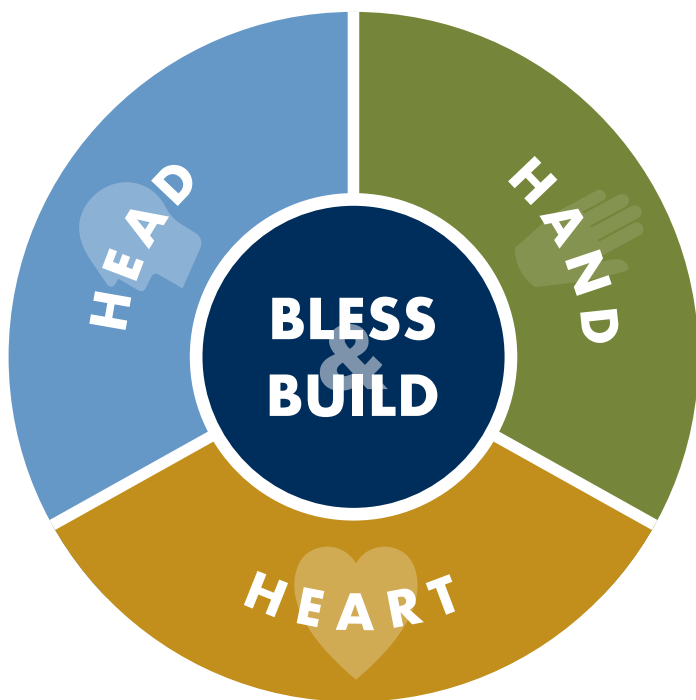


B L E S S
B U I L D

BYU | McKay School Leadership Program

BLESS & BUILD

BYU | McKay School Leadership Program



Our Mission is to prepare inspired educational leaders' heads, hands, & hearts to bless & build God's children now and in the future. We not only prepare students for future learning and leading, but support them in improving their current contexts, whatever those may be. Assignments are not merely an academic exercise, but a real leadership opportunity in a real context that results in real improvement.

Our Vision is to engage learners'

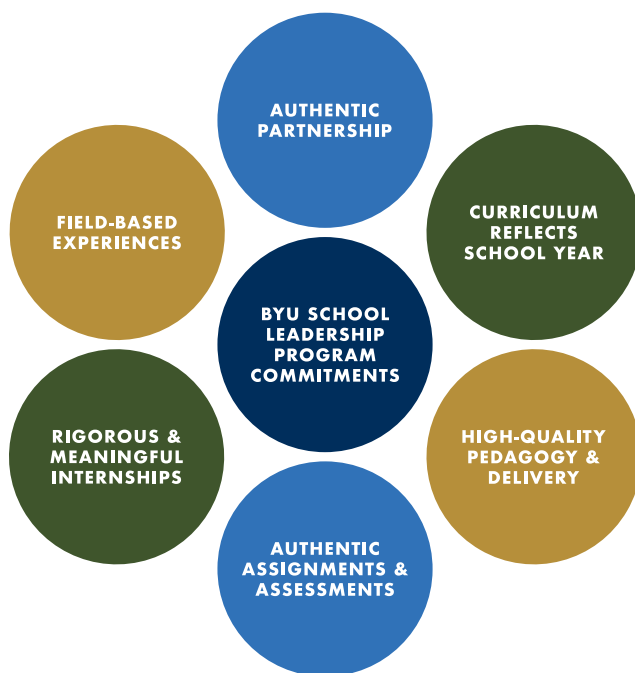
Heads in clear, critical, innovative thinking grounded in quality research, foundational theory, & the highest quality materials;

Hands in learning by doing through practice, application, & experience that support the development of essential leadership skills; and

Hearts to lead with faith, character, and a sense of stewardship toward God & His children.

