

PIL Blended Course Overview

What are PIL Blended Courses?

To expand the opportunities for professional development within the Pennsylvania Inspired Leadership (PIL) Program, a series of blended courses aligned to the Pennsylvania Framework for Leadership is being offered. Each blended course is comprised of a combination of online discussions, study hours, job-embedded actives, a one-day face-to-face meeting, and one or two online synchronous meetings. Facilitators for these courses are practitioners with extensive school administration experience and have completed training in effectively utilizing technology tools to maximize instruction in an online environment. Successful completion of all online and face-to-face requirements for a blended course will provide participants 30 Act 45 PIL hours.

Course Descriptions

Provided below is a listing of blended course that are being developed. Each course is 8 weeks in length.

Course Title	Framework for Leadership Components Addressed	PIL Hours	Description
Effective Communication (available)	2e	30 hours	Effective communication is the foundational underpinning of successful relationships. This module focuses on communication among all stakeholders where the principal/school leader models the process with open, timely, responsible sharing of information. Equipped with communication plans, ways to provide information in various formats, and appropriate media to ensure effective, timely communication, principals/school leaders will reflect on current practices and enhance existing communication plans. Strategic design and implementation of formal and informal communication create an awareness of school goals for instruction and achievement, identify activities that can be used to meet these goals, and how progress toward these goals can be measured. Templates for typical correspondence such as meeting minutes, agendas, handbooks, and media types are explored or created throughout this module.
Setting High Expectations for High Performing Schools (available)	2b, 2d, 3d, 3e	30 hours	This course focuses on establishing and implementing high expectations for students and staff as they relate to and connect with performance goals and student achievement. School leaders will explore how to maximize instructional and preparation time as well as ways to establish, support, and manage processes and systems designed to ensure a high quality, high performing staff. School leaders will explore the importance of supervising staff using results that will improve performance and focus on selecting and retaining high quality staff committed to improving student achievement.

Course Title	Framework for Leadership Components Addressed	PIL Hours	Description
Leading Strategically (available)	1a, 1b	30 hours	This course focuses on systematically guiding staff through the change process while positively impacting the culture and performance of the school. School leaders will learn how to apply data to promote continuous school improvement and staff development. Participants will focus on developing, implementing, monitoring, and evaluating school improvement plans and initiatives that provide the structure for the vision, goals, and changes necessary for improved student achievement. Coursework includes evaluating improvement plans, implementing initiatives, monitoring progress toward achieving school improvement goals, and revising those goals and outcomes based on data.
Instructional Leadership (Pilot in Fall 2016)	3b, 3c	30 hours	This course focuses on strategies for implementing high quality instruction within a Standards Aligned System. The course highlights the importance of aligning curricula, instruction, and assessments with respect to curriculum planning and instruction. School leaders will explore opportunities for collaborative use of assessments and data to measure effectiveness and to drive future decisions and practices. School leaders will explore using the four <i>Framework for Teaching</i> domains to implement and maintain high quality instruction.
Team Building and Collaboration (Pilot in Fall 2016)	1c, 2a, 2g, 4a	30 hours	In this course, school leaders will consider how to support educational excellence by creating a culture of teaching and learning that emphasizes collaboration, communication, engagement, and the empowerment of school board members, teachers, students, families, and community members. Within the context of a shared mission, vision, and goals, school leaders will explore and evaluate the social, economic, political, and educational factors that influence the range of possible improvement scenarios for their schools. School leaders will also discuss the development and implementation of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery. In addition, school leaders will explore how to review, analyze, and adjust school safety and discipline plans based on school data, crisis feedback, and current regulations and mandates.
Leading for Continuous Improvement (Pilot in Fall 2016)	1d, 3a	30 hours	This course focuses on systematically guiding staff through the change process while positively impacting the culture and performance of the school. Participants will explore how to develop, implement, monitor, and evaluate a school improvement plan that provides the structure for the vision, goals, and changes necessary for improved student achievement.
Professional Leadership (Pilot in Spring 2017)	4b, 2c, 2f, 4c	30 hours	This coursework focuses on the importance of leading in a fair and equitable manner with personal and professional integrity, including resolution of school based problems/conflicts in a fair and democratic way. Participants will explore the importance of professional development for school leaders and their staff (instructional and noninstructional).

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Transforming Organizations (to be developed)	TBD	30 hours	TBD
Planning, Implementing, and Evaluating Programs: Prenatal through Grade 3 (Pilot in Fall 2016)	TBD	30 hours	This course is focused on effective P-3 (prenatal–grade 3) planning and implementation, which is designed to help all children succeed. This coursework focuses on communication and effective strategies between all stakeholders in a P-3 system where the 0-5 and K-3 administrators lead in modeling the process. School leaders will delve deeply into issues relevant to leading P-3 initiative in collaboration with other programs and school leaders