The Accelerated School Administrator Program ASAP®

2017/2018 Catalog

Providing Tools That Work Effectively To Develop School Leaders

www.asapportal.com

About ASAP®

The ASAP® program is designed primarily for early tenure or aspiring school leaders with some postgraduate education. The courses are written at the Master's level although a Master's degree is not a requirement.

Each course description in this catalog includes the learning objectives and the anticipated number of study hours for completing the course, including exercises, assignments and assessments. These are estimates of the amount of time the course will take, but not clock hour equivalencies for credit. Credit hours vary by jurisdiction. Each course should be reviewed by the Local Education Agency (LEA) to determine the credit equivalency it wishes to assign. All ASAP® courses are considered graduate-level and require analysis, synthesis and creative problem solving.

ASAP Assessments

The ASAP® program includes three types of leadership assessments, each relating to either the course module, or specific and different domains.

Course modules include a pre- and post-test to be used as a self-assessment of prior knowledge, and learning gains once the course is completed.

The ASAP® InBasket is a scenario-based simulator mimicking a "day in the life" of a school principal, with a series of typical challenges faced by school leaders on a daily basis and extraordinary challenges that occur infrequently. The purpose is to determine the decision-making and prioritization

proficiency of each participant. This assessment is used as a shared learning tool for medium to large-sized cohorts, and individually as a qualification tool for candidates for district-based programs.

The Educational Leadership Assessment (ELA) assists school districts and LEA's in identifying and guiding the development of educators. It is designed to quickly assess leadership potential by identifying strengths and developmental needs. It has been used by districts as a candidate selection tool, and is typically used to aid in designing individualized learning plans for differentiated instruction in educator professional development. Most ASAP® cohorts begin with the ELA.

Differentiated Instruction for Educators

Differentiated instruction is effective instruction. It is responsive to the readiness, interests, and learning preferences of each individual. It is not uncommon for school districts to provide professional development for educators as adult learners with a one-size-fits-all approach, which is considered more manageable and cost-effective.

USING ⏱ASAP

ASAP® removes these barriers to effective professional development, with ease of access, affordability, and expert consultation and support in the use of the program as a customizable component of district professional development for para-educators, teachers, assistant principals, principals and school administrators.

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of that meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. This is true for adults as much as children.

Too often, overworked and under-resourced administrators can only focus their energy and time on making sure "everyone meets the standard." Standards are guideposts. Effective professional development provides actionable learning, building capacity for continuous improvement. Activities are interactive and learner-centric.

It is important to apply the tenets of differentiated instruction to our own needs as educators. Differentiated instruction in the ASAP® model of blended learning provides educators with different avenues to learning in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all participants can learn effectively.

ASAP® provides assessments for school leaders based on the 2015 Professional Standards for Educational Leaders, and the state in which the school or district is located. Data from these assessments, combined with self-identification of needs by the school leader, and observation and other data collected by the district, provides for data-driven decision making about educators' needs.

> *"The assessments were on point. It was almost unreal how spot on they are. They picked up on what I thought I already knew about the people and revealed the areas they need to work on."*
>
> **Dr. Sonji Leach, Richland School District 1**
>
> *"In the past, we paid consultants to come in and assess the participants by observing them in three different situations. This was very cumbersome, time consuming, and expensive. ASAP ELA has saved us many hours of preparation and expense. We have seen a 60% saving with the ASAP ELA."*
>
> **Lynn Wade, former Supervisor of Management Training, Hillsborough County Public Schools**

Educational Leadership Assessment

ASAP-A01

The Educational Leadership Assessment (ELA) was developed in response to contemporary research that clearly showed there was no single test or set of instruments that would assess the full spectrum required by educational leaders. ASAP® meets this need with a fully aligned and unique set of assessment instruments.

The ELA consists of a set of multiple choice tests based on the dimensions of educational leadership as identified in the Professional Standards for Educational Leaders (NPBEA, 2015). The assessment identifies individual strengths and areas for growth, for both potential and experienced administrators.

Results can be used to guide individualized study and to identify principal candidates by leadership potential and knowledge. Test items are designed to the requisite level appropriate to a Master of Education degree. Each assessment is timed and must be completed within 25 minutes. Setting aside a morning or afternoon for 2 consecutive days is recommended.

New for 2017, T-scores are provided along a standard normal distribution.
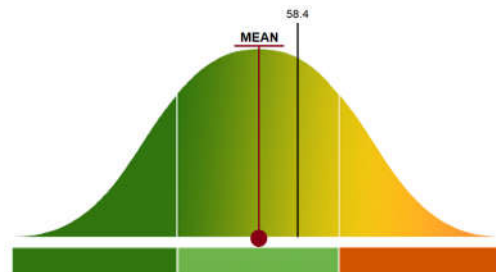
District administrators are provided with a comprehensive report with comparisons to cohort and national averages.

Name	Communications	Community and Stakeholder Relationships	Decision Making Strategies	Diversity	Ethical Leadership	Human Resource Development	Instructional Leadership	Learning, Accountability, and Assessment	Managing the Learning Environment	Shared Vision	Personal Average
Tracy Gold	32	46	70	47	60	53	43	70	47	56	54
Candice Cameron	52	54	67	70	57	60	52	67	63	44	59
Michael Fox	60	42	50	47	47	50	56	50	33	61	50
Kirk Cameron	60	56	67	70	73	57	43	67	67	50	61
Ricky Schroder	56	36	53	50	50	50	50	63	50	56	51
Neil Harris	56	63	53	43	63	60	50	67	43	67	55
Lisa Turtle	58	54	63	63	63	77	53	70	57	63	65
Nicole Tookey	52	46	47	50	43	43	49	43	60	69	52
Alyssa Moreno	60	60	67	67	63	53	49	63	60	78	62
Tony Drake	60	56	53	60	53	50	51	53	43	44	54
Judith Light	44	38	60	53	47	40	42	47	47	72	49
Dan Radcliff	42	54	63	43	57	63	54	47	53	56	54
Emma Watson	62	62	63	60	60	57	53	47	57	61	58
Vivian Carson	48	57	42	77	50	77	40	57	50	89	59
Clark Reinhardt	64	38	43	63	67	70	43	60	63	60	57
Holly Hunter	66	56	70	63	60	67	53	67	53	56	61
Bill Macy	64	64	63	70	70	77	51	70	60	50	64
John Reily	62	52	57	70	70	60	52	57	63	78	62
Sarah Parker	48	38	43	50	57	43	49	43	47	28	45
Kim Catrell	40	40	50	47	47	43	45	50	40	67	47
Assessment Average	54.7	50.0	58.2	58.2	58.4	57.7	46.9	57.9	52.8	61.8	N/A