We Commit to the following:

- **Authentic Partnership** with School Districts in designing, delivering, & improving our program.
- **Curriculum that Reflects the School Year** so that topics, assignments, & coursework happen at approximately the same time as they would during a school year.
- **High Quality Pedagogy & Delivery** that employs a variety of engaging, student-centered strategies. We will appropriately leverage online platforms to enhance quality & flexibility.
- **Authentic Assignments & Assessments** that are field-based, and completed in the actual context of schools.
- **Rigorous & Meaningful Internships** that require students to observe, participate, & lead within schools with the support of a trained mentor principal & internship supervisor.
- **Field-Based Experiences** that provide targeted, expand student perspective and networking.



BLESS & BUILD

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Our Curriculum is organized into five modules over five terms, and is intended to be completed in 14 months. While it is impossible to prepare students for all of the rigors of school leadership in one year, we are confident that they will leave our program significantly better than they entered, with heads, hands, and hearts ready to bless and build God's children. Here is the basic scope and sequence of our curriculum.



Spring 1: Foundations of Leadership

During the first term of the program we will provide the needed foundations of leadership that will support your learning throughout the rest of the program and beyond. Pete Carroll claims: “A clear, well-defined philosophy gives you the guidelines and boundaries that keep you on track.” Truly, we as “Humans are wired to seek meaning in everything we do, whether we’re sitting in an office, hiking in the mountains, or eating dinner with the family. Passion for a cause fuels energy, intelligence, and creativity” (McKee, 2017, p. 7). The overarching purpose of this term is to build a foundation in the most important theories, frameworks, and practices of faith-based and evidence-based leadership. The overview of the work you will be asked to complete during this first term of study can be summarized with the following question: **Who am I as a leader? How do we lead a school with an inspiring shared vision of deep learning for students & educators? How will we assess our progress and adjust as needed?**

This semester includes the following courses:

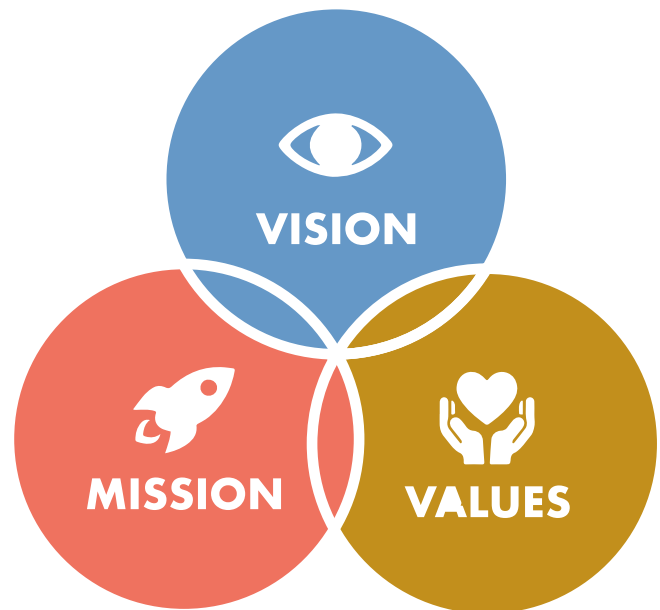
- EDLF 603: Foundations of Leadership, 3 credits
- EDLF 604: Foundations of Assessment & Evaluation, 3 credits

Desired Outcomes

The desired outcomes for this term are below.

Students will:

1. Clarify and articulate their personal mission, vision, values, and goals as an educator
2. Create a plan for how they will build an inspiring shared mission and vision of deep learning in a school.
3. Propose innovative approaches for pursuing your school’s shared mission and vision by creating an “ideal school.”
4. Demonstrate that they have mastered the needed knowledge and skills to assess and evaluate their school’s progress.



Connecting the Semester to the Program’s Objectives

All of the courses are designed to prepare inspired educational leaders that bless and build God’s children now and in the future. The courses in this term are foundational in preparing a well-rounded leader.

Head: As students learn about the foundational theories and frameworks, it will provide them with the knowledge needed to make sense of different leadership scenarios and contexts.

Hand: Students will be asked to practice the foundational theories through case studies, simulations, and interacting with real schools.

