April 1, 2016

Dear Leadership Academy students in the 2016 Cohort:

Please read this letter carefully.

Congratulations on your acceptance into our program.

First, we look forward to welcoming you to campus on Friday, July 8th. Please plan on arriving no later than 3:30 to register. More on the Summer schedule in a future e-mail.

Second, please continue to monitor the LA website for updates, including registration information which will arrive in mid/late April.

Third, you will need to decide soon about whether you will live on- or off-campus. The majority of LA students choose to live on campus to save the time and energy of commuting. Regardless of your choice, you will still be required to pay for the meal plan that is included in your activities fee. If you have any interest in living on campus, please visit our website and contact MCLA’s Residential Life office:

http://www.mcla.edu/Student_Life/campushousing/leadershipacademy

This letter has information regarding (1) required readings for the Summer Academy (pages 1-3) and (2) pre-practicum responsibilities (pages 4-10). MCLA faculty are sensitive to the fact that there is much to prepare in the next two months. Moreover, we understand that you will take the preparation seriously and complete all the reading assignments.

Required Reading and Preparation

Here are a few things to remember as you approach the readings. First, several of the texts we have chosen can be used as guides and references throughout the program. Second, we would like you to focus on the broader themes from the texts and not feel obligated to take notes on everything you read. Third, the Slattery text is meant to serve as a discussion backdrop for the program and can be read along the way (this means into the fall and spring). That said, focus on Skrla’s "Equity Audit" text for the "Leading Schools in Context" course. Finally, "The World Between Us" and the “Tao of Teaching” are interesting and important books but, again, we would like you to focus on the course-specific texts, and the assignments associated with them, in light of your limited time.

Please acquire, read, and take notes on the following texts before you arrive.
All students are to read these three books, in addition to the books, pdfs, et cetera referenced below:


________________________________________________________________________

For **Evaluation** read and prepare the following texts, and complete the following assignments:

**Books:**


2. Dean, C., et.al. (2012). *Classroom instruction that works*, 2nd ed.

**Additional Readings:**


Massachusetts Department of Elementary and Secondary Education. *Professional Standards for Administrative Leadership.* [http://www.doe.mass.edu/pal/about.html](http://www.doe.mass.edu/pal/about.html)

**Documents to Prepare:**

Follow the directions in Chapter 5, *SuperVision*, and prepare a DRAFT educational platform and a DRAFT supervisory platform to bring the first day of class (2-3 pages).
For *Leading Schools In Context* read and prepare the following texts, and complete the following assignment:

**Books:**


**Documents to prepare:**

Write a 2-3 page reflection about the main ideas in Using Equity Audits to Create Equitable and Excellent Schools.

For *Data Analysis and Action Planning* read and prepare the following texts and other readings and complete the following assignments:

**Books:**


**Additional Readings (download and save and/or print in preparation for the first class meeting):**

- Research article: What Happens When Teachers Use a Data Wall [https://www.hitpages.com/doc/6277461553709056/1#pageTop](https://www.hitpages.com/doc/6277461553709056/1#pageTop)


**Documents to prepare:**

- Using Data Wise: *A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, please create a 1 page “Assessment Inventory” as described in chapter 1 (page 25) that provides a summary of existing external and internal assessment practices. Include a column in the chart that identifies if/how the assessment is linked to the curriculum. For example, is the assessment aligned to the curriculum map/packing guide. Craft this document
as a Word chart, using headings and brief, precise descriptors. Be sure to include at the bottom of the chart any gaps that may exist in what you have for data vs what you feel you need. This document will be collected on the first day of the data course.

- Drawing on the articles on data walls, highlight and make notes on sections of the two readings that resonate with you. Consider philosophical approaches and outcomes as presented by the authors.

- Drawing on the findings from NAEP, how would you describe academic performance in the United States, focusing on the whole as well as for disaggregated groups? What troubles you? What gives you hope? Be sure to use each of the NAEP sub-pages. These pages provide you with a thorough review so be certain to look at each of the topic areas paying specific attention to the areas you can click on for each page.
Pre-Practicum Responsibilities

As you now, there are three pre-practicums that accompany the three courses offered this summer. Part of the expectation for the pre-practicums is that you compile a number of artifacts and documents, begin to analyze the accumulated articles (looking for trends and themes), and have your principal/vice principal/director or some other licensed administrator sign off. The expectation is that you will bring three separate binders (1 for each pre-practicum) that include your artifacts (and other documents listed below). Faculty in the summer residency will provide feedback soon after you arrive.

For EACH of the 3 pre-practicum you must include the following in your artifacts binders for the 2016 Summer Leadership Academy:

1. Pre-practicum-specific cover sheets that are signed by your local supervisor (cover sheets are included in this packet)
2. A log of hours that you create is required. It must be signed by your on-site administrator and document that you have dedicated at least 25 hours (total for the three pre-pracs). 1 copy of the log should be placed in each of the binders after your cover sheet.

While you are here, your instructors will complete the pre-practicum grading process with you. Your grade will not be posted until all materials, including a signed record of hours, are on file at MCLA.

If you have already completed administrative work that fits the description for any of the pre-practicums, you may submit those hours as long as an on-site administrator will sign off for that work.

Please continue to check our website for updates. If you have any questions about these pre-practicums or your application packet, please contact Michelle at (413) 662-5381.

Sincerely,

Dana Rapp, Ph. D.
Director, Leadership Academy
LEADERSHIP ACADEMY SUMMER 2016

Massachusetts College of Liberal Arts
Pre-Practicum I Record Form
Data and Equity Audits

To be completed by student and building supervisor (Principal/Assistant Principal/Director).

