SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Networking to Strengthen School Leaders

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Networking to Strengthen School Leaders

Course Description

Education can be a lonely profession. School leaders have to make tough calls and smooth over difficult situations every day, often without anyone to commiserate with or bounce ideas off of. The word “networking” often brings to mind awkward introductions at a conference, but when done correctly, networking connects you with mentors, collaborators, and friends who thaw your sense of isolation and guard you from burnout and stagnation.

In this course, you’ll explore both the personal and professional dimensions of networking. On the professional front, you’ll learn how to assess the strengths and weaknesses of your current network; how to find or build professional networks that will challenge and encourage you; and why networking benefits not only you, but also your school as a whole. You’ll also see how networking benefits you personally to become a more inspired, passionate school leader who feels supported and has the bandwidth to support others as well.

Using the techniques from this course, you’ll be able to build a network of fellow educators who will strengthen your leadership skills and reawaken your passion for your job.

Connections to Practice

This course provides the following classroom connections:

- Reflect on leadership practices.
- Examine potential professional and personal networking opportunities.
- Collaborate with school personnel to build networks.
- Understand the importance of networking regarding schools and personal leadership growth.

Course Outcomes

In this course, participants will:

- Evaluate the purposes for networking.
- Communicate traits of networking that can benefit a school or school leader.
- Collaborate with others.
- Devise a plan for how to best build a personal network.

Charlotte Danielson Framework for Teaching Alignment

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
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<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course.
Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant's responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:
Course Outline

Module 1

This lesson will explore the benefits of professional networking for school leaders. While networking is often seen as a way to meet new people or find avenues to secure necessary resources, schools as a whole can actually benefit from the networking connections built by school leaders. Included in this lesson will be why networking benefits schools, how school leaders build professional networks, and ways in which school leaders can assess the strengths of their existing professional networks.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Consider the benefits of professional networking for school leaders.
- Distinguish avenues available for professional networking.
- Formulate ways to professionally network in meaningful ways.
- Appraise how different ways of professional networking can benefit a school.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:
• **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

### Module 2

This lesson explores the personal benefits of networking for school leaders. School leaders cannot work in isolation, and if they do, they will quickly burn out and suffer from a multitude of personal and professional problems. Leaders who purposefully build a strong professional and personal network are supported through difficult times and able to encourage one another in their unique roles. Included in this lesson will be why personal networking benefits the school leaders, how school leaders can build personal networks, and ways in which school leaders can examine the current status of their personal networking relationships.

### Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Consider the benefits of personal networking for school leaders.
- Distinguish avenues available for personal networking.
- Appraise ways building a personal network can benefit a school leader’s well-being and professional growth.
- Formulate ways to build a personal network connection to benefit one’s personal and professional growth.

### Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**
Technology Requirements

Please review the System Requirements for Moodle.

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
References

Beisser, S., & Peters, R. (2016). 7 tips for healthy principals. NAESP.

Belsha, K. (2021, January 20). For Miguel Cardona, the ability to build community and confront racism was forged in his Connecticut hometown. Chalkbeat.


Indeed. (2021, February 5). 10 reasons you need a mentor.


McFadden, J. (2018, December 28). 7 big companies giving back to schools in big ways. We Are Teachers.

Milton Hershey School (2019, Dec. 13). MHS students partner with the Hershey company on holiday candy house [Video]. YouTube.

NASSP (2020). Supporting a strong, stable principal workforce: What matters and what can be done. NASSP and LPI.


TeachThought. (2018, September 3). *10 reasons every teacher needs a professional learning network.*


University at Buffalo. (2021). *Developing your support system.*

Wong, B. (2019, June 27). How to network when you are an introvert. *HuffPost.*

Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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<table>
<thead>
<tr>
<th>Online Instruction</th>
<th>Social &amp; Emotional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, Equity, &amp; Inclusion</td>
<td>Special Needs &amp; ESL/ELL</td>
</tr>
<tr>
<td>District/School Improvement Plans</td>
<td>Core &amp; Specialized Content Areas</td>
</tr>
<tr>
<td>STEM &amp; Technology</td>
<td>Teacher Training &amp; Retention</td>
</tr>
</tbody>
</table>

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