Heart: Students will dig deeply into their own philosophies of education and the bigger why behind schools, leadership, and assessment & evaluation.

Major Projects and Assignments

The three major assignments that students will complete are:

1. Ideal School Proposal
2. Evidence-Based Assessment & Evaluation Plan

Summer: Foundations of Management

Leadership and management are mutually reinforcing. Effective principals are good managers and leaders. Sir Ken Robinson observed: "Leadership is about vision; management is about implementation. Both are essential" (2015, *Creative schools*, p. 186). Similarly, Michael Fullan and Lyle Kirtman claimed: "We have never seen a great leader who was not also an effective manager" (2019, *Coherent school leadership*, p. 51). From budgets to hiring to equity to legal issues, principals must effectively manage and leverage human, fiscal, intellectual, and physical resources to support their leadership of the shared school mission and vision. This term we will work toward answering the following question: **How do we effectively manage resources, evidence, and tools to support our shared mission?**

This semester includes the following courses:

- EDLF 605: Foundations of School & Human Resource Management, 3 credits
- EDLF 606: Foundations of School Law & Equity, 3 credits
- EDLF 688R: Administrative Internship, 1 credit

Desired Outcomes

This term is structured to allow you the following experiences. Acquire the foundational knowledge and skills to support the school's shared mission and

1. Leveraging the school's physical, fiscal, technological and time resources in ways that support teachers in pursuing the school's shared mission and vision.
2. Recruiting, hiring, supporting, developing, retaining, and as needed, remediating personnel.
3. Examine personal, historical, and systemic assumptions, structures, & practices that promote equity based on several factors (culture, race, ethnicity, SES, sexual orientation, etc.); employ appropriate strategies for challenging systems that reinforce models of inequity and inequality in education.
4. Develop a growing understanding of educational law and surrounding issues in order to promote practices that afford learners an equitable education, and accord all faculty and staff their constitutional rights.



Connecting the Semester to the Program's Objectives

All of the courses are designed to prepare inspired educational leaders that bless and build God's children now and in the future. The courses in this term are foundational in preparing a well-rounded leader.

Head: As students learn about the foundational theories and frameworks in human resources, school management, law, and equity, they will be prepared to apply this learning in powerful ways.

Hand: Students will be asked to practice the foundational theories through case studies, simulations, and interacting with real schools, as well as make plans for application and practice during the upcoming fall and winter semesters.

Heart: Students will dig deeply into their own philosophies of education and the bigger why behind human resources, school management, legal issues, and equity.

Major Projects and Assignments

The three major assignments that students will complete are:

1. Management Assessments: Budget, Facilities, Public Relations, Student Discipline, Principal Management Interview
2. Human Resource Problem in Practice
3. Strategic Inclusion Plan

Fall: Leading School Improvement

Ken Leithwood observed, “Leadership for learning’ can be described relatively simply—but accurately—as the process of (a) diagnosing the status of potentially powerful learning conditions in the school and classroom, (b) selecting those learning conditions most likely to be constraining student learning in one’s school, and (c) improving the status of those learning conditions” (Leadership development on a large scale: p. 37-38). This semester we will really start applying a lot of the foundational learning gained during the first two terms. The overarching purpose of this term is to diagnose the current state of the school, identifying the greatest strengths and opportunities, and then working with the school community in school improvement planning and implementation. We will work toward answering the following question: **How do we lead a process of diagnosis, analysis, planning, & implementation that supports our shared mission?**

This semester includes the following courses:

- EDLF 607: Leading School Diagnosis, 3 credits
- EDLF 608: Leading School Improvement, 3 credits
- EDLF 688R: Administrative Internship, 1 credit



Desired Outcomes

This semester is structured to allow you the following experiences.

Use the knowledge and skills acquired during spring and summer terms to:

1. Diagnose the schools mission, vision, curriculum, pedagogy, culture, climate, structures, schedules, resources, equity, and cultural awareness.
2. Plan, pursue, and evaluate school improvement efforts by co-designing improvement plans that match the school's mission and vision and address the school's greatest areas of need.
3. Leveraging collective intelligence and efforts of teachers, parents, & community in pursuing improvement plans (PLCs, teacher teams, school leadership teams, intervention teams, student leadership teams, SCC, PTA, etc.).
4. Creating the time and supports needed to effectively pursue improvement plans.