Features	Benefits
The *Grade Book* records participants' individual scores for each assessment and calculates participants' personal averages. It also shows the average for each assessment for the whole cohort.	This chart allows you quickly to identify individuals who have mastered particular assessments and those who have challenges. It also identifies what the cohort's strongest area is and where the group needs improvement.

Dimensions include:

- ⏱ Shared Vision
- ⏱ Student Achievement
- ⏱ Instructional Leadership
- ⏱ Faculty Development
- ⏱ The Learning Environment
- ⏱ Building Instructional Capacity
- ⏱ Communication & Community
- ⏱ School Management
- ⏱ Decision Making
- ⏱ Professional & Ethical Behavior

ASAP® Course Modules

ASAP-M01

Shared Vision

The Standard:

"Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 1 – Mission, Vision, and Core Values

This course module provides practical strategies to assist school leaders in creating a learning community that will shape a school's shared vision, facilitate committees, and establish a climate that supports a collegial and caring environment that enhances student achievement.

Course module lessons include an examination of the differences between mission and vision, how to refine a shared vision, goal setting, and the essential characteristics of learning communities.

"In the absence of a great dream pettiness prevails. Shared visions foster risk taking, courage and innovation. Keeping the end in mind creates the confidence to make decisions even in moments of crisis."

Peter Senge

Participants who complete this course will understand the importance of, and be able to:

- Collaboratively develop, promote and implement a shared vision and mission for quality teaching and learning
- State how the vision will impact the school community and students in terms of measurable goals and outcomes
- Monitor and evaluate progress toward goals and revise plans as required
- Encourage open dialogue about existing and new expectations for student educational experiences and outcomes, and opportunities for improvement
- Ensure that a student-focused vision guides all school improvement efforts
- Guide their own actions in ways that consistently reflect the vision, mission and values of the school

Estimated total hours: 42

ASAP-M02

Using Data for Teaching & Learning

The Standards:

"Effective leaders use assessment data appropriately and within technical limitations to monitor student progress and improve instruction."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 4(g) – Curriculum, Instruction, and Assessment

"Effective leaders develop and maintain data and communication systems to deliver actionable information for classroom and school improvement."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 9(g) – Operations and Management

"Effective leaders develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 10(g) – School Improvement

This course guides the school leader in effective use and analysis of data to improve student achievement, enhancing skills as an instructional leader, and aiding in improving teacher effectiveness.

The course defines and clarifies various types of student achievement data and reviews the types of visual representations of the data.

Critically, it presents ways to interpret these visual representations, focusing on the issues presented by the data that should be addressed in setting curriculum and classroom improvement plans.

Participants who complete this course will understand the importance of, and be able to:

- Identify data types and sources relevant to increasing student achievement
- Disaggregate, organize, and manage student and teacher data
- Guide and encourage teachers and staff in using data effectively, through identification and analysis of relevant data
- Use and foster data-driven decision making for continuous school improvement

Estimated total hours: 45

ASAP-M03

Assessment & Evaluation

The Standards:

"Effective leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 4(a) – Curriculum, Instruction, and Assessment

"Effective leaders employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 4(f) – Curriculum, Instruction, and Assessment

"Effective leaders engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 10(d) – School Improvement

Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. Assessment is embedded in the learning process, helping teachers to gain insight into what students understand, how they learn, and how they can be better served. Student learning is best supported when instruction and assessment are based on clear learning goals and differentiated according to student learning needs.

Participants who complete this course will understand the importance of, and be able to:

- Understand the role of the principal in leading assessment and evaluation, including the evaluation of personnel who will design and administer these at the classroom level
- Understand the key differences of assessment and evaluation and the use of standardized and alternative assessments in satisfying accountability requirements while improving student learning outcomes
- Identify and appropriately apply the seven principals for fair student assessment practices
- Support a variety of information purposes and needs such as informing learning and instruction, through use of effective student assessment systems
- Employ effective evaluation systems and techniques to accurately communicate what students know and can do

Estimated total hours: 45

ASAP-M04

Staff Development

The Standards:

"Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7 – Professional Community for Teachers and Staff

"Effective leaders recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 6(a) – Professional Capacity of School Personnel

"Effective leaders plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 6(b) – Professional Capacity of School Personnel

Ensuring that well-qualified personnel exist in every classroom is the major purpose of staff development. This course module focuses on the contemporary view of staff development as a component of continuous school improvement—the importance of human capital and the context, process, and content necessary for continuous professional staff development.

Staff development, as defined by the results of ongoing school improvement research, emphasizes the learning needs of students. It is learner-centered and results-driven as a routine and systematic process.

