

In addition to completing each of the modules contained within the Micro-credential, participants will submit 3 assignments:

- Answer assigned overview questions in a responsive narrative (1000-word minimum).
- Submit a skill demonstration product, artifact portfolio and self-analysis that captures the essential outcomes of the micro-credential
- Complete a culminating project and written summary (500-word minimum) of how the essential outcomes of the micro-credential were applied and will continue to be applied in his/her setting

Further details regarding these components will be provided upon enrolling in the courses.

And:

As the participant is completing the various components of the micro-credential, **the participant will submit artifacts and receive ongoing feedback from an assessor, who will review their submission.** Participants will have the opportunity to re-submit an artifact, and obtain additional feedback from the trained assessor.

MC Title	Possible Description
Assessing Threats	<p>The Assessing Threats in the School Setting micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set. According to NASP (2020), “Threat assessment is intended to prevent violence and involves both assessment and intervention. Threat assessment involves determining whether a student poses a threat of violence (they have intent and means to carry out the threat)” (n.p.). An educational leader needs a comprehensive threat assessment system, aligned to the best practices as identified by the United States Secret Service, United States Department of Education, and supporting research as an essential component to assessing the likelihood of a threat and supporting students before a crisis occurs.</p> <p>The Assessing Threats in the School Setting micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the abilities to: develop and implement policies and procedures to ensure effective and timely threat identification; develop and implement a collaborative process to identify, train, and support internal and external safety/threat assessment teams; develop a formalized system of assessing reported threats and support for students; implement a comprehensive student threat/safety assessment system; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best-practices in detecting and assessing threats to student safety.</p> <p>There are five identified essential outcomes of this Micro-Credential on Assessing Threats in the School Setting:</p> <ol style="list-style-type: none"> 1. Develop and implement policies and procedures to ensure effective and timely threat identification. 2. Develop and implement a collaborative process to identify, train, and support internal and external safety/threat assessment teams. 3. Develop a formalized system of assessing reported threats and support for students. 4. Implement a comprehensive student threat/safety assessment system. 5. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best-practices, practices in detecting and assessing threats to assuring student safety. <p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that demonstrate the ability to develop and implement policies and procedures to ensure effective and timely threat identification; develop and implement a collaborative</p>

	<p>process to identify, train, and support internal and external safety/threat assessment teams; and create a formalized system of assessing reported threats and support for students.</p> <p>In addition, this course will increase the participants’ knowledge or skills to assist them in effectively mastering the abilities to create, implement and sustain a formalized system of assessing reported threats and for students, school and/or district leaders' policies and procedures to ensure effective and timely threat identification of reported threats.</p>
<p>Building External Relationships</p>	<p><i>Building External Relationships</i> is one of three micro-credentials in the Relationship stack. Each relationship micro-credential (<i>Building Personal Relationships</i>, <i>Building Internal Relationships</i>, and <i>Building External Relationships</i>) represents a unique, strategic relationship skill set. In <i>Building External Relationships</i>, the educational leader must comprehend, “Relationships are at the core of the work we do because learning happens best in strong relationships” (NASSP 2018, p. 80). Strong school relationships with families and community are asset-based, focusing on the strengths that the community has to offer. Family and community values inform the school vision and mission. In turn, families and community members understand and are supportive of school goals (NASSP 2018, p. 81). Being approachable, accessible, and welcoming to students, staff members, families, and community members enables opportunities for communication and building relationships (NASSP 2018, p. 82).</p> <p>The Building External Relationships micro-credential requires that the participant demonstrate the following: ability to institute structures and strategies that initiate connection, relationships and partnerships with external stakeholders; utilization of procedures and implement practices that ensure positive relationships are being developed and strengthen externally; ensuring procedures and practices are being implemented that strengthen positive relationships with learning partners; and providing a comprehensive plan that implements, evaluates, and monitors progress to establish best practice in building external relationships.</p> <p>There are four identified essential outcomes of this Micro-Credential on Building External Relationships:</p> <ol style="list-style-type: none"> 1. Institute structures and strategies that initiate connection, relationships and partnerships with external stakeholders. 2. Utilize procedures and implement practices that ensure positive relationships are being developed and strengthened across the district. 3. Ensure procedures and practices are being intentionally implemented in order to develop and strengthen positive relationships with learning partners. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in building external relationship with all stakeholders.
<p>Building Internal Relationships</p>	<p><i>Building Internal Relationships</i> is one of three micro-credentials in the Relationship stack. Each relationship micro-credential (<i>Building Internal Relationships</i>, <i>Building Personal Relationships</i>, and <i>Building External Relationships</i>) represents unique, strategic approaches and skills considered necessary for participants to improve relationship skills necessary to positively impact a school’s priority needs and goals. In the <i>Building Internal Relationships</i> micro-credential, participants will demonstrate their strong relationships with students and staff members and their ability to foster buy-in for new strategies and ensure high quality effective implementation of those strategies—which in turn, improves the quality of learning (NASSP, 2018). A school community that has positive relationships and good communication has the best chance for improving student academic performance. Developing and maintaining relationships with all stakeholders leads to motivated staff and students, creates opportunities to celebrate student and employee success, and brings the community together (OSPA, 2020).</p>

	<p>This Building Internal Relationships micro-credential enables the participant to institute structures and strategies for building rapport and establishing high expectations for behavior and learning with students; institute structures and strategies for being visible, accessible and approachable to ensure positive and professional interactions with staff; create and foster an environment where a diversity of ideas and opinions can be shared, appreciated, and respected, and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in internal relationship building.</p> <p>There are four identified essential outcomes of this Micro-Credential on Building Internal Relationships:</p> <ol style="list-style-type: none"> 1. Institute structures and strategies for building rapport and establishing high expectations for behavior and learning with students. 2. Institute structures and strategies for being visible, accessible and approachable to ensure positive and professional interactions with staff. 3. Create and foster an environment where a diversity of ideas and opinions can be shared, appreciated, and respected. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in internal relationship building.
<p>Building Personal Relationships</p>	<p>Building Personal Relationships is one of three micro-credentials in the Relationship stack. Each relationship micro-credential (<i>Building Personal Relationships</i>, <i>Building Internal Relationships</i>, and <i>Building External Relationships</i>) represents a unique strategic relationships skill set. In <i>Building Personal Relationships</i>, the practitioner “promotes communication that encourages student, parent, and staff voices, while modeling and promoting multiple forms (and venues) of communication to convey information effectively” (NASSP, 2018, p. 94). Further, the practitioner comprehends, “Relationships are at the core of the work we do because learning happens best in strong relationships” (NASSP 2018, p. 80).</p> <p>The Building Personal Relationships micro-credential requires the practitioner to demonstrate the following: ability to implement protocols and practices that ensure educational leader is approachable, accessible, and welcoming; exhibit social awareness when building relationships through interpersonal activities that connect and build rapport; practice self-awareness and personal management when making connections and building rapport with all stakeholders; and provide a comprehensive plan that implements, evaluates, and monitors process to establish best practice in building personal relationships.</p> <p>There are four identified essential outcomes of this Micro-Credential on Building Personal Relationships:</p> <ol style="list-style-type: none"> 1. Implement protocols and practices that ensure the educational leader is approachable, accessible, and welcoming to all stakeholders. 2. Demonstrate social awareness when building relationships through interpersonal activities that connect and build rapport with all stakeholders. 3. Demonstrate self-awareness and personal management when making connections and building rapport with all stakeholders. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in personal relationship building with all stakeholders.
<p>Collaborative Leadership Coaching</p>	<p>The Micro-Credential of Collaborative Leadership Coaching will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. During these two-way conversations, the coach engages the educational leader in collegial, collaborative conversations to address leadership issues or initiatives and develop a plan of action by directing and guiding the conversation. The coach provides support and works with the educational leader collaboratively to jointly develop plans to improve performance. Participants will engage in a collegial, trusting relationship to address and analyze leadership issues or initiatives, communicate collaboratively in an outcome-based conversation, provide evidence-based communicative</p>

