



Principal Licensure Program

Cleveland State University's Center for Educational Leadership Inspired Leaders Program is an alternative pathway to receiving principal licensure in 16 months. This innovative leadership education program is currently being developed and is under the purview of the Center for Educational Leadership within the College of Education and Human Services.

Participants will receive innovative leadership development around real and relevant topics such as social justice, school reform, leading in 21st century schools, and making global connections. They will also know how to use data and technology effectively, apply research to improve their schools, and manage personnel. They will excel at developing and articulating a vision, making and implementing strategic decisions, influencing public policy, and creating cultures of shared learning.

The Inspired Leaders Program was designed for the working professional, offering each course in a blended model with a weekend (Saturday) and online component. This program is completed in a cohort model in 16 months. With the passage of the praxis exam and the completion of a master's degree, graduates of the Inspired Leadership program will be able to receive a principal license.

The First Cohort will begin Fall 2009.



Center for Educational Leadership
Cleveland State University
2121 Euclid Avenue, Keith Building 1508
Cleveland, Ohio 44115
(P) 216-875-9912
(F) 216-875-9966
(Email) center_edleadership@csuohio.edu
www.csuohio.edu/centerforedleadership



Inspired Leaders Principal Licensure Program

(Currently Under Development - Anticipated to begin fall 2009)

- **Alternative Pathway for Principal Licensure**
- **16 Month Leadership Professional Development**
- **Online and Weekend (Saturday) Delivery**
- **Cohort Model**



**Counseling, Administration,
Supervision, and Adult Learning
Department (CASAL)**

Inspired Leaders Licensure Program

Course Information

Principal Licensure Curriculum

Leadership for 21st Century Schools	2CR
Visionary Leadership	2CR
Making Global Connection through Technology	2CR
Continuous Improvement Process	2CR
Making Data Driven Decisions	2CR
Raising Student Achievement	2CR
Leading Communications	2CR
How Policies Influence Practice	2CR
Building Community in Schools	2CR
Managing Personnel	2CR
Capstone	2CR

Total 22 Credit Hours

Leadership for 21st Century Schools: Successful school leaders must develop emotional intelligence defined as personal and social competencies to manage themselves and their relationships with others. Emotional intelligence begins with self awareness. In this course, participants will assess their leadership strengths and weaknesses and create professional learning plans in alignment with essential skills for leadership in urban and inner-ring schools.

Visionary Leadership: In order for leaders to make a difference in the culture of today's schools, individuals must learn how to create and articulate a vision and compelling mission that will inspire others to follow their ideals. In this course, participants will examine and practice processes of managing change including how to assess their school culture and align their vision and mission with that of their school districts.

Making Global Connections through Technology: It is important for contemporary school leaders to not only know how to use technology but also know how to apply it for the purpose of building learning communities within their schools, across their districts and beyond. Today's school leaders must possess a world view that informs their work and inspires their students to fully become citizens of the global society. In this course participants will discover and practice cutting edge technology, blog, pod casts, and online learning, all the while strategizing and creating applications that will broaden student learning and enable others to adopt a global perspective.

The Continuous Improvement Process: Effective school leaders need to develop the essential skills, both human relations and technical, to lead their schools through cycles of continuous improvement. In this course participants will acquire understanding of systems theory and workflow processing. They will practice problem solving to overcome barriers to change, and generate strategies to build school improvement teams.

Making Data Driven Decisions: Like never before, today's school leaders are being held accountable for student and school success by authorities at the local, state, and national levels as well as the general public. Leaders must develop competence and confidence in mastering their understanding and use of data in a way that not only impacts student and school success, but communicates to external stakeholders. In this course participants will examine historical report card data for its implications as well as study attendance and placement data as they relate to mobility and disproportionality.

Raising Student Achievement : The essential business of all schools is student achievement. When making decisions relative to curriculum and instruction, effective school leaders must comprehend the many different variables that contribute to inequities in learning and make a clear and explicit commitment to high expectations for all students. In this course participants will examine barriers and generate solutions to raising student achievement in their schools. Participants will examine and practice research based strategies for instruction and assessment that will mitigate the challenges of race, poverty, student mobility and academic achievement gaps in their schools.

Leading Communications: Effective school leaders must be able to communicate effectively to an audience broader than their immediate schools. They need knowledge, skills, and practice in multiple forms of communication that will inform the larger community. Participants in this course will learn to improve their writing, presentation, negotiating, and media relations skills. They will learn the basics of effective communications, how to receive feedback for the purpose of improv-

ing their communication skills and that communications is a two way street.

How Policies Influence Practice: Today's school leaders too often find themselves in a reactive position versus proactive when it comes to policies that impact teaching and learning in their schools. Effective leaders must grasp just how policies evolve through historical and contemporary analysis. As better informed practitioners, they must find ways to assert themselves and become part of the process by joining policy makers at the table. Participants in this course will examine and understand school district, state-wide, and national policies impacting educational practices. Careful analysis of the realities, benefits and challenges that public policy presents to school leaders, teachers, and learners will be thoroughly analyzed for the purpose of seeing future possibilities and enacting change for better schools.

Building Community in Schools: Today's school leaders, everywhere, but particularly in urban and inner-ring suburbs must engage members of the broader community in a way that will keep their schools viable and their children well served. A growing body of literature on the importance of school leaders engaging in the community underpins much of this course. Participants will become acquainted with local government, neighborhood organizations, and community institutions surrounding their schools and their interrelationships. Participants will discover and practice strategies to ways to not only broaden their spheres of influence through a strengthened learning community, but also find ways to harness more resources for their students.

Managing Personnel: Contemporary school leaders must become competent enough to assemble a team of high performers who can carry out their vision, mission, and strategies for change which are critical to student success in their schools. Not only must they be able to recognize and recruit the caliber of people to carry out the work, they must be able to inspire and manage people in a way that brings out the best in individuals. Participants in this course will learn how to recruit and hire high performers within policies, procedures and legal boundaries. The evaluation, assessment and termination of non-performers will also be examined. In addition, skills to effectively negotiate, empower, train and deal with inherent high turnover rates will be addressed in this course.

Capstone: The Capstone course is the culminating experience for graduating participants. Participants will demonstrate their transformation into leadership by showcasing their school based residency project or initiative, which will be developed and completed during their final semester, and implemented in their residency environment. This course will mark the successful completion of the program which enables participants to seek principal Licensure.