Course Title: Curriculum Leadership Academy: Launching the Learning Year
Instructors/Facilitators: Stuart Weiss, Former South Burlington Schools Director of Learning and Linda Keating, Franklin West Supervisory Union Director of Curriculum
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Class Location: CVEDC-ESA 123 Ethan Allen Ave. Colchester, VT 05446
Dates: October 5, 2018; November 30, 2018; January 18, 2019; March 15, 2019; May 7, 2019
Times: 9:00 a.m. – 3:30 p.m. plus 10 hours of online reflection and discussion
Credits: 3 Graduate Credits from Saint Michael's College (Stuart Weiss, Instructor of Record)

Course Description and Rationale:

This leadership academy is designed to meet the learning needs of both new and aspiring Curriculum Directors. The learning opportunities are designed to align with Michael Fullan's four components of the Coherence Framework:

- Focused direction to build collective purpose;
- Cultivating collaborative cultures while clarifying individual and team roles;
- Deepening learning to accelerate improvement and foster innovation;
- Securing accountability from the inside out.

The 5 sessions are structured to highlight and dig deeper into what drives and shapes a "successful and sustainable approach" to the work of curriculum leaders along the calendar year. Using an "experts in the field" approach, participants will connect with skilled practitioners who can speak to meeting the varied expectations of curriculum leaders across districts, along with the strengths of networking, systems design, improvement cycles, contemporary approaches to curriculum, instruction, and assessments, and communication. Participants will also have opportunities to address problems of practice, review resources, design solutions, and create responsive action plans that will lead to greater success. Whether participants are new or relatively new Curriculum Directors or current Teacher Leaders, all participants will gain core knowledge, skills, and guidance in the following target-areas of leadership:

- **Vision and Systems-Design** *(LEADERSHIP STANDARD 1. MISSION, VISION, AND CORE VALUES)*
- **Relationship Building and Networking** *(LEADERSHIP STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF)*
- **Curriculum, Instruction, and Assessment Design** *(LEADERSHIP STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT)*
- **Continuous Improvement Planning and Measuring Progress** *(LEADERSHIP STANDARD 10. SCHOOL IMPROVEMENT)*
- **MTSS Models** *(LEADERSHIP STANDARDS 3. EQUITY AND CULTURAL RESPONSIVENESS 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS 10. SCHOOL IMPROVEMENT)*
- **Professional Learning and Capacity Building-Distributing Leadership** *(LEADERSHIP STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL AND 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF)*
- **Grants Development and Management** *(LEADERSHIP STANDARD 9. OPERATIONS AND MANAGEMENT)*
- **Contemporary Education Initiatives and Issues: Local, State, National** (including ACT 77 and ESSA)
- **Digitally-Powered Communication** (including social media) *(LEADERSHIP STANDARDS 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL AND 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY)*

Course Objectives:

- Understand the current status of "all things curriculum," including tasks and timelines
- Deepen understanding and competence in the critical roles associated with leading and managing curriculum, instruction, and assessment within a system, including understanding policy and law, developing tools and supports, building relationships, and leverating professional networks

- Understand, reflect on, and strategically respond to implementation challenges, competing timelines, and other problems of practice associated with leading and managing curriculum, instruction, and assessment within a system
- Design a professional learning plan (PLP) outlining goals for launching the learning year in the curriculum role, which will also serve as a strategic and viable work plan along the calendar year

Required and Recommended Readings and Materials:
- *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* by Michael Fullan and Joanne Quinn
- Download: [Central Office Transformation for District-wide Teaching and Learning Improvement](#) (free)
- Recommended readings will vary based on topics, recommendations from our "experts in the field," and participants' personalized professional learning plans
- Participants will be asked to bring or have access to actual work items, documents, and tools from their current jobs

Course Schedule: *TOPICAL ORDER IS **SUBJECT TO CHANGE** BASED ON PARTICIPANT NEEDS AND GUEST AVAILABILITY. EACH CLASS WILL INCLUDE A **DETAILED AGENDA** THAT STUDENTS WILL RECEIVE PRIOR TO EACH CLASS. DURING EACH SESSION, WE WILL FOCUS ON:* **Contemporary Education Initiatives and Issues: Local, State, National**

- **LAUNCHING THE LEARNING YEAR, October 5, 2018: Vision and Systems-Design**; **Relationship Building and Networking**
  - **Coherence** reading and reflection assignments
  - "Experts in the Field" *brief and debrief*
  - Focus on feature topic-related knowledge and skills
  - Share Problems of Practice (protocol)
  - Develop Professional PLP and start calendar year action plan
- **DIGGING IN, November 30, 2018: Professional Learning and Capacity Building-Distributing Leadership; Curriculum, Instruction, and Assessment Design**
  - **Coherence** and other readings discussion
  - "Experts in the Field" *brief and debrief*
  - Focus on feature topic-related knowledge and skills
  - Share Problems of Practice (protocol)
  - Return to Professional PLP and Action Plan
- **GEARING UP FOR CONTINUOUS IMPROVEMENT PLANNING, January 18, 2019: Continuous Improvement Planning and Measuring Progress;**
  - **Coherence and other** readings discussion
  - "Experts in the Field" *brief and debrief*
  - Focus on feature topic-related knowledge and skills
  - Share Problems of Practice (protocol)
  - Work session on CIP Phases and Plan-Do-Study-Act
- **THE GRANT, March 15, 2019: Grants Development and Management**
  - **Coherence** and other readings discussion
  - "Experts in the Field" *brief and debrief*
  - Focus on feature topic-related knowledge and skills
  - Consolidated Federal Grant work session
  - Return to Professional PLP and Action Plan
- **CLOSING OUT THE LEARNING YEAR-ENDING WITH A NEW BEGINNING, May 7, 2019: Digitally-Powered Communication**
  - "Experts in the Field" *brief and debrief*
  - Focus on feature topic-related knowledge and skills
  - Share PLP Growth Projects using 4 Coherence Drivers

Course Requirements:

Required evidence of learning in the 4 course objectives and target-areas of leadership includes but may not be limited to:

- Attendance at all 5 sessions
- Completion of a digital Personalized Professional Learning Plan (PLP)
- Completion of a Calendar-based Action Plan
- Completion of all required readings
- 10 hours of online reflection and discussion (outside of class hours)
- Preparation of Problems of Practice, using a protocol, to share during meeting sessions
- 1-2 page culminating reflection attached to your Professional Learning Scales and Evidence Collection
- Presentation of PLP Growth Projects using 4 Coherence Drivers

Evaluation/Grading:

The course is proficiency-based. Participants will track their progress on professional learning scales based on the 4 course objectives and 9 related target-areas of leadership. Participants will track their learning evidence based on each objective. There is clear criteria for what constitutes evidence of proficiency. **Timely submission of required evidence** collected during and outside of class in these 4 course objectives of professional learning will determine "proficiency". Participants will receive feedback throughout the course, with ample time to incorporate new learning into their work products.

Students who apply their proficiency in course objectives content and skills to their current role to produce evidence of such application will be graded as "having advanced their proficiency (advanced proficiency) to receive an A for the course. Proficiency will equate to a B, and if all *required* evidence has not been submitted within a reasonable time period designated by the instructor, B- or below. The 9 targets for leadership will be equally weighted, though individual assignments may not. There must be completed, acceptable evidence to demonstrate proficiency or advanced proficiency.