	<p>feedback, resources, and support to guide or direct the collaborative, collegial conversation and strategize to co-develop goals and a plan of action to improve performance. This approach and coaching role is different from that of the Reflective, Instructional, or Directive Leadership Coaching approaches.</p> <p>There will be four major outcomes participants will experience after having completed this Micro-Credential on Collaborative Leadership Coaching:</p> <ul style="list-style-type: none"> • Engage in a collegial, trusting relationship to address leadership issues or initiatives • Communicate collaboratively in an outcomes-based conversation • Provide evidence-based communicative feedback, resources, and support • Strategize to co-develop plans to improve performance <p>Participants in this course will learn how to engage in a collegial, trusting relationship to address leadership issues or initiatives, communicate collaboratively in an outcomes-based conversation, provide evidence-based communicative feedback, resources and support, and strategize to co-develop plans to improve his or her performance. Each of these behaviors will then be videotaped and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge or skills and assist them in empowering school students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all. Fostering effective communication is a cultural norm that supports and reinforces collaborative leadership.</p>
Communication Advocacy	<p>The Micro-Credential of Communication Advocacy will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. The <i>Communication Advocacy</i> is one of four Micro-Credentials in the Communication stack. Each leadership communication micro-credential (Communication Standards, Communication Advocacy, Communication Structures, and Personal Communication Skills) represents a unique, strategic communication skill set. Effective communication mastery encompasses all these skill sets and the ability to deploy them in situationally-appropriate ways. In Communication Advocacy, the practitioner advocates for students’ and school’s needs with members of the community and other stakeholders. According to the National Association of Secondary School Principals (NASSP) (2018), “Communications inspire buy-in and action, particularly related to the need for improvement efforts.” (p. 96). The practitioner develops a multifaceted strategy to share school accomplishments and needs by leveraging platforms and relationships to ensure all stakeholder voices are heard while advocating school accomplishments, expectations, and need for continuous improvement.</p> <p><i>Communication Advocacy</i> initiates communications with stakeholders that “ensure everyone in the school community is aware of all the positive work happening in the school so each stakeholder can advocate and build support” for current and future needs (NASSP, 2018, p. 96). The communication advocacy is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collecting stakeholder feedback, monitoring, and next steps. The educational leader collaboratively develops specific protocols to plan and create stakeholder buy-in. The educational leader also ensures all stakeholders’ understand and have the ability to communicate and advocate for schools’ needs and continuous improvement of student learning. Communication Advocacy requires different leadership skills from Communication Standards, Communication Structures and Personal Communication Skills.</p> <p><i>Communication Advocacy</i> includes the following five observable, identified <i>essential outcomes</i>:</p> <ol style="list-style-type: none"> 1. Create a multi-platform strategy to celebrate successes and advocate for school needs and improvement. 2. Engage in the community and leverage civic partnerships to advocate on behalf of students and school. 3. Provide systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes. 4. Collaborate with local and national organizations to raise and promote public awareness of the school. 5. Provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best-practices for communication advocacy.

	<p>Participants in this course will learn how to create a multi-platform strategy to celebrate successes and advocate for school needs and improvement, how to engage in the community and leverage civic partnerships to advocate on behalf of students and school, how to design systematic opportunities to invite stakeholders into schools to provide and promote mutually beneficial outcomes, discover ways to collaborate with local and national organizations to raise and promote public awareness of the school, and be afforded the opportunity to develop a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best-practices for communication advocacy.</p> <p>Each of these behaviors will be documented and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge and communication skills as they interact with all stakeholder groups and engage in courageous conversations and facilitate a continuous improvement process, to positively increase student learning.</p>
<p>Communication Standards</p>	<p>The Micro-Credential of Communication Standards will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. The <i>Communication Standards</i> is one of four Micro-Credentials in the Communication stack. Each leadership communication micro-credential (Communication Standards, Communication Advocacy, Communication Structures, and Personal Communication Skills) represents a unique, strategic communication skill set. Effective communication mastery encompasses all these skill sets and the ability to deploy them in situationally-appropriate ways. In Communication Standards, the practitioner “promotes communication that encourages student, parent, and staff voices, while modeling and promoting multiple forms (and venues) of communication to convey information effectively” (NASSP, 2018, p. 94). The practitioner collaboratively and strategically leads conversations to set communication expectations, norms, and standard while modeling and providing the necessary supports and resources for all stakeholders to communicate effectively as part of the plan for improvement.</p> <p><i>Communication Standards</i> initiates very specific, collaborative conversations with stakeholders for “participants to establish ideals that help institute a communicative school culture” (NASSP, 2019, p. 94). The communication is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collection of stakeholder feedback, monitoring stakeholders’ communications, and next steps. The educational leader collaboratively develops specific processes and protocols to plan and ensure continuous improvement, communication standards that support stakeholders’ and the educational leader’s voices in communicating and advocating for their school. Communication standards require different leadership skills from Communication Advocacy, Communication Structures and Personal Communication Skills.</p> <p><i>Communication Standards</i> includes the following five observable, identified <i>essential outcomes</i>:</p> <ol style="list-style-type: none"> 1. Collaborate to develop and implement communication norms and skills that promote effective communication with and among all stakeholders. 2. Engage all stakeholders in meaningful communication that advocates for needs and shares accomplishments in order to move the organization forward in improvement efforts. 3. Facilitate and support stakeholders by providing evidence-based and systematic protocols for difficult conversations. 4. Provide evidence of understanding that communication is both verbal and non-verbal and demonstrates approachability to students, staff and other stakeholders. 5. Provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best-practice in facilitating communication standards for all stakeholders. <p>Participants in this course will learn how to collaborate to develop and implement communication norms and skills that promote effective communication with and among all stakeholders, how to engage all stakeholders in meaningful communication that advocates for needs</p>