Connecting the Semester to the Program's Objectives

We will help you reflect on past learnings and will introduce you to additional theories and frameworks that will support the development of your head, hand, and heart.

Head: Students will develop foundational knowledge of teams, collective intelligence, PLCs, RTI/MTSS, and parent/community engagement.

Hand: Students will be asked to diagnose their internship school, work with teachers, parents, and students in creating an improvement plan, support & coach a teacher team in their work within a PLC, and support whatever improvement plans are put into place.

Heart: Students' mission, vision, values, and goals will be put to the test and solidified through boots-on-the-ground experiences in leadership.

Major Projects and Assignments

The three major assignments that students will complete are:

1. School Diagnosis
2. School Improvement Plan
3. Team Coaching Analysis

Winter: Leading Adult Learning & Systems

DuFour & colleagues assert, “The best way to improve student learning is to invest in the learning of the adults who serve them” (2008, p. 19), pointing to the need for high-quality professional development. Such high-quality student and adult learning “must take place within, and across, each level of the organization” (Scribner, et al., 2007, Education Administration Quarterly, 332(1), 96), rather than in disconnected, discrete chunks. As Harvey and Holland teach, “The research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal” (Harvey & Holland, 2012, The school principal as leader, p. 3). Similarly, Margaret Grogan observed: “Vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there.”(2013). The Jossey-Bass reader on educational leadership, p.11). This semester will focus primarily on answering the following question: **How do we coherently build the capacity of the adults & the system to support our shared mission?**

This semester includes the following courses:

- EDLF 609: Leading Adult Learning, 3 credits
- EDLF 611: Leading Systems, 3 credits
- EDLF 688R: Administrative Internship, 1 credit

Desired Outcomes

The purpose of this semester is to support school improvement plans and efforts by building the capacity of adults and systems in the following ways:

1. Building the capacity of adults through meaningful professional development, principal-supported instructional, team, and leadership coaching, supervision & evaluation
2. Aligning efforts and systems to support the development of instructional, collaborative, & leadership capacity; principal time management, development, & wellbeing; coherently coordinating efforts and resources within the school to support school improvement efforts; leveraging and influencing decision makers outside of the school to support school improvement efforts

Connecting the Semester to the Program's Objectives

All of the courses are designed to prepare inspired educational leaders that bless and build God's children now and in the future. We will introduce you to additional theories and frameworks that will support the development of your head, hand, and heart.

Head: Students will develop foundational knowledge of adult learning, professional development, coaching, and systems.

Hand: Students will be asked to diagnose their school's approach for developing adults' instructional, team, and leadership capacity as well as the system supports in place to build the knowledge, skills, and dispositions of adults.

Heart: Students' mission, vision, values, and goals will be put to the test and solidified through boots-on-the-ground experiences in leadership.

Major Projects and Assignments

The three major assignments that students will complete are:

1. Professional Development Analysis & Plan
2. Systems Analysis & Plan



Student Internships

Student's internships are critical to the preparation of school leaders. In fact, most of the assignments can only be completed in student's internships. Internships will directly support and mirror student learning in their coursework. We have an internship hour requirement of 250 hours.

Field-Based Experiences

We will engage in targeted field trips that will enhance student learning, vision, and networks (visits to innovative schools, district office, state board, state legislature, etc.).

Mentor Principal Training

Each mentor principal will be trained in how to mentor and support their administrative intern. They will be oriented on how to conduct mentor principal evaluations in a way that supports mentor growth and development. They will also be trained on how to support interns in their Internship Leadership Project and the Internship Portfolio. The BYU internship supervisor will provide ongoing communication and support to mentor principals to ensure that they can best support our interns.



