



Program Of Study

Iowa Principal Leadership Academy Overview:

The Iowa Principal Leadership Academy is a fully accredited principal preparation program developed and endorsed by:

Prairie Lakes AEA
Northwest AEA
Keystone AEA
School Administrators of Iowa

Candidates who successfully complete the program earn an Iowa license to serve as a PK-12 principal. The Iowa Principal Leadership Academy is approved by the Iowa Department of Education and accredited by the Iowa Bureau of Educational Examiners. The IPLA is an alternative licensure program cited by the Iowa Department of Education Race to the Top application.

The program is a dynamic design based on six problem-centered learning themes, predominantly field-based, related to the Iowa Standards for School Leaders. Each theme includes seminars, action research studies, action plans, portfolios, toolbox activities, study of theory and research, and mentoring. Students engage in cohort groups over a two-year period. Faculty for the program is selected primarily from practitioners with expertise in the selected areas. Participants show evidence to meet the standards and criteria of the Iowa Standards for School Leaders, BOEE Content and Competency Standards, and acquire necessary skills to become instructional leaders.

Iowa Standards for School Leaders

- Standard 1 – Shared Vision
- Standard 2 – Culture of Learning
- Standard 3 – Management
- Standard 4 – Family and Community
- Standard 5 – Ethics
- Standard 6 – Social Context

Candidate Portfolio - Program Components

School Action Research

Purpose: Candidates will become skilled in conducting and facilitating school action research using actual school data. Candidates will collaborate with a school principal and their sub-cohort members to complete the school action research problem. Candidates in each sub-cohort will:

- Analyze data
- Determine the internal and external factors affecting student achievement and performance
- Measure current status of student learning and school environment
- Set short- and long- goals
- Develop an action plan to address short- and long-term learning goals.

School Data: For each standard, each sub-cohort will select a school from which raw data will be analyzed in order to complete the research problem. Candidates will maintain confidentiality, by ensuring that the names of individual subjects and personally identifiable information are blacked-out or reported using number or letter symbols. From those data, candidates will develop charts and graphs to support the action research

Review of Literature: All sub-cohort members will share in the responsibility to gather professional literature related to the problem. Each sub-cohort will provide a bibliography of the professional literature.

SAR Matrix: Each sub-cohort will submit a completed School Action Research Matrix as prescribed by Michelle Huntress.

Analyzing and Reporting Our Data: A narrative of the charts and graphs, along with a description of the findings and conclusions will complement the SAR matrix.

Action Plan: The final product of the school action research problem will be the development of a school action plan that will include the following: Goals, Actions, How the activity will be accomplished, Who will be responsible, Necessary resources, Timeline, Evidence of completion.

Candidates will work collaboratively with other cohort members to complete the requirements of each action research problem.

Professional Readings

For each standard, candidates will read and reflect on a book and five professional journal articles or ten professional journal articles. Each reflection will contain: 1) A brief description of the article; 2) How was the article meaningful to me? Candidates may substitute professional books in lieu of journal articles. Each book chapter is equivalent to a journal article. A maximum of five book chapters can be substituted for journal articles in any one standard. A citation shall accompany each reflection using an approved research format. Directors may assign specific articles to be read and reviewed by cohort members.

Candidates need to select literature that is related to the current standard. In addition, candidates are encouraged to expand their background by choosing articles that challenge their current status and introduce them to new thinking.

Pre-Seminar Assignments

Prior to each weekend seminar, candidates may be expected to research the topic covered in the upcoming seminar. Candidates may be required to read and research professional articles, books, or briefs. Candidates may be instructed to meet with their mentor/supervisor and write belief statements in conjunction with the meetings with mentor/supervisors.

Reflections of Seminar Leaders

In each standard highly qualified seminar leaders provide instruction and discussion related to the content of the standard. Seminar leaders have proven success through experience, knowledge, and training.

For each standard, candidates will write a reflection of each seminar leader. The reflection will address the following: 1) A brief description of the topic; 2) What I learned that enhances my skills as a school leader.

Reflection of the Standard

For each standard, candidates will write a reflection of that standard that provides: 1) A brief description of the seminars contained in the standard; 2) How can I apply these seminars to my current position and as a school leader?

Toolbox Activities

Toolbox activities provide candidates with an opportunity to practice solving real-life situations with which administrators deal. Completion of the toolbox activities will require candidates to consult with their mentors, supervisors, other educational leaders, fellow cohort members, colleagues, community leaders, legislators, parents, students, or others as required by the particular activity. Reflections of toolbox problems will require candidates to: 1) Summarize the problem; 2) Offer a professional reaction and/or solution to the problem.

The Instructional Team

In each standard, candidates will study and research the members of the instructional team within the school building. Cohort directors, mentors, and seminar leaders will provide instruction for working with various groups in the school setting. Candidates will interview members of the school team, research best practices, coordinate findings and conclusions with sub-cohort members, and reflect on the process, including a plan for managing the school's instructional team.