	<p>and shares accomplishments in order to move the organization forward in improvement efforts, how to facilitate and support stakeholders by providing evidence-based and systematic protocols for difficult conversations, provide evidence of understanding that communication is both verbal and non-verbal and demonstrate approachability to students, staff and other stakeholders, and provide a continuous improvement plan with strategies, implementation timelines, evaluation and monitoring process to establish best practice in facilitating communication standards for all stakeholders.</p> <p>Each of these behaviors will be documented and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge and communication skills as they interact with all stakeholder groups and engage in courageous conversations and facilitate a continuous improvement process, to positively increase student learning.</p>
<p>Communication Structures</p>	<p>The Micro-Credential of Communication Structures will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. The <i>Communication Structures</i> is one of four Micro-Credentials in the Communication stack. Each leadership communication micro-credential (Communication Standards, Communication Advocacy, Communication Structures, and Personal Communication Skills) represents a unique, strategic communication skill set. Effective communication mastery encompasses all these skill sets and the ability to deploy them in situationally-appropriate ways. In Communication Structures, the practitioner “ensures that there are effective structures or processes for communication” (NASSP, 2018, p. 98). The practitioner collaboratively and strategically enables effective communication structures and processes within the school and among all stakeholders.</p> <p><i>“Communication Structures focuses on structures that allow parents, staff members, and students to communicate with each other”</i> (NASSP, 2018, p. 98). The communication is facilitated and modeled by the educational leader and involves strategic, evidence-based outcomes, collecting stakeholder feedback, monitoring, and next steps. The educational leader collaboratively develops specific processes and protocols to plan and ensure continuous improvement, communications standards and structures that support stakeholders’ and the educational leader’s voices in communicating with and among all stakeholder groups. Communications Structures require different leadership skills from Communication Advocacy, Communication Standards and Personal Communication Skills.</p> <p>There will be five identified, observable, essential outcomes of this Micro-Credential on Communication Structures:</p> <ol style="list-style-type: none"> 1. The educational leader deploys a variety of communication mechanisms to strategically engage different stakeholder groups. 2. The educational leader ensures safety and proficiency in the utilization of social media by stakeholders. 3. The educational leader provides communication structures and protocols for teachers and students to safely and directly communicate with the community. 4. The educational leader provides evidence that communications represent a collective, equitable voice of all stakeholders. 5. The educational leader provides a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best-practices communication structures and deliver clear, effective communications to all stakeholders. <p>Participants in this course will learn how to deploy a variety of communication mechanisms to strategically engage different stakeholder groups, ensure safety and proficiency in the utilization of social media by stakeholders, provide communication structures and protocols for teachers and students to safely and directly communicate with the community, provide evidence that communications represent a collective, equitable voice of all stakeholders, and provide a plan to establish best practices, communication structures and clear, effective communication to all stakeholders.</p>

	<p>Each of these behaviors will be documented and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge and communication skills as they interact with all stakeholder groups and engage in courageous conversations and facilitate a continuous improvement process, to positively increase student learning.</p>
<p>Creating a Learning Focused Curriculum</p>	<p>The Creating a Learning-Focused Curriculum is one of three micro-credentials in the Curriculum stack. Each Curriculum micro-credential (<i>Meeting All Academic Needs</i>, <i>Creating a Learning-Focused Curriculum</i>, and <i>Ensuring Curriculum Alignment</i>) represents a unique curriculum leadership skill set. The Curriculum stack encompasses all necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent, comprehensive curriculum content. According to NAASP (2018), “The quality of curriculum, instruction, and assessments is perhaps the most critical lever for enabling students to gain the knowledge, skills, and dispositions they need for success in a global society. When they have authentic and personalized opportunities to learn rigorous content, they gain a deeper understanding of the material and can apply their knowledge and skills more flexibly to real-world situations” (p. 158).</p> <p>The Creating a Learning-Focused Curriculum micro-credential requires the following from the practitioner: ability to facilitate teacher analysis of the curriculum selection and development process, provide curriculum related feedback and drive professional development to meet identified needs of teachers and students, implement processes and procedures that support effective curricular practices to promote student learning, and provide a plan with strategies, implementation timelines, a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum.</p> <p>There are four identified essential outcomes of this Micro-Credential on Creating a Learning Focused Curriculum:</p> <ol style="list-style-type: none"> 1. Facilitate teacher analysis of the curriculum selection and development process. 2. Provide curriculum related feedback and drive professional development to meet identified needs of teachers and students. 3. Implement processes and procedures that support effective curricular practices to promote student learning. 4. Provide a plan with strategies, implementation timelines, a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum. <p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that demonstrate the ability to cultivate a culture of high expectations through creating a learning-focused curriculum for student learning by providing, developing, and implementing policy and processes for improving personal and stakeholders’ data analysis skills, and provide tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.</p> <p>In addition, this course will increase the participants’ knowledge or skills to assist them in effectively mastering the abilities to create, implement and sustain a learning-focused curriculum that will empower students, teachers and stakeholders for continuous instructional improvement and student growth.</p>
<p>Creating a Results Oriented Learning Culture</p>	<p>Creating a Results Oriented Learning Culture is one of two micro-credentials in the Results Oriented stack. Each leadership Results Oriented micro-credential (Implementing Data-Driven Decision Making and Creating a Results Oriented Culture) represents a unique, strategic leadership skill set. In an educational environment, Results Oriented is defined as an environment in which everyone is accountable for the personal and collective growth of all members of the learning organization (NAASP, 2018 p. 148). To create a results-focused learning environment, an educational organization should develop a culture and structure of: 1) public practice regarding student and school data; 2) collaboration where data is easily accessible, analyzed, discussed and acted upon ; and 3) continuous improvement that goes beyond the typical school improvement planning cycle. (Williams 2016).</p> <p>In Creating a Results Oriented Learning Culture, the practitioner demonstrates skills necessary to: create trusting and collaboration relationships; develop and communicate expectations for student and stakeholders attainment of goals for personal and collective growth;</p>

