



Menu

This Menu gives you quick access to all the content for *Meeting the Challenge of Urban School Instructional Leadership*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1:

Leading Good Teaching

This topic is:
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Topic A:

Charlotte Danielson Defines "Good Teaching" and the Leader's Role | Hide Content

1. Program overview: "Urban School Leadership 2" | 02:20
2. Charlotte Danielson: Instructional leadership introduction | 00:37
3. The most important factor in student learning | 02:03
4. What is good teaching? | 03:15
5. The difference between teacher observation and teacher evaluation | 00:59
6. The primary question every teacher evaluation system must address | 01:44
7. Defining standards of practice for teaching | 03:22
8. How was the Danielson framework designed and structured? | 04:32
9. An overview of each "level of performance" in the Danielson framework | 08:21
10. The process of moving from evaluation to professional learning | 03:15
11. What type of environment is most conducive to professional learning? | 02:58
12. A school leader's best opportunity to promote professional learning | 04:08
13. Gathering evidence to accurately assess teacher performance | 05:49
14. What is a school leader's most important function? | 01:28

Assessment:

Leading Good Teaching

Module 2:

The Challenges of Urban School Instructional Leadership

This topic is:
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Topic A:

Panel Discussion: Principals, an Assistant Principal, and a District/State Administrator | Hide Content

1. Introduction to a panel of successful NY school administrators | 00:51
2. Setting a tone for instructional leadership | 02:47
3. Establishing a vision and goals for each school building | 03:29
4. How much of my day should be spent on instructional leadership? | 03:07
5. The four critical components of instructional leadership | 05:41
6. The Assistant Principal / Principal partnership | 05:34
7. Connecting elementary instruction to middle & high school instruction | 01:17
8. Rubrics and methods for determining student success | 04:10
9. Embracing school change | 02:51
10. Lead by example: A professional development plan for the principal | 04:05
11. Earning the trust of the faculty and staff | 05:24
12. Creating an improvement plan with your assistant principal | 03:03
13. Should assistant principals also be instructional leaders? | 03:29
14. Principal planning, preparation and time management | 01:46
15. Managing your school with a limited budget | 03:11

Assessment:

The Challenges of Urban School Instructional Leadership

Module 3:

Case Study: The Hugo Newman College Preparatory School

This topic is:
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Topic A:
Principal Dr. Peter L. McFarlane Interview | Hide Content

1. Introduction to Hugo Newman Prep School in NYC | 00:43
2. Articulating an instructional vision to your faculty, staff, students & parents | 03:18
3. Developing a community of learners | 01:20
4. What should I include in my school's short and long range plan? | 01:53
5. Conducting surveys to help target professional development | 02:52
6. A school improvement plan modeled on the research of educational experts | 01:50
7. Using the NY school report card to make changes to the plan | 01:25
8. The power of constant professional conversations | 02:38

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Topic B:
Hugo Newman Team Meeting | Hide Content

1. An instructional leadership team at Hugo Newman Prep School | 01:07
2. The instructional team reviews various school needs | 01:27
3. The instructional team review results from a professional development survey | 03:13
4. The instructional team schedules teacher professional development | 05:49
5. The instructional team discusses ways to increase student reading time | 06:40
6. The instructional team plans the "Increase Reading" campaign | 03:29

Assessment:
Case Study: The Hugo Newman College Preparatory School

Module 4:

Case Study: Nyack Middle School

This topic is:
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Topic A:
Principal Jacqueline Gonzalez Interview | Hide Content

1. Introduction to the Principal of NYACK middle school | 01:06
2. Instructional leadership driven by passion | 03:17
3. Developing a school leadership team with a common language | 03:50
4. How does a middle school become developmentally responsive? | 03:09
5. Daily walkthroughs to take the pulse of the school | 01:34
6. What are middle school students doing in an instructionally focused classroom? | 01:08
7. The critical elements of a short and long term instructional plan | 01:22
8. Create a personal professional learning plan for every teacher | 06:13
9. Using research based best practices to provide creditability for your PD plan | 02:31
10. What does the faculty expect from an effective instructional leader? | 01:16
11. Using the school report card to analyze data and look for patterns | 02:35
12. Using instructional data to identify the need for specific resources | 02:34
13. The passion and dreams of a successful instructional leader | 00:37

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Topic B:
Jacqueline Gonzalez & Assistant Principal Candida Frith Planning Meeting | Hide Content

1. A principal/ assistant principal meeting in action | 01:07
2. The principal & assistant principal discuss the rollout of the Danielson Framework | 03:00
3. Collaborating to discuss what was observed in a teacher observation | 07:10
4. Supporting your assistant principal | 01:38

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Topic C:

Conclusion | [Hide Content](#)

1. A summary of the "Urban School Leadership 2" learning objectives | 01:26

Assessment:

Case Study: Nyack Middle School