

IUPUI Urban Principal Preparation Program

Handout 3

<p>Fall 2005</p> <p>Moral Leadership for Culturally Relevant Pedagogy</p> <p>Students register for A500, J500 and P507</p> <p>9 credit hours</p>	<p>Spring 2006</p> <p>Learning Theory and Content Knowledge</p> <p>Students register for L500, P540 and A695 (1 credit hour)</p> <p>7 credit hours</p>	<p>Summer 2006</p> <p>Law, Finance and Equity Issues</p> <p>Students register for A608 and A635</p> <p>6 credit hours</p>
<p>▶ Active Inquiry through action research, case studies and reflection occur throughout program ◀</p>		

<p>Fall 2006</p> <p>Power, Politics and School/Community Relationships</p> <p>Students register for A510, A560, and A695 (1 credit hour)</p> <p>7 credit hours</p>	<p>Spring 2007</p> <p>Distributive Leadership and Teacher Development</p> <p>Students register for A624, A515 and A695 (1 credit hour)</p> <p>7 credit hours</p>	<p>Summer 2007</p> <p>Students may complete the program at end of spring, 2007 or summer, 2007</p> <p>Total credit hours=36</p>
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Program of study for Urban School Masters' Degree

MORAL LEADERSHIP FOR CULTURALLY RELEVANT PEDAGOGY

This instructional block is designed to introduce the candidates to the concept of moral leadership for culturally relevant pedagogy. The block includes an introduction to moral and ethical leadership, visionary leadership, the culture of school organizations, and systems theory. Candidates will begin to explore urban issues related to student achievement and begin an awareness of multicultural, gender and race issues in closing the achievement gap. Within the curriculum arena, candidates will receive instruction on curriculum content, programming and evaluation that informs instructional leadership.

LEARNING THEORY AND CONTENT KNOWLEDGE

This instructional block will expand candidate knowledge in learning and cognition and the content areas of literacy and numeracy. In addition, this block includes data analysis for school improvement, technology tools for data analysis and application of assessment knowledge in the classroom and for the school.

LAW, FINANCE AND EQUITY ISSUES

The instructional block of law, finance and equity issues encompasses technical knowledge required of building administrators, including how to mobilize resources for equity. The coursework incorporates cases and problems related specifically to urban issues of social equity and justice for all represented students.

POWER, POLITICS AND SCHOOL/COMMUNITY RELATIONSHIPS

This instructional block links candidate knowledge regarding the political and social issues surrounding urban schools to the work in the field. A major component in this block addresses developing school/community relationships through meaningful engagement and collaboration with parents and the public. Candidates will also explore the democratic underpinnings of public education to discover and understand the achievement gaps in urban schools. Creating cultures for schools and communities which honor diversity will also be a segment of this block.

DISTRIBUTIVE LEADERSHIP/TEACHER DEVELOPMENT

The instructional block of Distributive Leadership/Teacher Development focuses on skills of communication, team building, and supervision to enhance leadership in the urban school setting. Instruction for supervision of personnel through a learning community approach is a component of this block.

The instructional block sequence is planned thoughtfully to emphasize the priority of instruction and learning for the urban leader. By scheduling the curriculum course in the first block and the literacy class in the second block, candidates receive content knowledge regarding instruction and curriculum within the first year, which informs their awareness of leadership skills for instruction. Also, by incorporating P507 and P540 within the first two blocks, candidates develop research skills necessary to complete active inquiry including action research, case studies, and reflective activities.