**MCEA Leadership Team Institute Assignments**

The granting of CPD for your participation in MCEA’s Leadership Team Institute requires the completion of a total of 45 Hours of work. By attending each of the four modules, you have already completed 27 hours. The assignments described in this overview are designed to allow you to complete the additional 18 hours of coursework you need to achieve 3 CPD from the State of Maryland. The assignments were designed to match leadership work you may already be participating in and offer you an authentic way to apply and reflect on the content you learned in each of the four modules of the Leadership Team Institute. ALL coursework described in this overview is required to be completed satisfactorily in order for your CPD to be granted.

The assignments described in this overview must be submitted electronically as attachments, or embedded in the body of an email, via email to your assigned CPD Facilitator. All assignments will be assessed and recorded as either, “Pass or Fail,” just as your attendance in each of the Modules is recorded as either, “Present or Absent.” It is expected that you will complete your assignments with the level of attention and thoughtfulness expected of all MCPS employees participating in professional learning. Any re-submissions for low quality work will be at the professional discretion of your CPD Facilitator and must be submitted PRIOR to 5:00 pm on the 30th day after your attendence at each module. Handwritten work, even if sent as a scanned copy, will not be accepted. The only exceptions to this are Assignments 8 and 15 which require the completion of a tool located in your Module handouts. Your CPD Facilitator will contact you directly with further directions and any clarifications you might need. ALL assignments must be submitted no later than 5:00 PM, 30 days after your attendance at each module to your CPD Facilitator – no late work will be accepted.

**Module 1: Learning to Lead**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Participants will learn their leadership style. They will develop “growth plans” for reaching into other areas. Tool Completed in Class**ASSIGNMENT 1:** Action Planning reflection entry and personal growth plan.  (60 Mins) |
| Participants will understand the attitudes that can undermine effective teamwork. Tool and Activity used in Class. Follow on: Complete the “Story of My Team” with a group at your school. **ASSIGNMENT 2:** 1 Page reflection  entry (30 Mins) |
| Follow on,  Share your leadership Story of Self with a group of colleagues.  **ASSIGNMENT 3:** 1 Page entry reflecting on the usefulness and feedback of sharing your story.  (60 Mins) |
| Participants will explore several team tools to propose using with a team that they are part of.  They will develop a plan for their next meeting that incorporates learning from this module into that plan and apply those changes.**ASSIGNMENTS 4 and 5:** Turn in a Plan for Successful Teamwork that includes the incorporation of the tools explored in Module 1. (1 Hour) |
| **ASSIGNMENT 6:** 1 page Reflection on your learning in Module 1.  (1 Hour) |

**Module 2: Stronger Together**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Participants will understand the strengths and areas for growth for their teams.  They will be able to identify the traits of teams that support strong student learning.**ASSIGNMENT 7:** 1 Page Reflective Entry – What is the stated Mission of your school? How is that aligned with how your team operates? Why or why not? (30 Mins) |
| Participants will understand the 4 stages of team development. Using the tool Assess the Stage of Development of a Team you work with.   Identify how this impacts discussions about teaching and learning.  **ASSIGNMENT 8:** Turn in Completed Tool. You will need to scan this tool from your Module 2 handouts. **ASSIGNMENT 9:** 1 Page Reflection on the stage of your team. (Total Time 60 Mins) |
| Participants will learn their conflict management style and will develop strategies for dealing with conflict on a team. Tools completed in class.Complete the full cycle of “Faces of Conflict” engage in the conversation you have been putting off.  **ASSIGNMENT 10:** TURN IN Completed faces of Conflict Plan **ASSIGNMENT 11:** 1 page entry reflecting on the conversation and outcomes.   (60 Minutes)  |
| Participants connect content to context.  Follow on Project- Participants will identify a significant problem or opportunity that their team is facing. They will commit to completing and recording a full Interest-based process for coming to a solution.  **ASSIGNMENT 12:** Turn in Statement of issue, matrix of interests, describe the widening process used, the narrowing process used, a summary of how the solution was selected and a short reflection of the process. (2 Hours)  |

**Module 3: Collaborative Planning**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Develop a 10 minute meeting plan that allows you to describe to your peers where collaboration is defined in your MCEA/MCPS Policy Document.**ASSIGNMENT 13:** Submit plan,  provide meeting,  1 page reflection entry  (90 Mins) |
| Participants will develop a working definition of collaboration. Follow on, present this definition at a staff or team meeting.  Get feedback and Revise. **ASSIGNMENT 14:**  Complete a 2 page revision and reflection entry.  (60 mins) |
| Participants will analyze the culture for collaboration in their school in light of several scholarly articles.Select one of the featured resource articles and reading protocols found in the Module 3 handouts. It can be one used in the training. Complete with a peer group at your school. **ASSIGNMENT 15:**  Provide the completed capture sheet and 1 page reflection entry. You will need to scan the capture sheet you use from your Module 3 handouts. (90 mins) |
| Participants will understand the skills and tools required to participate in collaborative planning.  **ASSIGNMENT 16:** Reflect on the quality of planning that occurs in your collaborative planning time. What would you do to improve that? 1 page reflective entry (30 Mins) |

**Module 4: Culture, Climate and Engagement**

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| **Outcome, Evaluation, Follow On 4.5 Outside Hours** |
| Using the capture sheet, do a walk through and listening tour of your school. What did you see and hear? What do you think that means for students, parents and teachers?  **ASSIGNMENT 17:** Completed Walk Through EvidenceCapture Sheet, 1 Page Reflection  (2 Hours) |
| Participants will explore what engagement and strategies for increasing it. They will develop possible action plans for improving culture, climate and engagement.**ASSIGNMENT 18 (5 Total Pages):** Using the norms that are most relevant for your school, develop a School Culture Improvement Plan that includes the following components. A Page 1, Describe the norms chosen and the rationale for selecting them. B Page 2, Develop a plan for reporting this out and identifying solutions to improve these.  C Page 3, Provide a description of the process and any tools developed. D Page 4, Interview other key leaders in the school and provide a summary of their feeling about the process. E Page 5, Provide a 1 page reflection entry on your personal process with your school. (2.5 Hours)  |