	<p>develop and implement of practice that motivate and empower learners to be actively participate in their learning and personal growth; and facilitate a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish a results-oriented environment where everyone is results oriented and accountable for the personal and collective growth of all members of the learning organization.</p> <p>There are five identified essential outcomes of this Micro-Credential on Creating a Results Oriented Learning Culture:</p> <ol style="list-style-type: none"> 1. Build trusting relationships to facilitate collaboration and success for students, staff, and parents. 2. Collaboratively develop and communicate expectations and results of all stakeholders' learning and growth. 3. Facilitate the collaborative setting and attainment of goals for personal and collective growth of both students and staff. 4. Develop and implement practices or routines that spark motivation and empower teachers and students to be active participants in their learning and personal growth. 5. Provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish a result-oriented environment in which everyone is accountable for the personal and collective growth of all organizational members. <p>The outcomes of this course will increase the school/district leaders' knowledge and skills to build trusting relationships and collaboratively develop and communicate goals for personal and collective growth for students and staff. Leaders by creating a results-oriented learning culture with strong collaborative leadership skills can spark motivation and empower teachers and students to focus on learning, teacher and staff effectiveness, and growth with all goals based by a data driven culture. Further, the outcomes of this course will increase the participants' knowledge or skills to assist them in empowering school students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all. Fostering effective communication is a cultural norm that supports and reinforces collaborative leadership.</p>
<p>Directive Leadership Coaching</p>	<p>The Micro-Credential of Directive Leadership Coaching will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. In Directive coaching, the practitioner utilizes direct and specific conversations with the educational leader to develop necessary or critical actions or behaviors. The practitioner plans for and strategically leads the conversation, while providing the necessary supports and resources for the educational leader as part of the plan for improvement.</p> <p>Directive Leadership Coaching initiates very specific and directive conversations with the educational leader to develop necessary or critical actions or behaviors. The communication is directed by the coach and involves strategic and specific directions, evidence-based outcomes, consequences, and next steps. Monitoring and follow-up are key to the directive coaching process. The coach develops a specific map for the conversations to ensure sequential steps are implemented in a timely manner to make necessary or mandated improvements in the educational leader's performance. This approach and coaching role are different from that of the Collaborative Reflective or Directive, Leadership Coaching approaches.</p> <p>There will be four identified essential outcomes of this Micro-Credential on Directive Leadership Coaching:</p> <ol style="list-style-type: none"> 1. Engage in collegial, trusting conversations utilizing direct and specific language to address and analyze leadership issues or initiatives. 2. Communicate directly and strategically by focusing on evidence-based problem analysis and provide probing, high-level questions during outcome-based conversations. 3. Provide evidence-based communication, actionable feedback, resources, and support that allow the educational leader to be directly guided through an improvement process. 4. Provide strategies and a prescribed course of action to improve performance by developing plans, setting goals, and a timeline.

	<p>Participants in this course will learn how to engage in collegial, trusting conversations utilizing direct and specific language to address and analyze leadership issues or initiatives, communicate directly and strategically by focusing on evidence-based problem analysis and providing probing, high-level questions during outcome-based conversation, provide evidence-based communication, actionable feedback, resources and support that allow the educational leader to be directly guided through an improvement process, and provide strategies and a prescribed course of action to improve performance by developing plans, setting goals and establishing a timeline. Each of these behaviors will then be videotaped and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge or skills and assist them in empowering school students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all. Fostering effective communication is a cultural norm that supports and reinforces Directive Leadership.</p>
<p>Driving a Culture of Service</p>	<p>Driving a Culture of Service is one of three micro-credentials in the Traditions and Celebrations stack. Each leadership traditions and celebration micro-credential (<i>Leading and Promoting Tolerance, Valuing and Celebrating Traditions, and Driving a Culture of Service</i>) represents a unique, strategic leadership skill set. In an educational environment <i>Driving a Culture of Service</i> is defined as an environment where a culture and mindset of being ‘in-service’ (altruistic) to others is the norm. Further the “organizational culture prioritizes customer service in all goals, decisions, actions, and everyday operations. When an organization has a heart for service, each employee (or stakeholder) is connected emotionally to a world-class service outcome” (Donnelly Effect).</p> <p>The Driving a Culture of Service micro-credential requires the practitioner to demonstrate the following: work collaboratively to build and promote a culture of service to others; support increased engagement for all stakeholders in service experiences; provide processes and policies that ensure quality of service projects; and provide a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain an on-going commitment to a culture of service. The ability for the practitioner to model and promote an altruistic mindset among stakeholders and provide high-quality service experiences fosters a culture of service and the ability for all to show an unselfish concern for the welfare of others.</p> <p>There are four identified essential outcomes of this Micro-Credential on Driving a Culture of Service:</p> <ol style="list-style-type: none"> 1. Build and promote a culture of service to others. 2. Support increased engagement for all stakeholders through service experiences. 3. Provide processes and policies that ensure quality of service projects 4. Provide a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain an ongoing commitment to a culture of service. <p>The outcomes will increase the school and/or district leaders' knowledge and skills that promotes a culture of service to others. The educational leader provides resources and support for teachers and students to improve or expand current service projects by supporting increased engagement for all stakeholders in service experiences. Effective learning organizations must have proactive leaders who can provide a process with policies that ensure and drive a culture of service in daily goals, decisions, actions, and operations.</p>
<p>Driving Vision and Mission</p>	<p>Driving Vision and Mission is one of two micro-credentials in the Vision and Mission stack. Each vision and mission micro-credential (<i>Leading Vision and Mission and Driving Vision and Mission</i>) represents a unique, strategic planning skill set. In an educational environment, Driving Vision and Mission is defined as the ability to collaboratively work with stakeholders to foster, communicate, sustain, and drive the vision and mission of the school to its peak performance, while strategically and cooperatively determining procedural course corrections along the way (Systems Intelligence). “By strategically communicating the school vision at every opportunity and to every stakeholder group, the leader brands the vision in building a school reputation of academic success for all students” (NASSP, 2018 p. 132).</p>

	<p>In the Driving Vision and Mission micro-credential, the practitioner demonstrates their skills to: establish, clearly convey, and support a culture of ownership and responsibility that grow and sustain the vision and mission by all stakeholders; reinforce and anchor the school vision and mission in ongoing processes and practices related to decision-making; and provide a plan with immediate and long-term strategies, implementation timelines, evaluation, and monitoring process for growing and sustaining a vision and mission so stakeholders can visualize their school at peak performance. Within the school, and all aspects of leadership, the practitioner demonstrates methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. (PSEL)</p> <p>There are three identified essential outcomes of this Micro-Credential on Driving Vision and Mission:</p> <ol style="list-style-type: none"> 1. Establish and support a culture of ownership and responsibility that will grow and sustain the vision and mission. 2. Reinforce and anchor the school vision and mission in ongoing processes and practices related to decision-making. 3. Provide a plan with immediate and long-term strategies, implementation timelines, evaluation, and monitoring process for growing and sustaining a vision and mission for how the school will look like at its peak performance. <p>This course will increase the participant’s knowledge or skills to assist them in empowering school students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all. Moreover, by strategically communicating the school vision and mission at every opportunity, to every stakeholder group, it brands the vision and mission in building a school reputation of academic success for all students.</p>
<p>Ensuring Curriculum Alignment</p>	<p>The Ensuring Curriculum Alignment is one of three micro-credentials in the Curriculum stack. Each Curriculum micro-credential (<i>Meeting All Academic Needs</i>, <i>Creating a Learning-Focused Environment</i>, and <i>Ensuring Curriculum Alignment</i>) represents a unique curriculum leadership skill set. The Curriculum stack encompasses all necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent, comprehensive curriculum content. According to NASSP (2018), “The quality of curriculum, instruction, and assessments is perhaps the most critical lever for enabling students to gain the knowledge, skills, and dispositions they need for success in a global society.” (p. 158). Clearly aligning your teaching strategies with your learning outcomes and assessments help students understand how various parts of the course fit together, which in turn helps them learn (Cornell 2021).</p> <p>The Ensuring Curriculum Alignment micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: provide structures and processes that ensure congruency between curriculum content, instructional methods, and assessment, utilize multiple means to effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning, create a school environment that is supportive and encouraging to the process of teaching and learning, develop a plan that ensures alignment of assessment and instruction with the curriculum, and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in curriculum alignment for organizational improvement.</p> <p>There are four identified essential outcomes of this Micro-Credential on Ensuring Curriculum Alignment:</p> <ol style="list-style-type: none"> 1. Provide structures and processes that ensure congruency between curriculum content, instructional methods, and assessment. 2. Utilize multiple means to effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning. 3. Create a school environment that is supportive and encouraging to the process of teaching and learning. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in curriculum alignment for organizational improvement.

