess prior knowledge to identify the responsibilities a school leader must exercise to be successful in creating a culture of shared leadership using a collaboration technology tool, WIKI
3. Assign and orient cohort groups for remainder of course
4. Participate in a team building activity to build the collective strength of the group
5. Review research on the characteristics of healthy/toxic cultures through readings and examples
6. Examine examples of artifacts, rituals, stories, and symbols used to determine information about a school culture
7. Create a representation to depict learner's school culture using a graphic organizer
8. Examine examples of surveys, cultural audits and "best practice" school profiles to understand methods of assessing school culture
9. Review various activities which promote shared leadership and collaboration strategies from selected/assigned MI-MAP materials in small groups
 - 2.1 Holding a Shared Vision Steady
 - 2.3 Principals Leading to a Vibrant Culture
 - 3.1 Developing a Climate/Culture Committee
 - 3.5 Mentoring New Teachers
 - 7.2 Learning Through Teacher Study Groups
 - 8.1 Developing School Decision-Making Teams
 - 8.2 Strengthening Your Team's Capacity

Intersession

1. Assigned readings and web-search
2. Conduct Audit of school culture using the MI-MAP *Auditing Your School Culture* Unit 3.2

Session 2

1. Review, report out, and discuss results of completed Audit
2. Define the roles and responsibilities of Leadership in creating a culture of shared leadership and collaboration through role play, problem solving strategies, panel discussions
3. Develop a personal plan based on the data from School Audit with specific strategies to improve collaboration, collegial efficacy and shared leadership.

"The Right Work"



Capacity

ALIGNMENT

MI-School Improvement Framework

IA 1-7 IB 1-5

IIA 1-6 IIB 3-4

IIIA 4

McREL Balanced Leadership™

Responsibilities

1-18, 20-21

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. McREL Balanced Leadership™ Responsibilities
 - c. 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)



PROJECT TEAM

Marion Ginopolis, Director, MI-LIFE mginopolis@mi-life.org

Marion is the former Superintendent of the Oxford School District in Oakland County, Michigan. During her 30+ year career in public education, she has been a classroom teacher, staff development trainer, principal, director of personnel, and assistant superintendent for curriculum and instruction. She has taught graduate level courses for Eastern Michigan University and Oakland University. Following retirement from the Oxford Schools, Marion began consulting in the area of virtual education. She taught an online high school course and subsequently wrote and developed an online professional development course for administrators. She has been a Master Online Instructor and developed the first online instructor course in Michigan for the Michigan Virtual High School. She has served on numerous local, state and national committees focusing on curriculum and professional development for educators, participated in the development of a leadership curriculum for Intel® and was a Senior Facilitator in the Intel® Teach to the Future Leadership Forum Program.

From 2001-2005 Marion provided the leadership as the Director of the Michigan Gates Project, LEADing the Future, which was a part of the Bill & Melinda Gates Foundation State Challenge Grants for Leadership Development to provide every principal and superintendent in public and private schools with access to quality leadership development focused on systems change and technology integration.

In addition to now providing the leadership for MI-LIFE, Marion is a national trainer for Microsoft Partners in Learning Program School Leadership Building 21st Century Skills Curriculum.

Ron Faulds, Consultant, MI-LIFE rfaulds@mi-life.org

Ron is the former Technology Director of the Eaton Intermediate School District in Charlotte, Michigan. He has taught math, science, and computer literacy at the middle school level in Lansing, MI, and is a former technology coordinator for Lansing Public Schools. Ron retired from K-12 in 2002 and has been working as a technology consultant since that time. He has been a Senior Facilitator for the Intel® Teach to the Future Leadership Forum initiative and was a member of the Core Planning Team for the Bill and Melinda Gates Foundation project, LEADing the Future.

Ron also works extensively with the Michigan Department of Education's Office of Educational Technology and Data Coordination in the position of an Education Consultant. In this position, Ron works closely with a wide variety of individuals and groups from around the state including local districts, ISDs, REMCs, and professional associations.



PROJECT TEAM

Jane Perzyk, Consultant, MI-LIFE japerzyk@mi-life.org

Jane is a former media specialist from St. Isaac Jogues School in St. Clair Shores, MI, where she focused on technology integration and information literacy. During her 15 years at St. Isaac, she served as president of the Michigan Chapter of the Catholic Library Association and became a charter member of Let's Talk Technology, a learning community of educators interested in technology who meet monthly. Originally funded by MACUL, Let's Talk is now supported by membership fees.

As a Blackboard trained instructor at Oakland Community College, Jane developed and delivered online and face-to-face composition and research courses. She also designed and administered the exit test program for remedial writing classes. Using her virtual education background, she became the Lead Online Instructor for Michigan Virtual High School, preparing over 200 secondary teachers to become online teachers for MVHS. She is also a Senior Facilitator for the Intel® Teach to the Future Leadership Forum Program.

Jane served on the planning team for the recently concluded Michigan Gates Project, LEADing the Future, facilitating in the delivery of technology-based leadership professional development for school administrators throughout the state.

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During Mark's 20 years with the Saginaw Public Schools, he served as teacher, elementary principal, assistant high school principal, public relations specialist and supervisor of the district Media and Instructional Technology Center. Until his retirement in 2004, he was Executive Director of the Kalamazoo Regional Educational Service Agency's Teaching, Learning and Leadership Center, Regional Educational Media Center-12, Southwest Michigan Research and Development Center and the KRESA Leadership Institute.

Mark teaches graduate classes in the Department of Educational Leadership, Research and Technology at Western Michigan University. In addition, he is a consultant with the Western Michigan University-Wallace Reader's Digest Foundation's "Michigan Coalition of Educational Leadership" grant.

Mark is a member of the Michigan Department of Education "Administrative Certification and Endorsement Committee." He is also a School Board Trustee for the Gull Lake Community Schools in Richland, Michigan.

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