Participants who complete this course will understand the importance of, and be able to:

- Recognize and employ best practices for managing the school environment to support induction; recruiting, hiring, and placement; building relationships and fostering instructional development; and visioning for staff development
- Understand organizational development requirements and effectively employ the three pillars of school improvement
- Foster a learning community best suited to the school and based on common vision and shared decision making
- Use self-assessment and staff development evaluation techniques and strategies to effectively gauge the success of staff development initiatives

Estimated total hours: 40

ASAP-M05

Team Building

The Standards:

"Effective educational leaders empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(b) – Professional Community for Teachers and Staff

"Effective leaders promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(d) – Professional Community for Teachers and Staff

"Effective leaders provide opportunities for collaborative examination of practice, collegial feedback, and collective learning."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(g) – Professional Community for Teachers and Staff

Effective school teams go through an evolution as they move toward

collaboration and productivity. Facilitating higher functioning and higher efficiency means breaking down barriers such as isolation among teachers, and increasing commitment to the school's mission and vision.

Before colleagues can function effectively as a team, everyone involved must learn how to be a team member. When groups of educators work together, students and teachers flourish academically and socially. Team building is an essential skill that allows educators to capitalize on getting results that produce optimal student success.

Participants who complete this course will understand the importance of, and be able to:

- Recognize the importance of systemic change and whole-school implementation of professional learning communities
- Provide support for teams through shared purpose, common planning time, shared decision making, ongoing dialogue and reflective practice
- Lead staff in establishing and understanding team purpose and goals, and fostering an action orientation
- Build cohesiveness and lead staff in collaborating to remove barriers and resolve conflict

Estimated total hours: 39

ASAP-M06

Collaborative School Culture

The Standards:

"Effective education leaders create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 5(b) – Community of Care and Support for Students

"Effective leaders establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(c) – Professional Community for Teachers and Staff

The learning environment is made richer through collaboration, community, collegiality, celebration and recognition. Schools and districts that have demonstrated the greatest improvement in student outcomes are characterized by deep collaboration between administrators and teachers.

Recognizing and honoring culture in a school environment goes beyond the business of creating an efficient learning environment. It focuses more on the core values necessary to teach and influence young minds.

This course module digs deeper into how to access and assess a school's culture, reduce isolation of teachers, build collaboration and shape the culture of success.

Participants who complete this course will understand the importance of, and be able to:

- Articulate, advocate and cultivate core values that define the school's culture
- Establish and sustain a professional culture of engagement and commitment to student learning
- Assess school culture and lead in developing relationships and community
- Foster collaboration in building collegiality and reducing teacher isolation

Estimated total hours: 35

ASAP-M07

Diversity

The Standards:

"Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 3 – Equity and Cultural Responsiveness

"Educational leaders infuse the school's learning environment with the cultures and languages of the school's community."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 5(f) – Community of Care and Support for Students

Diversity crosses through and impacts all of the Professional Standards for Educational Leaders. As an element common to all aspects of leadership it supports academic press and is foundational to productive culture.

Educational leaders must be aware of the breadth and depth of diversity in the school system. This course describes key concepts, and references guiding legislation, initiatives, and contemporary research related to honoring diversity, promoting human rights, and preventing discrimination and harassment.

The school leader must act with cultural competence, performing duties and making decisions as a role model in daily practice and when addressing issues of equity. The culturally responsive school leader recognizes each person's strengths, diversity and culture as assets for teaching and learning.

Participants who complete this course will understand the importance of, and be able to:

- Plan for and build bridges to align the behaviors and learning in the school to the cultural and linguistic practices of its students and the community
- Support culturally responsive pedagogy in institutional, personal and instructional dimensions
- Work with faculty to shape culturally contextualized teaching
- Follow and reinforce applicable regulations and guidelines respecting human rights in education
- Implement strategies in support of multicultural education schoolwide and in the classroom
- Implement strategies to address bullying and disciplinary issues related to diversity

Estimated total hours: 35

ASAP-M08

Community in the Classroom

Building community in the classroom relates directly to productive culture, while supporting academic press. A well-managed classroom is an open environment for education of the whole child. This course module covers elements of many of the NPBEA standards and can be correlated to some of the PSEL action statements, including but not limited to:

"Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 5 – Community of Care and Support for Students

"Effective educational leaders engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 10(d) – School Improvement

This course module focuses on recommended classroom management procedures and routines that help to develop relationships and build community, including cooperative learning, intentional relationships, and character education.

Effective school leaders work tirelessly with teachers to develop positive learning environments in which students feel responsible for their learning, and have an obligation to each other and the school. By engaging in meaningful work and relationships outside the classroom, they work with teachers to guide and shape community in the classroom through identity, familiarity, trust, reliability and consistency, family involvement, and measures that reflect the unique needs of each classroom and each student.

Participants who complete this course will understand the importance of, and be able to:

- Identify desirable and less-desirable approaches to character education and work democratically with teachers to find the right fit
- Assist teachers in planning classroom management that develops social and emotional competencies through community-building activities
- Foster cooperative learning to increase academic achievement
- Guide staff in building intentional relationships in the classroom, and reducing behavioral and attendance issues

Estimated total hours: 32

Building Instructional Capacity

The Standards:

"Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 6 – Professional Capacity of School Personnel

"Educational leaders develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(a) – Professional Community for Teachers and Staff

"Educational leaders strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 9(b) – Operations and Management

Building capacity is among the most important accomplishments of the school leader in guiding his or her school to better teaching and learning. It is the ultimate purpose of most professional development initiatives.

Effective educational leaders coordinate resources, time, structures and roles to build the instructional capacity of teachers and staff. This course module focuses on how leadership teams create site-specific conditions for cultivating ongoing learning among staff, strengthening the quality of teaching and learning (including the social organization of instruction).

Participants who complete this course will understand the importance of, and be able to:

- Increase staff capacity within the two-part model of instructional knowledge
- Understand the teacher-focused and school-focused approaches to capacity building and identify how the school district blends or supports these through policies and practice
- Identify and acquire appropriate instructional materials to increase school capacity for teaching and learning
- Foster an instructional culture that supports continuing and effective capacity building
- Use collective inquiry and collaborative teamwork to set a results-based action orientation for instructional teams

Estimated total hours: 50

ASAP-M10

Instructional Leadership

The Standard:

"Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 4 – Curriculum, Instruction, and Assessment

This course is a guide to independent and collaborative strategies and activities that promote effective instructional leadership. An effective instructional leader recognizes that improving student achievement is directly related to fostering excellence in teaching and learning.