	<p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that demonstrate the ability to cultivate a culture of high expectations through ensuring curriculum alignment for student learning by providing, developing, and implementing policy and processes for improving personal and stakeholders curriculum alignment skills; provide tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.</p> <p>In addition, this course will increase the participants' knowledge or skills to assist them in effectively mastering the abilities to create, implement and sustain an ensuring curriculum alignment that will empower students, teachers and stakeholders for continuous instructional improvement and student growth.</p>
<p>Ensuring Instructional Alignment</p>	<p>Ensuring Instructional Alignment is one of three micro-credentials in the Instruction stack. Each micro-credential (<i>Promoting Collaborative Instruction</i>, <i>Ensuring Instructional Alignment</i>, and <i>Providing Effective Instruction</i>) represents a unique instructional leadership skill set. The role of an effective educational leader is to ensure that all teachers use those instructional practices that maximize learning for all students. They do this by building awareness and the capacity of all teachers to use evidence-based instructional practices. Therefore, educational leaders must possess the skills to provide meaningful, actionable feedback to prompt continuous improvement of a teacher's ability to deliver high-quality instruction (MLDS, 2020). The Instruction stack encompasses all necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent instruction.</p> <p>In Ensuring Instructional Alignment, the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to provide structures and processes that ensure congruency between content, assessment and instruction; utilization of effective communication to ensure instructional alignment; create a supportive, and encouraging learning environment; and provide a detailed , collaborative plan for monitoring and establishing best practices for instructional alignment.</p> <p>There are four identified essential outcomes of this Micro-Credential on Ensuring Instructional Alignment:</p> <ol style="list-style-type: none"> 1. Provide structures and processes that ensure congruency between instructional content, assessment, and instructional methods. 2. Utilize multiple means to effectively communicate to all stakeholders a clear understanding of the instructional alignment process, importance, and effect on student learning. 3. Create a school environment that is supportive and encouraging to the process of teaching and learning. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in instructional alignment. <p>The outcomes of this course will increase the participant's knowledge or skills to assist them in effectively mastering the abilities to align curriculum that will empower students, teachers, and stakeholders for continuous improvement and student growth. In addition, this course will increase the school/district leader's knowledge and skills in providing structures and processes that ensure congruency between instructional content, assessment, and instructional methods; utilize multiple means to effectively communicate a clear understanding of the alignment process, its importance, and its effect on student learning; and create a school environment that is supportive and encouraging to the process of teaching and learning within the school and district.</p>
<p>Implementing Data-Driven Decision Making</p>	<p>Implementing Data-Driven Decision-Making is one of two micro-credentials in the Results Oriented stack. Each leadership Results Oriented micro-credential (Implementing Data-Driven Decision Making and Creating a Results Oriented Culture) represents a unique, strategic leadership skill set. In an educational environment, Implementing Data-Driven Decision-Making is defined as an environment where all stakeholders are engaged in implementing Data-Driven Decision Making (DDDM) as a system-wide process. DDDM involves the collection, analysis, and use of data to guide decisions that drive continuous improvement. Data-driven decision making (DDDM) involves making decisions that are backed up by hard data rather than making decisions that are intuitive or based on observation alone (technopedia, 2018).</p>

	<p>In Implementing Data-Driven Decision Making (DDDM) the practitioner demonstrates their skills and commitment to: continually investigating and analyzing data to make decisions; coach and mentor stakeholders to utilize and make effective data-driven decisions; create a culture of high-expectations for data-driven results; develop and implement policy and procedures to support DDDM; provide system-wide tools for ongoing monitoring, analysis, and implementation of DDDM; and provide a comprehensive plan for moving the learning community toward continuous improvement, ongoing assessing goal attainment, and achieving of effective, focused results.</p> <p>There are four identified essential outcomes of this Micro-Credential on Implementing Data Driven Decision Making:</p> <ol style="list-style-type: none"> 1. Create a culture of high expectations of results for student learning based on data-driven decisions. 2. Provide, develop, and implement policy and processes for improving personal data analysis skills and those of all stakeholders. 3. Provide tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth. 4. Provide plan with strategies, implementation timelines, evaluation, and monitoring process to establish an environment in which all stakeholders collect, analyze, and use data to drive improvement. <p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that demonstrate the ability to cultivate a culture of high expectations for student learning based on data-driven decisions; provide, develop, and implement policy and processes for improving personal and stakeholders' data analysis skills; and provide tools and protocols for the ongoing monitoring, analysis, and use of data for continuous instructional improvement and student growth.</p> <p>In addition, this course will increase the participants' knowledge or skills to assist them in effectively mastering the abilities to create, implement and sustain a results oriented, data-driven culture that will empower students, teachers and stakeholders for continuous instructional improvement and student growth.</p>
<p>Leading a Culture of Safety</p>	<p>The Leading a Culture of Safety micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set. According to an article by ECRI <i>Culture of Safety</i>, this is an environment where its leaders embrace a culture of safety and make it the number one priority. Leaders demonstrate their commitment by supporting the organization and its stakeholders to learn about and investigate errors to understand their causes, develop strategies to prevent error recurrence, share lessons learned, and value reporting concerns by all stakeholders to prevent harm and maintain a safe learning and working environment for all (ECRI, 2019). "A school must be safe. Creating this condition requires thoughtful and constant attention to the security and safety of the facilities; creation of clear policies and procedures for student and staff conduct; frequent and effective communication with parents, families, and the school community; and attention to classroom management as well as the requisite professional development. Without these conditions in place, learning cannot become a school's focus" (Parrett, 2012).</p> <p>The Leading a Culture of Safety micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the abilities to: foster respectful, trusting, and caring relationships throughout the school community; ensures all stakeholders a safe environment free of violence, bullying, and harassment; provide supportive educational settings that address social, emotional, and behavioral needs; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.</p> <p>There are four identified essential outcomes of this Micro-Credential on Leading a Culture of Safety:</p> <ol style="list-style-type: none"> 1. Fosters respectful, trusting, and caring relationships throughout the school community. 2. Ensures all stakeholders a safe environment free of violence, bullying, and harassment. 3. Provide supportive educational settings that address social, emotional, and behavioral needs. 4. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.