Semester Visits

Student interns will be visited at least twice a semester by a BYU internship supervisor. This internship supervisor will meet with the intern and mentor principal to ensure that the intern is completing internship expectations and receiving the necessary support and mentoring.

Internship Seminar

The internship supervisor will hold 7-8 one-hour internship seminars during the fall and winter semesters for a total of 15 seminar. These seminars are designed to provide support for students in their internships, help them prepare for their final culminating experiences, and to transition into school leadership positions.

Internship Portfolio

Students will compile a school leadership portfolio of artifacts throughout the program. Their internships will be the primary source of content for this portfolio. The portfolio is organized by the seven Utah Educational Leadership Standards.

Spring 2: Head, Hand, and Heart

Congratulations! You have successfully made it to the end of this chapter of your educational leadership journey. However, you should also know that, in many ways, the actual journey is only just beginning. The overview of the work you will be asked to complete during this final term of study can be summarized with the following question: **How will you lead with head, hand, and heart to bless and build God's children now and in the future?**

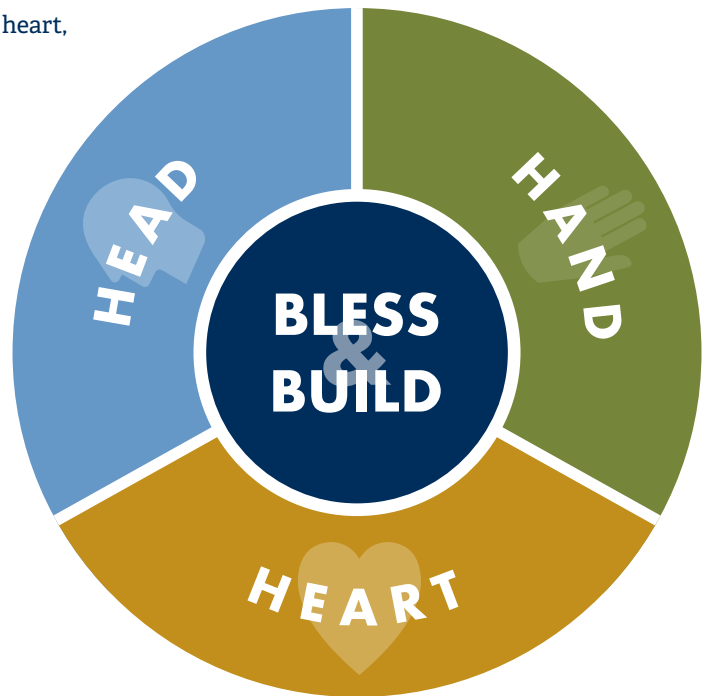
This final course is structured to allow you the following experiences:

1. Revisit each of the modules you completed throughout your studies,
2. Explore what it means to lead with your head, hand, and heart,
3. Complete and present the culminating assignments

Desired Outcomes

The desired outcomes for this term are:

1. Students will demonstrate an understanding of head, hand, and heart leadership,
2. Students will explain how they will continue their growth related to head, hand, and heart leadership after graduating from the program, and
3. Students will explore how a head, hand, and heart perspective on educational leadership can bless and build the lives of all students (and their families).



Overview of the Course:

Students will only take one course and the focus of the course is on developing their understanding of head, hand, and heart leadership. In addition, the course will help students explore how they can use head, hand, and heart leadership to bless and build the lives of all stakeholders (students, their families, certified faculty, and classified staff).

Connecting the Semester to the Program's Objectives:

All of the courses that students have completed thus far are designed to prepare inspired educational leaders that bless and build God's children now and in the future. This final course is meant to serve as the culminating educational experience that brings all of the theory (head), skills (hand), and dispositions (heart) together to illuminate future leaders as to how they can achieve the stated goal of blessing and building all of God's children now and in the future.

Major Projects and Assignments

The three major assignments that students will complete are:

1. Individual Leadership Project (ILP)
2. Internship Portfolio
3. Leadership Growth Plan
4. Comprehensive Paper & Presentation

BYU

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School of Education**