Components include teaching and learning by design, active learning environments, empowerment through teacher supervision, instructional design, teacher evaluation, and criteria for excellence in teaching and learning.

While the principal instructor in a school is the school principal, the role of the principal has evolved with additional responsibilities tied to operational management and accountability. No longer is it expected that the principal be the most skilled and knowledgeable teacher in the school. Many schools employ teachers with greater expert knowledge in the subjects they teach than the principal.

This evolution of instructional capacity makes it all the more important that the principal know how to lead, without having to be able to perform every task that expert faculty and staff are best equipped to do. Rather than being the teacher of teachers, the principal must be the leader of leaders.

Participants who complete this course will understand the importance of, and be able to:

- Foster excellence in teaching and learning by assisting teachers to create active learning environments
- Act as a resource for effective instructional practices
- Model instructional design for effective teaching and learning
- Supervise instruction while empowering teachers
- Effectively evaluate personnel

Estimated total hours: 44

ASAP-M12

Community & Parent Relationships

The Standard:

"Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 8 – Meaningful Engagement of Families and Community

This course provides strategies and best practices for guiding parent involvement and developing and sustaining meaningful relationships and partnerships in the broader school community. Creating an environment that values two-way communication with families and stakeholders promotes and supports student success.

Parents' perceptions of the school can have profound effects on children's attitudes about school and can influence whether and how parents become involved in their children's education. These perceptions are often shaped by reputation, as expressed by other parents who have knowledge of the

school, or stories that appear in the local media. Thus, understanding parent perceptions is a critical element in reducing barriers to entry.

Developing and sustaining effective partnerships builds mutually beneficial alliances supporting student achievement from elementary through secondary school grades, including such initiatives as school-to-career transitions for graduating students.

Participants who complete this course will understand the importance of, and be able to:

- Reduce or remove barriers to school interaction and participation for parents, volunteers and community stakeholders
- Support teachers in counseling and being inclusive with parents and external stakeholders
- Use the Home-School Learning Compact and other models to engage and secure commitment from parents, teachers and stakeholders
- Create a welcoming environment for families and external stakeholders
- Design a volunteer development program that conveys policy consistently across the campus
- Use community asset mapping to identify and engage community assets
- Use gap analysis and action planning to develop sustainable relationships with the community including local business

Estimated total hours: 50

ASAP-M13

The Skilled Communicator

The Standards:

"Effective educational leaders lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 2(e) – Ethics and Professional Norms

"Educational leaders develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 7(e) – Professional Community for Teachers and Staff

"Educational leaders engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 8(c) – Meaningful Engagement of Families and Community

This course provides fundamental information, vital strategies, and opportunities to practice effective communication. The module addresses communication through writing, public speaking, nonverbal modes, and in crisis situations. A skilled communicator enhances relationships with parents and the community and helps to create an environment that values diverse cultures and welcomes family engagement.

Effective communication skills are essential in clarifying your thoughts; clarifying the meaning of others not only from their words but also their nonverbal cues; interacting and conversing effectively with staff, students, stakeholders and others; and effectively conveying information, meaning, feelings, and opinions.

Participants who complete this course will understand the importance of, and be able to:

- Plan for effective communication by identifying purpose; assessing the receiver(s); and selecting the medium, format, and tone
- Recognize and assess the significance of nonverbal cues
- Use emotional intelligence in a helping framework
- Attend by positively engaging others, using cognitive empathy and active listening when responding
- Establish and maintain communication patterns that signal and support common understanding
- Effectively deal with media and crisis communication issues

Estimated total hours: 42

ASAP-M14

Operational Leadership

The Standard:

"Effective educational leaders manage school operations and resources to promote each student's academic success and well-being."

This course examines the managerial aspects of leadership and the significance of efficiency, preparedness, and effectiveness in managing the learning environment. Operational management is vital to the success of a school in creating a safe, orderly, and efficient place to learn.

Strong operational leaders understand, develop, implement, and advocate for effective policies that are in the best interest of all students.

Operational leadership includes managing the campus, student and staff supervision, discipline, schedules, lunch programs, state guidelines and paperwork, reports, and responding to complaints from a variety of people in the school community. Operational management is vital to the success of a school and the maintenance of a safe, orderly, and efficient place to learn. It is the foundation for all other forms of school leadership, as the school cannot function properly without it.

Operational leadership involves both leading and managing. Leading without managing will eventually result in failure. Managing without leading in a school environment will have the same result.

Participants who complete this course will understand the importance of, and be able to:

- Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns
- Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively
- Apply procedures for effective budget planning and management
- Develop and implement plans for using technology and information systems to enhance school management
- Apply local, state and federal laws and policies to support sound decision making related to school operations such as health services and transportation

Estimated total hours: 36

ASAP-M15

Decision Making & Prioritization

An effective school leader must efficiently prioritize the myriad tasks, decisions and activities that occur in the daily life of a school, and communicate those decisions clearly, appropriately and in an ethical manner. This course module includes strategies and best practices for effective and decisive decision making in a variety of everyday and crisis situations. Effective and ethical decision making crosses through all of the Professional Standards for Educational Leaders.

Problems need context and this course module will assist the learner in applying data to solutions, considering internal and external influences, and staying on task in both positive and negative interactions. Task management behaviors, process mapping, crisis management and autocratic versus democratic decision making situations are addressed.

A primary reason why some new principals and other educational administrators fail is the inability to

effectively prioritize. Decisions cannot be made by default, and ethical dilemmas must be fully analyzed and understood. This course module will assist early-career administrators in coping with the tendency to try to do everything themselves, avoiding the pitfalls of ineffective responses and burnout.