Name of student: ___________________________________________ Student ID#: ____________

Part I. Pre-Approval

Site: ___________________________________________ Grade/Level: ____________

Start Date: ____________ Ending Date: ____________

Objectives/Activities:
1. Students will locate accountability and equity data with their local administrative supervisor.
2. Students will build an artifact portfolio
3. Students will begin to analyze the documents and look for larger trends (1-page).

Signature of Student: ___________________________________________ Date: ____________

On-site Supervisor Approval: ___________________________ Date: ____________

Part II. Review and Evaluation

Documentation: Date of final submission ____________________________

_____ log of experience
_____ artifact portfolio:

Grade Assigned: ____________

Instructor Signature: ___________________________________________ Date: ____________

Comments of Instructor:
Pre-Practicum I

Data Audit

This pre-practicum will provide students with an opportunity to collect accountability and demographic data in their schools and districts. Under the supervision of a local school administrator, students will locate and collect all relevant equity data at the school site related to accountability, demographics, and funding including, but not limited to: disaggregated census and test scores sorted by economically disadvantaged students, all racial or ethnic minorities, disabled students, and limited English students; teacher certification and teacher turnover rates; enrollment in bilingual and special education programs; attendance statistics; availability of counselors and technology. Additionally, local demographic information that impacts equity in the school district will be collected, including, but not limited to, the following: household income and employment; free and reduced meals (now identified federally as “Economically Disadvantaged”); health and medical factors the community may be experiencing; transportation; extracurricular activity availability and participation. It is likely that multiple web sites will be required in order to locate all of the information needed to provide a full overview of the trends discovered. Students will begin to analyze and interpret the data concentrating larger trends. A completed cover page, a log of hours, and a 1-2 page analyses of broader trends related to your “Data” artifacts should be placed in this binder in front of your artifacts. Analysis statements can be either in paragraph form or bulleted lists; however, do not simply state the data points in each case. Rather, include interpretive or comparison statements where appropriate.

***If some documents are lengthy, students should include a list of the URL addresses for each website used as well as a parenthetical explanation of the site’s purpose rather than printing a massive number of pages. Ex: http://data.nysed.gov/fiscal.php?year=2016&instid=80000055729 (Albany City School District Fiscal Accountability Summary).
To be completed by student and building supervisor (Principal/Assistant Principal/Director).

Name of student:-----------------------------------------------Student ID#: __________

Part I. Pre-Approval

Site:________________________________________________________________Grade/Level: __________

Start Date: ______________ Ending Date: ______________

Objectives/Activities:
1. Students will locate supervision and evaluation documents and policy guides in a local school district with an administrative mentor.
2. Students will build an artifact portfolio
3. Students will begin to analyze the documents and look for larger trends (1-page).

Signature of Student:__________________________________________Date: ______________

On-site Supervisor Approval: ____________________________Date: ______________

Part II. Review and Evaluation

Documentation: Date of final submission______________________________

_____log of experience
_____artifact portfolio:

Grade Assigned: __________

Instructor Signature: ____________________________Date: ______________

Comments of Instructor:
Pre-Practicum II
Educator Evaluation

This pre-practicum will provide students with an opportunity to collect information and artifacts related to supervision and evaluation in their schools and districts. With the guidance of a local school administrator, students will locate and collect all relevant documents including: school's/district's teacher evaluation forms; copies or complete written descriptions of the policies, rules, guidelines, and approved procedures for their teacher evaluation system; and copies or complete descriptions of the approved policies and procedures for the use of student growth measures. Students will begin to analyze and interpret the data concentrating larger trends. A completed cover page, a log of hours, and a 1-2 page analyses of broader trends related to your “Evaluation” artifacts should be placed in front of your artifacts.

***If some documents are lengthy, feel free to provide Internet links and be able to access them upon arrival.
LEADERSHIP ACADEMY SUMMER 2016

Massachusetts College of Liberal Arts
Pre-Practicum III Record Form
Policy and Standards

To be completed by student and building supervisor (Principal/Assistant Principal/Director).

Name of student: ____________________________ Student ID#: __________

Part I. Pre-Approval

Site: ____________________________ Grade/Level: ________

Start Date: __________ Ending Date: __________

Objectives/Activities:
1. Students will locate and collect policy and standards guides and handbooks for the school and district, as well as copies of contracts, budgets, safety plans, and information technology systems under the guidance of the school district administrative mentor.
2. Students will build an artifact portfolio.
3. Students will locate and review the mission and vision statements of the school.
4. Students will begin to analyze the documents and look for larger trends (1-page).

Signature of Student: ____________________________ Date: __________

On-site Supervisor Approval: ____________________________ Date: __________

Part II. Review and Evaluation

Documentation: Date of final submission _______________________

log of experience
artifact portfolio:

Grade Assigned: __________

Instructor Signature: ____________________________ Date: __________

Comments of Instructor:
Pre-Practicum III
Policy and Standards

This pre-practicum will provide students with an opportunity to collect information and artifacts related to policy and standards in their schools and districts. With the guidance of a local school administrator, students will collect policy guidebooks, contracts, mission statements, and handbooks of the school district to attain a more complex understanding of the policy environment in which educational leaders work. A completed cover page, a log of hours, and a 1-2 page analyses of broader trends related to your “Policy and Standards” artifacts should be placed in front of your artifacts.

***If some documents are lengthy, feel free to provide Internet links and be able to access them upon arrival.