The schedule for research and study: Standard 1 – Principal; Standard 2 – Curriculum/Staff Development Director; Standard 3 – Support Personnel; Standard 4 – Guidance; Standard 5 – Superintendent; Standard 6 – School Board Member

Expectations to be Completed over 24 Months

Each candidate will collaborate with their mentor, supervisor, or other educational leaders in order to respond to common management issues related to the role of school principal. Candidates will write a reflection describing the principal's role in the following areas:

- Calendar Development
- Budget
- Professional Development Processes & Schedules
- Writing and Interpreting Comprehensive School Improvement Plans
- Administrator Evaluation
- Master Contracts
- Application of Evaluator Approval Criteria
- Community Involvement

Candidates may complete and submit these reflections during the 24-month period of the program. Reflections of the first four items need to be completed by the end of the 3rd Standard the remaining by the end of Standard 5.

Other Meetings

In order to round out the IPLA experience, candidates must interview various educational providers to better understand their role in the educational process and how principals can best utilize special services. Completion of these meetings and reflections are to be completed by the end of Standard 5.

State-Mandated Evaluator Training

As part of IPLA requirements, each candidate will complete the state-mandated, 6-day Evaluator Training Program which will be scheduled during the summer of 2017. You will receive dates as soon as we have confirmation of the training.

Diverse Population Practicum

Candidates are expected to complete a practicum outside of their current job assignment at a school which has a population which is diverse from their current assignment. More information will be given regarding this from your cohort directors.

Electronic Portfolios

Candidates are expected to bring laptop computers to every session. All candidate reflections and documents will be electronically submitted to one of the cohort directors for review and evaluation. Candidates will be expected to submit assignments as they are completed. The director will review the received reflections and provide a response and offer feedback.

Sub-Cohorts

Candidates will be assigned to sub-cohorts to conduct action research, make presentations, complete toolbox activities, and other problems that may be assigned. Every attempt will be made to create sub-cohorts that are diverse in terms of the positions held by the sub-cohort members.

Mentors

Each IPLA candidate will select a practicing principal to serve as a mentor during the IPLA experience. The mentor may be your own supervisor or you may choose someone from another school district. IPLA will initiate a service contract (agreement) between your selected mentor and IPLA.

Attendance

Class will be the second Saturday of each month beginning in April, 2017 and ending in March, 2019. Because you will likely meet with your seminar leaders and cohort members only once per month in the Saturday sessions, your attendance is critical. It cannot be emphasized enough that your attendance at every session is an expectation of IPLA. We realize that emergencies arise; however, any full or part days missed will require make up work equivalent to the time missed from the Saturday class. If you must miss, we will arrange a video of the session, but an extensive reflection of the video will also be required. Your directors will explain the requisites for making up missed class time.

Inclement weather: If weather or road conditions put you in danger of getting to class, the directors will notify you as soon as possible by whatever means the group prefers. We realize that weather conditions may vary throughout the area; therefore, we do not expect anyone to take unnecessary risks to get to class. However, if you miss for weather-related reasons, there will be expectations for make up work.

Textbooks and Fees

There are no requirements for the purchase of textbooks and we anticipate no other costs to candidates other than personal expenses and tuition.

Tuition and Graduate Credit

Candidates will register for each standard during the first meeting of that standard. Tuition for each standard is \$1,100, due at the beginning of each standard. Candidates have the option to take IPLA courses for licensure renewal credit. If you want license renewal credit, there will be an additional cost of \$35 per standard for one license renewal credit or \$70 for two license renewal credits per standard.

Iowa Standards for School Leaders

Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

Seminar 1 – Creating a Vision

Seminar 2 – School Action Research & School Improvement

Seminar 3 – Data Collection and Analysis

Seminar 4 - Systems Thinking

Seminar 5 – Advice from the Field and Standard 1 Review

Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

Seminar 1 – Sustaining Teacher Learning to Impact Student Achievement

Seminar 2 – Designing and Developing a Standards-Based Curriculum Focus for All Learners

Seminar 3 – Assessment: Measuring and Evaluating All Learners in a Standards-Based Curriculum

Seminar 4 – Instructional Technology: Supporting Teaching and Learning

Seminar 5 – Advice from the Field and Standard Review

Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

Seminar 1 – Special Education: Improving Learning for Students with Special Needs and Rules

Seminar 2 – Legal Issues for PK-12 Schools

Seminar 3 – Safe Schools/Needs of Diverse Learners and English Language Learners

Seminar 4 - Advice from the Field and Standard Review

Standard 4: An educational leader promotes the success of all students by collaborating with families and community members,

responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

- Seminar 1 – Collaborating and Assessing Community Needs
- Seminar 2 – Early Childhood Education
- Seminar 3 – Effective Communication with All Stakeholders
- Seminar 4 – School Finance and Standard Review

Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

- Seminar 1 – Developing a Personal and Professional Code of Ethics
- Seminar 2 – Establishing Your Leadership Style
- Seminar 3 – Administration, Supervision, and Evaluation of PK-12 School Programs

Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Social Context)

- Seminar 1 – Educational Advocacy: The Politics of Education
- Seminar 2 – The Role of the School Board and Community and the Impact on Education
- Seminar 3 – Diversity, Equity, Democracy: Global Issues Affecting Teaching and Learning

In addition to the 24 seminars, candidates will spend additional weekends, over the course of the 24 months, on skill validation assignments, readings, research, and assessments. To support work in skill validation, cohort directors and other school leaders will facilitate in-box activities and field experiences. Candidates will also submit additional writings, reflections, surveys, and rubrics as assigned.