Participants who complete this course will understand the importance of, and be able to:

- Apply appropriate decision-making methods that support the importance of teaching and learning, while addressing diverse goals and expectations
- Implement structures that provide context for important and complex decisions
- Use data, with context and information, to select appropriate decision-making methods and assess scenarios
- Align interests and encourage cooperation in both autocratic and democratic decision making
- Lead participative decision-making processes
- Prioritize based on school and student needs and differentiate between urgent, important, and less-important issues and events
- Practice effective time management skills
- Use decision-making strategies in a crisis situation that requires an urgent response

Estimated total hours: 40

ASAP-M16

Professional & Ethical Behavior

The Standard:

"Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 2 – Ethics and Professional Norms

Ethical leadership is the demonstration of appropriate conduct through personal actions and relationships and the promotion of such conduct to others through communication, reinforcement and decision making.

This course focuses on the behaviors and attitudes that define ethical leadership. It contains scenarios that help learners discriminate among a variety of behaviors in identifying the ethical ideal, including identifying moral issues and ethical dilemmas.

Elements within this dimension include understanding the core principles; how a leader gains credibility and authenticity with staff and the learning community;

and how a leader is perceived as a role model.

While it is specifically defined in PSEL Standard 2, professional and ethical behavior crosses through all of the Professional Standards for Educational Leaders.

Participants who complete this course will understand the importance of, and be able to:

- Apply strategies to assist in ensuring that behavior is ethical in all day-to-day interactions with members of the school community and to show, by example, the need for high ethical standards
- Define the relationships between morals, values, and ethics; and communicate the shared values of the school community
- Differentiate between moral issues and ethical dilemmas and respond appropriately in each scenario
- Use key strategies and techniques to ensure ethical decision making

Estimated total hours: 32

ASAP-M17

Transformational Leadership

The Standards:

"Effective educational leaders model and pursue the school's mission, vision, and core values in all aspects of leadership."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 1(g) – Mission, Vision, and Core Values

"Educational leaders empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 6(f) – Professional Capacity of School Personnel

"Educational leaders manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 10(i) – School Improvement

In education, transformational leaders go beyond the implementation of change. They become driving forces, empowering people and generating enthusiasm for a vision and a process that fuels transformation. This course presents the specific knowledge, skills and dispositions needed by educational leaders to transform schools and improve outcomes for the students in their care.

School principals need guidance and support in both academic press and productive culture as they try to lead a culture of change for continuous school improvement.

Participants who complete this course will understand the importance of, and be able to:

- Employ characteristics of the "four I's" of transformational leadership in earning referential power within the school community
- Differentiate between transformation and change, learning the key elements necessary to effect large-scale and significant improvements in systems and processes
- Define their moral purpose and communicate it to staff and stakeholders
- Use transformational practices to support continuous school improvement
- Use opportunity identification techniques to create and sustain lasting improvement

Estimated total hours: 42

ASAP-M18

Continuous School Improvement

The Standard:

"Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being."

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (NPBEA, 2015), Standard 10 – School Improvement

An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement. This course module provides information, tools, and processes supporting effective teamwork, measurable goals and a guide to school improvement planning that engages the community and stakeholders.

A culture of continuous improvement requires discipline and constant forward momentum. Schools and systems that are recognized as being among the best and most improved achieve significant and sustained growth in student learning outcomes as measured by national assessments. They experience year-over-year learning gains, evidenced by increases in student performance spanning multiple data points and subjects.

Systems that continually improve student performance achieve more with fewer resources. They are driven by educational leaders who are committed to a moral purpose, and have the requisite skills to plan for and lead continuous improvement.

Participants who complete this course will understand the importance of, and be able to:

- Employ high-quality data about student performance and other relevant information in planning for continuous improvement
- Commit to a continuous process of transformation and capacity-building
- Build and lead an effective school improvement planning and leadership team
- Set priorities for curriculum delivery, the school environment, and parental involvement that meet the unique requirements of their school
- Work with the school leadership team or other staff and structures to set action teams and create an action plan for sustainable learning gains
- Empower staff, review procedures, and evaluate and revise actions as the school improvement plan evolves

Estimated total hours: 44

ASAP-M19

School Entry Planning

This course module assists new principals, and principals moving to a new school, in being fully prepared for the challenges of their new leadership role. Questions often raised by new principals are addressed and strategies are provided for common entry issues including pre-entry planning, administrative priorities, a comprehensive schema for analysis of a school, developing stakeholder relationships, and norm sensitivity, among others.

Unlike other courses in this program, this module is designed around an event—the promotion of an educator to the principalship, or the transfer of a principal from one school to another. It is recommended that participants who are in either of these situations work through the entire module before entering the school, if possible, but complete specific exercises and assignments started during the course after entry has taken place.

For participants enrolled in this course as aspiring leaders who are working toward the position of school administrator, some exercises will be completed as

simulations, using prior knowledge of a school or schools they have worked in or are familiar with. In this case it is of additional importance that the Course Discussion Forum be used to share experiences and expectations while working on assignments.

Participants who complete this course will understand the importance of, and be able to:

- Engage in pre-entry activities including a study of the school and an analysis of administrative priorities
- Develop an entry plan to quickly become functional and establish an appropriate role without alienating continuing members within the system
- Develop mechanisms for gaining meaningful feedback in clarifying existing objectives that require examination and assessment
- Get acquainted with staff and stakeholders and create feedback loops to learn about agreements and differences, and to set productive working relationships
- Examine personal attributes and activities including image projection, time management, and first impressions
- Build credibility, trust, and mutual respect during the period of acclimation

Estimated total hours: 39

ASAP-M21

Restorative Practices

This course provides practical strategies for implementing restorative practices to create a positive school community and classroom culture in which every student feels respected. Positive school cultures foster rich learning environments where student achievement is enhanced. School stakeholders—principals, teachers, and parents—must be willing to assess the school culture and help to shape it positively through conscious individual and collaborative efforts.