	<p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that demonstrate the ability to foster respectful, trusting, and caring relationships throughout the school community; ensure all stakeholders are in a safe environment free of violence, bullying, and harassment; provide supportive educational settings that address social, emotional, and behavioral needs; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.</p> <p>In addition, this course will increase the participants' knowledge or skills to assist them in effectively mastering the abilities to create, implement and sustain formalized system of assessing reported threats and for students, school and/or district a monitoring process of a culture focused on the safety of all stakeholders.</p>
<p>Leading and Promoting Tolerance</p>	<p>Leading and Promoting Tolerance is the third of three micro-credentials in the Traditions and Celebrations stack. Each Leadership Traditions and Celebration micro-credential (Leading and Promoting Tolerance, Valuing and Celebrating Traditions/Culture, and Driving a Culture of Service) represents a unique, strategic leadership skill set. In an educational environment, Leading and Promoting Tolerance is defined as an environment where the leader is engaged in very specific, collaborative conversations with stakeholders to provide strategies to implement and promote the culture of tolerance. Further, "Leading and promoting tolerance is defined by a culture's willingness to accept diverse stakeholder behaviors and beliefs. It is manifested or evidenced in organizational traditions for cultural competence, diverse backgrounds, understanding, appreciating differences, and being respectful of those differences" (<i>Cambridge Dictionary</i>).</p> <p>In Leading and Promoting Tolerance, the practitioner demonstrates the ability to: model and build a culture of tolerance; facilitate a collaborative process with stakeholders that promotes and values individual differences; and provide a plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture of tolerance that values individual differences. The practitioner will demonstrate the use of evidence, reasoning and inquiry to analyze situations; develop constructive plans for continuous implementation and model a culture of tolerance; and provide appropriate mechanisms to achieve the organization's goal. The leadership skills necessary to create a culture of tolerance starts with respect; or explained by Charkravarthi, 2018, "The key to respect, acceptance and appreciation of our forms of expression, our ways of being human and of our rich diversity within cultures, is tolerance; and to foster a spirit of tolerance, it is important to engage in a diverse outlook of knowledge, openness, communication, freedom of thought, conscience and belief."</p> <p>There are three identified essential outcomes of this Micro-Credential on Leading and Promoting Tolerance:</p> <ol style="list-style-type: none"> 1. Model and build a culture of tolerance. 2. Facilitate a collaborative process with stakeholders that promotes and values individual differences. 3. Provide a plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture of tolerance that values individual differences. <p>The outcomes of this course will increase the school and/or district leaders' knowledge and skills to lead and promote tolerance among staff and students. The participant will demonstrate the ability to model and build a culture of tolerance by facilitating collaboration among stakeholders while honoring and valuing individual differences. Effective learning organizations must have effective learning leaders who can demonstrate the needed competencies and attributes necessary to ensure strong systems, learning and culture in a school.</p>

<p>Leading Vision and Mission</p>	<p>Leading Vision and Mission is one of two micro-credentials in the Vision and Mission stack. Each vision and mission micro-credential (Leading Vision and Mission and Driving Vision and Mission) represents a unique, strategic planning skill set. In an educational environment Leading Vision and Mission is defined as the ability to support, articulate, and foster the school’s mission and vision while collaboratively and strategically leading stakeholders toward achieving the vision and mission. These statements provide a focal point that help to align everyone with the organization goals. This ensures that everyone is working towards a single purpose while increasing efficiency and productivity in the organization. It also allows for the organization to depict and share a vision of how the school will appear at its peak performance. “The practitioner focuses on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes” (NAASP, 2018, p. 132).</p> <p>In the Leading Vision and Mission micro-credential, the practitioner demonstrates their skills to: utilize inquiry and research to evaluate and develop vision and mission to ensure peak performance within a school; facilitate a collaborative process with stakeholders to define and articulate vision and mission; and provide a plan with strategies, implementation timelines, responsibilities, monitoring process, and an evaluation for leading stakeholders in the creation of a sustainable vision and mission. These skills are imperative to establish collaborative conversations with stakeholders for “articulating a clear vision and mission and emphasizing results to ensure that they meet each student’s needs” (NAASP, 2018, p. 123).</p> <p>Further, the Leading Vision and Mission micro-credential initiates very specific, collaborative conversations with stakeholders for “articulating a clear vision and mission and emphasizing results to ensure that they meet each student’s needs.” The vision and mission are facilitated and modeled, which is accomplished by including and implementing strategic, evidence-based outcomes; collecting and analyzing stakeholders’ feedback; monitoring stakeholders’ input; and including next steps based on feedback and data. The practitioner leader demonstrates the use of evidence, reasoning and inquiry to analyze situations; develop and use constructive plans for continuous improvement; and provide appropriate mechanisms to achieve the school’s vision and mission. Through this collaborative process, the practitioner demonstrates the ability to facilitate specific processes and protocols to ensure the vision and mission are supported by all stakeholders to guide and advocate for their school.</p> <p>There are three identified essential outcomes of this Micro-Credential on Leading Vision and Mission:</p> <ol style="list-style-type: none"> 1. Utilize inquiry and research to evaluate and develop vision and mission for peak performance in a school. 2. Facilitate a collaborative process with stakeholders to define and articulate vision and mission. 3. Provide a plan with strategies, implementation timelines, responsibilities, monitoring process, and evaluation for leading stakeholders in the creation of a sustainable vision and mission. <p>The stated outcomes will increase the school and/or district leaders' knowledge and mastery that demonstrates the use of evidence, reasoning and inquiry to analyze situations; develop and constructive plans for continuous improvement; and provide appropriate mechanisms to achieve the school’s vision and mission.</p> <p>In addition, this course will increase the participant’s knowledge or skills by including and implementing strategic, evidence-based outcomes; collecting and analyzing stakeholders’ feedback; monitoring stakeholders’ input; and including next steps based on feedback and data. Through this collaborative process, the educational leader demonstrates the ability to facilitate specific processes and protocols to ensure the vision and mission are supported by all stakeholders to guide and advocate for their school and their students.</p>
<p>Managing Crises and Emergency Planning</p>	<p>The Managing Crises and Emergency Planning micro-credential is one of three micro-credentials in the Safety stack. Each micro-credential (Managing Crises and Emergency Planning, Assessing Threats, and Leading a Culture of Safety) represents a unique safety leadership skill set. In leading crises management and emergency planning the educational leader’s goal is to create and sustain an</p>

