

Cincinnati Public Schools and Miami University Leadership Program

Fall 2019: Educational Leadership (3 credits)

This course is designed to introduce educators to educational theories and help them develop the knowledge and skills to become teacher leaders of authentic improvement of learning and instruction in schools. Participants will know and demonstrate skill in evidence-based principles of effective leadership and teacher learning by:

- Articulating their knowledge of effective leadership to encourage high levels of performance for educators and students.
- Demonstrating skill in managing the change process by assisting and supporting teacher learning through professional development.
- Understanding and applying strategies that assist adult learning and development.
- Respecting the diversity of the school staff, teachers, administrators, and other personnel.
- Engaging in reflective practice concerning leadership roles and responsibilities and encourage reflective practice in others
- Assuming leadership roles at the school, district, state or national levels and in professional organizations.
- Facilitating the development of efficacy among other teachers in their school and district.

Spring 2020: Data and Decision-making (3 credits)

This course addresses the need for school leaders to be able to identify, collect, analyze, and effectively use relevant data to identify problems and to monitor progress in achieving school improvement goals. The content of this course is guided by the Ohio Leadership Advisory Council framework, standards for school leaders developed by the Educational Leadership Constituent Council, and Ohio Standards for Professional Development. Students will be able to:

- Identify a school improvement need through discussion with your building principal and teaching staff.
- Analyze data to learn more about the issue you are exploring.
- Describe in detail the assessments you used to address the problem you are attempting to solve.
- Describe your analysis of the data through charts, tables, text and statistics to create a compelling presentation of your results.
- Detail how you could involve students in the self-assessment and goal setting process.
- Implement the improvement plan and plan for routine assessment to determine the intervention's effectiveness.

Fall 2020: Professional Development and Improving Instruction (3 credits)

This course is designed to help educators develop the knowledge and skills to create more effective instruction and professional development in school settings. Participants will:

- Analyze instruction and help others to do so.

- Apply Ohio standards for educators to instructional improvement efforts.
- Become knowledgeable about various models of adult learning
- Employ effective conferencing and mentoring techniques
- Engage in behavior characteristic of reflective practice.
- Practice cycles of peer coaching.
- Design and conduct action research.
- Use a school improvement model to develop assessment and evaluation tools.

Spring 2021: Family-Community-School Partnerships (3 credits)

This course will provide an introduction to the analysis of family involvement in schools, and school-linked/school-based inter-professional partnerships aimed at enhancing the well-being of children, youth and families. Participants will:

- Demonstrate an understanding of and appreciation for diverse learners, environments, and organizations.
- Understand and discuss the role of family engagement at the classroom, school and district levels.
- Describe models for comprehensive planning to support family and community engagement.
- Assess school-family-community assets and issues in the participant's school.
- Formulate an action plan for enhancing family-school-community connections.