An effective school leader provides safe and collaborative school and classroom environments by developing relationships and building community, with a strong understanding of the distinction between classroom management and school discipline. While these two concepts are often used interchangeably, they are very different.

Discipline is no longer about ensuring the compliance of children or young adults under the guidance or direction of an authority figure. It is about students taking responsibility for their own behavior and self-monitoring their behavior while working collaboratively with their peers.

Restorative practices help educators to proactively prevent problems like bullying and violence. An increasing body of research indicates that restorative approaches are effective in transforming student behavior and building healthy school communities.

Circles and groups provide opportunities for students to share their feelings and to build relationships and solve problems. When there is wrongdoing, students play an active role in addressing the wrong and making things right.

Participants who complete this course will understand the importance of, and be able to:

- Lead a whole-school approach to the development of social and emotional capacity
- Lead teachers in the adoption of activities and techniques that foster engaging instruction and a sense of community in the classroom
- Model the principles of restorative justice, using collaboration and accountability to help build positive and trusting relationships throughout the school community
- Understand the impact of the 'nine affects' of emotional expression on behavior and the disciplinary processes of the school
- Use affective statements, affective questions and impromptu conferences in restorative practice
- Lead the use of restorative circles and formal conferences in resolving discipline and behavior issues

Estimated total hours: 44

The ASAP InBasket

The InBasket simulates a 'day in the life of' a school principal, and assesses skills in a variety of dimensions. Past users will be familiar with the Decision Making and Prioritization InBasket. InBasket simulators are now available in each of the dimensions of ASAP®, assessing skills essential to effective educational leadership. The InBasket is designed to promote self-assessment within both a small group and school team context.

As each individual selects from a series of assessment components, a leadership style emerges. Participants and the district receive objective and measurable feedback. This assessment and learning tool can be used for individuals wanting to practice being in the shoes of the school administrator, as well as experienced school leaders wanting to review their skill sets and capacities within specific dimensions.

InBasket assessments have 4 components, all of which are scenario based. Each component has a different format, each provides specific directions, and each is self-contained with regard to information and details for completion.

Decision Making: This section contains a series of real-life scenarios in which responses are in multiple-choice format.

Prioritization: This section contains simulations of real-life scenarios that require the user to prioritize actions. Choices must be made as to which possible responses are initial priorities based on the unique issues raised in each scenario.

Written Response: This section contains a scenario requiring a written response that is assessed by the district administrator. A rubric is provided. Responses should be well written, articulate, accurate, and appropriately structured.

Urgent/Complex Issues: These scenarios will appear throughout the assessment while you are responding to the other components of the assessment. These simulate the unplanned events that occur in every school leader's day.

Headphones are required to complete the assessments, as there are audio and video components contained within them.

New for 2017, T-scores are provided along a standard normal distribution.
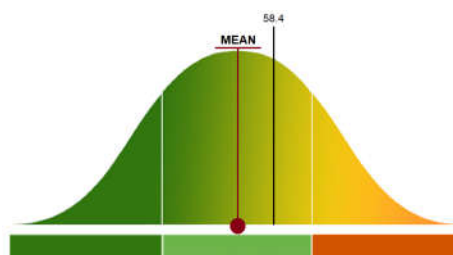
District administrators are provided with a comprehensive report with comparisons to cohort and national averages.

⏱ASAP InBasket

ASAP-IB01
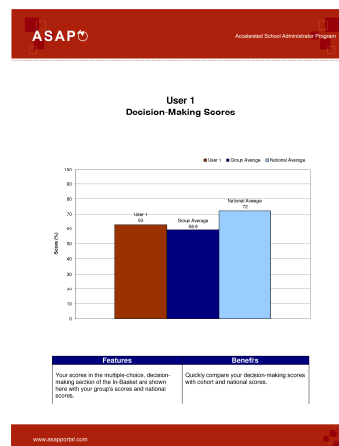
InBasket: Decision Making & Prioritization

The Decision Making & Prioritization InBasket simulates the issues that face a busy principal each day. Effective school leaders are able to prioritize a myriad of tasks and make appropriate decisions in response. This assessment is a gauge of individual ability to prioritize tasks and make effective decisions.

ASAP-IB02

InBasket: Community & Parent Relationships

The Community & Parent Relationships InBasket simulates the issues that face a busy principal each day while interacting with the broader school community.

Effective school leaders develop and sustain meaningful community and stakeholder relationships, guide parent involvement and effectively engage parents to support and enhance student learning.

ASAP-IB03

InBasket: Diversity

The Diversity InBasket simulates the issues that face a busy principal each day while interacting with the broader school community in a diversity-enhanced school. Schools today represent a vibrant cross section of society. As the population grows and expands, so does its diversity.

The concept of diversity is not one-dimensional. It includes and extends beyond what is commonly thought to be place of origin or cultural connections. Regardless of the particular source, diversity in any of its dimensions presents both opportunities and challenges.

ASAP-IB04

ASAP-IB05
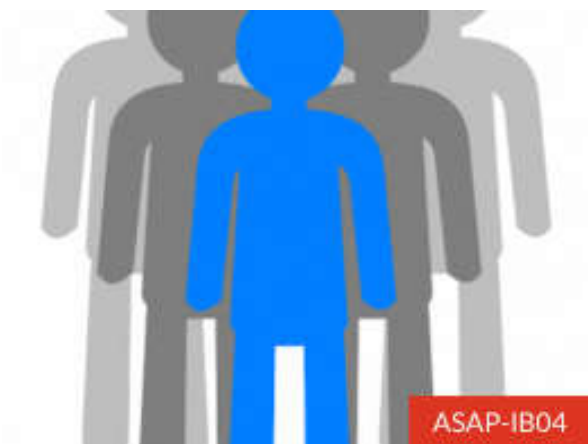
InBasket: Shared Vision

The Shared Vision InBasket simulates the issues faced by a busy principal each day while working continuously to create, sustain and evolve the learning community.