	<p>environment where the learning organization’s physical space and safety procedures are collaboratively planned, regularly monitored, maintained, and modified to ensure all stakeholders and leadership are prepared to respond to crises or emergency situations (SLP, 2019).</p> <p>The Managing Crises and Emergency Planning micro-credential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include: using a collaborative process to develop and implement a crisis management and emergency plan; developing and implement an emergency and crisis management communication plan; ensuring compliance with all state emergency preparedness laws; provide access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment; and providing a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which everyone is accountable for the crisis and emergency planning and preparedness.</p> <p>There are five identified essential outcomes of this Micro-Credential on Managing Crises and Emergency Planning:</p> <ol style="list-style-type: none"> 1. Collaboratively develop and implement crisis management and emergency plans. 2. Collaboratively develop and implement an emergency and crisis management communication plan. 3. Ensure compliance with all state emergency preparedness laws. 4. Provide access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment. 5. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which everyone is accountable for the crisis and emergency planning and preparedness. <p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills that collaboratively develop and implement crisis management and emergency plans; collaboratively develop and implement an emergency and crisis management communication plan; ensure compliance with all state emergency preparedness laws; provide access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment.</p> <p>This course will increase the participants’ knowledge or skills to assist them in effectively mastering the abilities to create and implement managing crisis and emergency planning that will support an environment of safety for students, teachers and stakeholders.</p>
Meeting All Academic Needs	<p>The Meeting All Academic Needs course is one of three micro-credentials in the Curriculum stack. Each Curriculum micro-credential (Meeting All Academic Needs, Creating a Learning-Focused Environment, Ensuring Curriculum Alignment) represents a unique curriculum leadership skill set. The Curriculum stack encompasses all necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent, comprehensive curriculum content. “The quality of curriculum, instruction, and assessments is perhaps the most critical lever for enabling students to gain the knowledge, skills, and dispositions they need for success in a global society. When they have authentic and personalized opportunities to learn rigorous content, they gain a deeper understanding of the material and can apply their knowledge and skills more flexibly to real-world situations” (NASSP, 2018, p. 158).</p> <p>The Meeting All Academic Needs micro-credential involves the following from the practitioner: ability to collaboratively facilitate and provide structures and processes which ensure implementation of a comprehensive, rigorous, and aligned curriculum; the ability to establish a collaborative, trusting environment and high-quality, rigorous curriculum focused on individual student growth, achievement, and continuous improvement; and the ability to facilitate and collaboratively implement a plan that aligns assessment and instruction with the curriculum, while also monitoring continuous student improvement.</p> <p>There are four identified essential outcomes of this Micro-Credential on Meeting All Academic Needs:</p>

	<ol style="list-style-type: none"> 1. Provide structures and processes that support and ensure implementation of a curriculum that is comprehensive, rigorous, and aligned. 2. Create a collaborative, trusting environment and a curriculum focused on success for all students. 3. Ensure curriculum materials contain student-relevant activities, account for proper sequencing of learning, and provide the necessary instructional scaffolding for ensuring student growth. 4. Develop and implement a plan that ensures and monitors the alignment of assessment and instruction with the curriculum. <p>The stated outcomes of this course will increase the school and/or district leaders' knowledge and skills to provide structures and processes for comprehensive, rigorous, and aligned classroom instruction in a collaborative trusting environment with curriculum materials that focus on student-relevant activities with proper sequencing that provide instructional scaffolding for ensuring student growth.</p> <p>In addition, this course will increase the participants' knowledge or skills to assist them in empowering schools, students and adults in the community to assume dynamic leadership roles that supports and reinforces effective instruction and curriculum focused on collectively meeting all academic needs.</p>
<p>Personal Communication Skills</p>	<p>The Micro-Credential of Personal Communication Skills will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. The <i>Personal Communication Skills</i> is one of four Micro-Credentials in the Communication stack. Each leadership communication micro-credential (Communication Standards, Communication Advocacy, Communication Structures, and Personal Communication Skills) represents a unique, strategic communication skill set. Personal Communication Skills includes self-evaluation for principals on oral (NASSP, 2014, p. 81) and written communication (p. 97).</p> <p>In Personal Communication Skills the practitioner can build skills as a communicator that model effective communication that reflects (a) interpersonal and social-emotional insight, and (b) understanding of students' and staff members' backgrounds and cultures. The practitioner by enhancing and exemplifying communication skills can engage in courageous conversations and support staff members, students and stakeholders when they do the same.</p> <p>The Personal Communication Skills Micro-Credential engages the practitioner in self-development to enhance communication abilities in conducting self-evaluations of oral (NASSP, 2014, p. 81) and written communication skills, soliciting feedback, reflecting on enhancing and exemplifying communication for school, district staff and stakeholder groups (p. 97). Strong personal communication skills are clear, direct, constructive and compelling. Personal communication skills are a two-way process across various stakeholders-students, parents, faculty members, administrators and members of the broader community. The educational leader engages in self-development to enhance communication abilities, by reflecting on personal strengths and weaknesses on inspiring others, and by building a common understanding of establishing clear channels of communication.</p> <p>There will be four identified essential outcomes of this Micro-Credential on Personal Communication Skills:</p> <ol style="list-style-type: none"> 1. Engage in self-development for improvement of communication skills. 2. Conduct self-evaluation of written, oral, and digital communication. 3. Evaluate effectiveness of protocols and tools in addressing communication to all stakeholder groups. 4. Provide a continuous improvement plan with strategies, implementation timelines, self- evaluation, and monitoring process to ensure effective communication skills.

	<p>Participants in this course will learn how to engage in self-development for improvement of communication skills, conduct self-evaluations of written, oral and digital communications, evaluate the effectiveness of protocols and tools in addressing communication to all stakeholder groups, and provide a continuous improvement plan with strategies, timelines, self-evaluation and progress monitoring to ensure effective communication skills. Each of these behaviors will be documented and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge and communication skills as they interact with all stakeholder groups and engage in courageous conversations to impact student learning.</p>
<p>Promoting Collaborative Instruction</p>	<p>Promoting Collaborative Instruction is one of three micro-credentials in the Instruction stack. Each data literacy micro-credential (Promoting Collaborative Instruction, Ensuring Instructional Alignment, and Providing Effective Instruction) represents a unique instructional leadership skill set. The role of an effective educational leader is to ensure that all teachers use those instructional practices that maximize learning for all students. They do this by building awareness and the capacity of all teachers to use evidence-based instructional practices. Therefore, educational leaders must possess the skills to provide meaningful, actionable feedback to prompt continuous improvement of a teacher’s ability to deliver high-quality instruction (MLDS, 2020). The Instruction stack encompasses all necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent instruction.</p> <p>In Promoting Collaborative Instruction, the practitioner demonstrates proficiency of all five of the essential outcomes and the research-based subskills defined in the details. These include a collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful instruction; and provide for a collaborative, detailed plan for ongoing monitoring, analysis, and use of data for continuous organizational improvement.</p> <p>There are five identified essential outcomes of this Micro-Credential on Promoting Collaborative Instruction:</p> <ol style="list-style-type: none"> 1. Build a shared instructional philosophy by leading a collaborative process to define and create stakeholder buy-in. 2. Implement practices and procedures that allow for instructional collaboration. 3. Collaboratively identify nonnegotiable elements of instructional expectations for all students that produce a high level of personal and academic achievement. 4. Implement processes and procedures for the ongoing improvement of instruction and student learning. 5. Provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in collaborative instruction. <p>The outcomes of this course will increase the participant’s knowledge or skills to assist them in effectively mastering the abilities to create a promote collaborative instruction that will empower students, teachers, and stakeholder for continuous improvement and student growth. In addition, this course will increase the school/district leader’s knowledge and skills in providing structures and processes that ensure congruency between instructional content, assessment, and instructional methods; utilize multiple means to effectively communicate a clear understanding of the collaborative instruction process, its importance, and its effect on student learning; and create a school environment that is supportive and encouraging to the process of teaching and learning within the school and district.</p>