Effective school leaders build consensus among all stakeholders of what students

> *"We were thrilled with the InBasket because of the immediacy of the feedback to the participants. We got specific feedback in different areas. The InBasket made the whole experience so much easier because the scores were so readily available. We found it a very useful tool."*
>
> **Angela Prince, Program Coordinator, Houston A+ Challenge**

should know and do as a consequence of their participation in schools, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision can require reconciling possibly competing perspectives among diverse members of the school community.

InBasket: Professional & Ethical Behavior

The InBasket for Professional and Ethical Behavior simulates the issues faced by a busy principal each day while working to maintain a sense of visibility and be approachable for all stakeholders.

An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms. The effective educational leader nurtures the development of schools that place children at the heart of education; acts in an open and transparent manner; maintains a sense of self-awareness and attends to his or her own learning; and works to create productive relationships with students, staff, parents, and members of the extended school community.

The ethical educator acts as a moral compass for the school or district and safeguards the values of democracy, equity, justice, community, and diversity.

⏱ASAP Workbooks

ASAP® Workbooks are available for districts wanting to incorporate some of the ASAP® content into locally-delivered face-to-face professional development and school leadership programs for K-12 educators. Each workbook consists of four chapters of study and activities, which can be broken out weekly or monthly, culminating with a project or presentation to be shared at a group learning event.

The ASAP® Workbooks are aligned with the 2015 Professional Standards for Educational Leaders (NPBEA).

ASAP Workbook Library

The ASAP® Workbook Library is a package containing all 15 of the ASAP Workbooks. The Workbooks include:

Best Practices for Literacy

Best practices in the language literacy areas of reading and writing assist your school principals in becoming more effective instructional leaders.

Best Practices for Mathematics

Hone your skills in recognizing effective teaching strategies, use appropriate mathematics education terminology in discussions, and discover how best to coordinate professional development sessions for staff, focusing on mathematics improvement.

Building Community in the Classroom

This workbook will introduce various classroom management routines, procedures, and structures which, when implemented, will build a sense of community that will provide students with the skills and abilities to be disciplined for learning today and living tomorrow.

Creating a Learning Community

This workbook provides practical strategies to assist aspiring school leaders in creating a learning community. This includes shaping the school's shared vision and facilitating committees that will support its implementation.

⏱ASAP Workbooks

Decision Making Methods

This workbook provides an understanding of critical decision-making methods.

It includes decision-making models and problem solving approaches that range from incremental, sequentially staged processes to complex, multi-layered collaborative approaches for making decisions.

Essentials of Instructional Leadership

This workbook provides an introduction to the topic, with emphasis on the principal as a resource for effective instructional practices, and modeling instructional design for effective teaching and learning.

Diversity

This workbook will help you identify the components of diversity and assist you as an educational leader in supporting diversity at the classroom, school, district, and community levels.

Faculty Development

This workbook focuses on understanding the importance of leading faculty development. It provides the rationale for the importance of human capital, the contemporary view of faculty development, and various components of school improvement.

Entering a School as a New Principal

This workbook takes you through the steps on how to enter the school as a new principal, allowing for a smooth transition as leader.

Restorative Practices

This workbook provides practical strategies for implementing restorative practices to create a positive school community and classroom culture in which every student feels respected.

"ASAP provides a means to ask your own questions and directs you to the information you need."

David Larrimore, Principal and former ASAP Cohort Member

⭐ASAP Workbooks

Shaping a Collaborative School Culture

This workbook provides practical strategies for shaping a collaborative school culture. Positive school cultures foster rich learning environments where student achievement is enhanced.

The Ethical Educator

This workbook will focus on the behaviors and attitudes that define ethical leadership. It will provide opportunities to acquire and apply strategies that enable educators to discriminate among a variety of behaviors in identifying the ethical ideal.

Team Building

This workbook provides an overview of the structures and processes involved in creating and maintaining effective school teams. It offers practical activities that assist leaders with understanding roles, responsibilities, structure, and functions within a team.
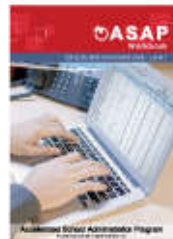
Using Student Achievement Data

This workbook is intended to assist educators to understand the basics about data, review the various types and sources of student achievement data, review types of standardized tests and the language of standardized test results, collect student achievement data, and understand disaggregated data and use tables, graphs, and charts.

Using Technology for Instructional Purposes

To inspire educators, school administrators must understand the effectiveness and impact of ICT within educational settings. Educational leaders must foster a clear understanding of ICT, lead and assist with the planning of a successful implementation of ICT, and support staff in evaluating the impact of ICT within the school. This workbook helps leaders to accomplish these goals, focusing on ICT in the context of learning and instruction.

"We have always enjoyed our relationship with ASAP because we know if we need it, help is just a phone call away. We have always had a great relationship and the program works. It saves us time, it saves us money and we appreciate that."

Cheryl Joe, Director of Professional Development, Polk County Public Schools

Combining Assessments, Workbooks, Case Studies, and Course Modules

District professional development leaders can use any or all of the elements of the Accelerated School Administrator Program in locally-developed and locally-administered programs.

At ASAP® we work with you to customize implementation to meet the specific needs and desired outcomes of the district.

Expert presenters in all areas, from literacy learning to restorative practices, are available for events and professional development days. Instructional designers and content experts will work with you to implement any aspects of an ASAP® course or topic that suits your specific professional development needs.

ASAP® Academies can be delivered based on a learning plan developed in concert with district staff, or based on a specific learning need identified by the district. If you would like assistance in customizing content or delivery, please contact us for a free consultation.

We also offer train-the-trainer services for districts wanting to supply their own Academy leaders, mentors or custom implementation using ASAP® resources.

Case Study Assessment Library

The ASAP® Case Study Assessment Library is a package containing all 16 of the ASAP® Case Studies.

Each ASAP® case study is aligned to specific standards and proficiency areas. District administrators are provided with a conceptual framework, a table of standards alignments, and a scoring rubric including examples of typical responses at three levels: exceptional, standard, and below standard.

Districts can assign a combination of case study assessments for a more complete picture of a participant's areas of strength and need based on the standards and areas of proficiency they wish to focus on. Case studies can also be selected based on their alignment with district learning initiatives to determine if specific learning objectives are being met.

The Principled Principal
CASE-01

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving a conflict of principles and the exploration of the value of care, trust, and relationship as characteristics of a school's climate.

Developing Professional Development the Tech Way
CASE-02

This case will provide learners with an opportunity to consider how to address a situation involving technology integration, specifically its use for professional development purposes.

The Facebook Predicament
CASE-03

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving the use of technology while maintaining sound leadership practice and commitment to the school district vision and community values.

What Fits the Teaching Bill?
CASE-04

This case will provide learners with an opportunity to consider how to address a situation involving mandated legislation, potential faculty redeployment and cultural divisiveness.

⏱ASAP Case Study Library

Driving Miss Jacobs
CASE-05

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving both a legal and ethical issue impacting a middle school and ultimately the district-at-large.

The Abuse Allegation
CASE-06

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving student conflict and abuse.

The Classified Claims
CASE-07

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving internal faculty strife.

The Shady Substitute
CASE-08

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving the hiring of faculty and staff.

The Suspected Students
CASE-09

This case will provide learners with an opportunity to consider how to bring resolution to a situation involving accusations surrounding the vandalism of a school.

Implementing an Instructional Plan
CASE-10

This case will provide learners with an opportunity to consider how to bring transformational leadership to schools through the use of a professional learning community.

Technology and the School Climate
CASE-11

This case will provide learners with an opportunity to consider how to effectively integrate technology into the classroom.

Supporting All Students
CASE-12

This case examines the use of PLC's to address data analysis, and best practice strategies for teaching and assessment, with student learning as a priority.

The Canary in the Data Mine
CASE-13

This case will provide learners with an opportunity to consider how to use student achievement data to guide the development and implementation of the school improvement plan.

Continuum of Services
CASE-14

This case examines a scenario in which there appears to be a disconnect between responsibilities and actions regarding Exceptional Children services.

Leading the Leadership Team
CASE-15

This case focuses on the need for a strong and cohesive leadership team. Details are provided regarding the use of a school leadership team in a specific context, but the text offers no solutions.

Keeping the Campus Safe
CASE-16

This case explores a fundamental challenge in school improvement: improving professional practice whether it be the principal's behaviors, the teachers' actions in the classroom, the custodian's work ethic while maintaining the cleanliness of the campus, or the professionalism of security officers.

"From a program director's point of view, the most exciting element of implementing ASAP has been the flexibility granted to us to adapt the wonderful features of ASAP to our own district and program needs. The technical support has been outstanding. Only three months into implementation, we could already see professional growth in our program participants due to their involvement with ASAP."

Theresa Croteau, Director of Staff Development for Leon County Schools

"New and aspiring principals will find ASAP to be a quality, fast-track approach to leadership development, with targeted content, research, and references in each module."

Cheryl Riggins-Newby, Associate Executive Director, The Leadership Academy and Urban Alliances

ASAP Academy

Strengthen and develop your school leadership. Build capacity to meet the complex challenges of today's school environment with leadership that is inspired and innovative. The ASAP® Academy for principals, assistant principals and teachers will transform student learning and school improvement.

We create a custom Academy experience for your district and help you secure Title II funding…

The Accelerated School Administrator Program has been conducting school leadership academies for over 14 years. The program is customized to the needs of each district or state, using elements in a blended program format with many unique features that distinguish it from typical district programs. The ASAP® Academy combines initial Educational Leadership Assessments of individual capacities, personal interviews, and a "Decision Making and Prioritization Skills Assessment," which provides each candidate with a number of crisis scenarios during a simulated school day, and a condensed time frame in which to formulate reactions and responses. This creates a rich dataset from which to build individual learning plans, team goals and activities, and components of school team involvement in the school improvement planning process.

Assessments provide direction for learning and online modules directly target areas of need. Participants engage with prescribed learning modules individually and process learning in cohort meetings. Mentors provide both individual and group feedback and support.

Academy Retreat

Over the course of the school year, Academy participants attend retreats in which they are immersed in learning away from the school site. Participants are fully removed from their usual work and learning milieu and presentations are tailored to district and school needs (e.g., building high literacy achievement in urban schools).

An online learning community connects the cohort 24/7. While cohort members initially bond through the first retreat, the online community serves to deepen the bonds. Members use the online community to post readings of interest, share documents and disseminate news. Members tap each other as resources and sounding boards for learning and onsite activities.

We create the Academy scope documentation in concert with district leadership, and provide support in applying for and securing Title I and or Title II funding, or the appropriate state funding.

ᗤASAP ACADEMY

For the ASAP® Academy, we also provide:

- ASAP Educational Leadership Assessments
- ASAP Learning Modules
- Online learning community, and Program Director
- Retreat presenters

- School Improvement Plan Guidebook
- Mentor Guidebook
- School Leadership Assessment
- Regular reporting on participation and assessments
- And much, much more…

Finally, there is one place you can go to meet all of your principal and teacher preparation and professional development needs in a learning academy that will produce measurable results. Each school improvement project has SMART goals and accountability measures (e.g., one-half grade point average increase per year in target content area).

Goals are determined based on district needs, particularly for under-performing schools, and are developed to be measurable and show real benefits in student achievement.

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