<p>Providing Effective Instruction</p>	<p>Providing Effective Instruction is one of three micro-credentials in the Instruction stack. Each data literacy micro-credential (Promoting Collaborative Instruction, Ensuring Instructional Alignment, and Providing Effective Instruction) represents a unique, strategic approach to help principals to assist teachers improve instructional practice. The role of an effective principal is to ensure that all teachers use those instructional practices that maximize learning for all students. They do this by building awareness and the capacity of all teachers to use evidence-based instructional practices. Therefore, principals must possess the skills to provide meaningful, actionable feedback to prompt continuous improvement of a teacher’s ability to deliver high-quality instruction (MLDS, 2020). This course encompasses many necessary skill sets and abilities to demonstrate competency needed by an educational leader for recognizing and developing excellent instruction.</p> <p>The Providing Effective Instruction micro-credential enhances the educational leader’s ability to demonstrate research-based instructional practices, resources and support that enable teachers’ implementation of effective, excellent instructional strategies and establish an exemplar classroom, instructionally and in a culturally rich environment where all students to learn. Further the participant will demonstrate a collaborative classroom observation process that provides data-informed, timely feedback which highlights teacher strengths and identifies areas for growth; develop a plan that ensures alignment of instruction, assessments and curriculum; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in providing and monitoring effective instruction.</p> <p>There are four identified essential outcomes of this Micro-Credential on Providing Effective Instruction:</p> <ol style="list-style-type: none"> 1. Provide resources and support that enable implementation of effective, research-based instructional strategies to provide excellent instruction for all students. 2. Observe classroom instruction and provide data-informed, timely feedback that intentionally supports teacher strengths and identifies areas for growth. 3. Facilitate and support teachers in the development and implementation of research-based practices for a classroom culture and environment that ensures excellent instruction for every student. 4. Develop a plan that ensures alignment of instruction with assessments and the curriculum. <p>The stated outcomes of this course will increase the participant’s knowledge or skills to assist them in effectively mastering the abilities which promote effective instruction that will empower students, teachers, and stakeholder for continuous improvement and student growth. In addition, this course will increase the school/district leader’s knowledge and skills to provide resources and support which one, advance effective classroom instruction with data-informed feedback and two, support teachers as they develop and implement research-based practices which align instruction with assessments and the curriculum.</p>
<p>Reflective Leadership Coaching</p>	<p>The Micro-Credential of Reflective Leadership Coaching will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement. In reflective coaching, the practitioner utilizes two-way communication with an educational leader to lead him or her through a reflection process grounded in the educational leader’s professional context, knowledge, skills, and practice.</p> <p>Reflective Leadership Coaching involves collegial, coaching conversations in which the practitioner leads the educational leader through a process cycle of reflecting and analyzing his or her leadership practices, decision-making, problem-solving, and planning skills. While coaching, the practitioner provides probing, high-level, self-reflective questions to challenge the educational leader’s thinking, stimulate growth, and lead to actionable improvements. This approach and coaching role are different from the Collaborative or Directive Leadership Coaching approaches.</p> <p>There will be four identified essential outcomes of this Micro-Credential on Reflective Leadership Coaching:</p> <ol style="list-style-type: none"> 1. Engage in a collegial, trusting, reflective relationship to address and analyze leadership issues or initiatives.

	<ol style="list-style-type: none"> 2. Communicate collaboratively and provide reflective, probing, high-level questions during outcome-based conversations. 3. Engage in evidence-based communication and actionable feedback that guide the educational leader through a reflective process. 4. Provide support for improved performance through goal setting and action planning. <p>Participants in this course will learn how to engage in a collegial, trusting relationship to address leadership issues or initiatives, communicate reflectively in an outcomes-based conversation, provide evidence-based communicative feedback, resources and support, and strategize to co-develop plans to improve his or her performance. Each of these behaviors will then be videotaped and analyzed by the learner, as reinforcement and application of the learning. The course will increase the participant’s knowledge or skills and assist them in empowering school students and adults in the community to assume dynamic leadership roles to collectively achieve the vision of learning for all. Fostering effective communication is a cultural norm that supports and reinforces Reflective Leadership.</p> <p>The idea of engaging in a Reflective Leadership coaching impacting student learning is supported by the work of many researchers. For example, Covey (2018), Warrell (2015), Miller (2012), Goleman, Boyatzis and McKee (2002) and Brake (2018) each point to the foundation of trust being central to a leader’s success, built and reinforced through participation in this program in a safe environment with the support of a coach.</p>
Valuing and Celebrating Traditions	<p>Valuing and Celebrating Traditions is the second of three micro-credentials in the Traditions and Celebrations stack. Each leadership traditions and celebration micro-credential (<i>Leading and Promoting Tolerance</i>, <i>Valuing and Celebrating Traditions</i>, and <i>Driving a Culture of Service</i>) represents a unique, strategic leadership skill set. In an educational environment, Valuing and Celebrating Traditions is defined as an environment where all stakeholders are engaged in reinforcing values and beliefs of all stakeholders. Sonnenberg (2015) writes, “As leaders, role models, and parents, we must strive to utilize every opportunity available to reinforce the values and beliefs that we hold dear” (n.p.). Sonnenberg (2015) further states that traditions contribute to our sense of belonging; reinforce values such as freedom, good education, personal responsibility, a strong work ethic, and being selfless; provide a forum for modeling; offer a chance to say ‘thank you’; showcase principles; celebrate diversity; unite communities and countries; and offer an excellent context for meaningful pause and reflection (Sonnenberg, 2015, n.p.).</p> <p>In Valuing and Celebrating Traditions the practitioner will demonstrate the ability to strategically collaborate with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement; guarantee inclusive, meaningful recognition and celebration of staff achievement; provide meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements; and provide a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture that values and celebrates traditions and achievements of students, staff, and community. Throughout the process, the practitioner will collect methods for developing meaningful celebrations, strategies for inclusion of all stakeholders, and resources to honor and celebrate student, staff, and community achievements and diversity.</p> <p>There are four identified essential outcomes of this Micro-Credential on Valuing and Celebrating Traditions:</p> <ol style="list-style-type: none"> 1. Collaborate with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement. 2. Collaborate to ensure inclusive, meaningful recognition and celebration of staff achievement. 3. Collaborate to ensure meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements. 4. Provide a plan with strategies, implementation timelines, evaluation, and monitoring to establish, promote, and sustain a culture that values and celebrates traditions and achievements of all stakeholders.

	<p>The outcomes of this course will increase the school and/or district leaders' knowledge and skills which promote a positive school culture. Effective learning organizations must have proactive leaders who can provide a structure with stakeholder engagement, high standards and a sense of community, resulting in positive student achievement.</p>
--	--