# District and Campus Leader Training Scope & Sequence Template (Attachment B)

File Name: MPACycle4-LEAName-B

Approved Provider Name (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Completing Attachment B

Applicants for the Cycle 4 MPA LEA application must use this District and Campus Leader Training Scope & Sequence template to describe their district and campus leader training. A district or campus leader refers to any appropriate district or campus employee who provides direct instructional support to beginning teachers, including principals, assistant principals, or instructional coaches. Refer to the Application Review Criteria when crafting this scope & sequence. We understand the scope & sequence might be tailored at a later point to meet LEA needs. However, modifications that delete, omit, or shorten parts of the approved scope and sequence will not be allowed.

## District and Campus Leader Training Hours Requirements

At minimum, occurs at a regular cadence throughout the school year for a total of 8 hours.

## District and Campus Leader Training Scope & Sequence Template

Fill in the following template using the column descriptions and guiding questions below to describe your program’s district and campus leader training scope and sequence. Each row is designated for each day of training. As a reminder, district and campus leaders and any appropriate staff that support or supervise the beginning teacher should attend all leader training sessions. The Day 2 of 3 Scope & Sequence provides an example of how to complete this template. Note that the example document uses mentor, not leader, training.

## Column Descriptions

Date(s) and Duration (Hours)**:** *List the approximate date and duration of this training (e.g., 1.5 hours).*

Alignment to required training categories**:** *Check all that apply to the training.* *Trainings can cover one or more categories per day.*

Objectives & Competencies**:** *List the specific and measurable leader training objectives (aligned to leadership competencies outlined in the Guidelines) for this training. Additionally, list the leadership competencies from which the session’s objectives were derived.*

Agenda: *Indicate how much time is allotted to each section of the agenda. Provide a brief description of each agenda item.*

Session Activities**:** *What will leaders learn, discuss, or practice during this training?*

**Performance Tasks:** *In alignment with the training objectives, what will you use and/or observe to measure success of the training? How will you know the training’s objectives have been met?*

| **Approximate Date(s) and Duration (Hours)** | **Alignment to required training categories** | **Objectives & Competencies** | **Agenda** | **Session Activities**  (Must be clearly aligned to objectives) | Performance Tasks |
| --- | --- | --- | --- | --- | --- |
| Date:  Click or tap to enter a date.  Duration:  Click or tap here to enter text. | Check all that apply:  mentor program vision setting  mentor recruitment, selection, assignment, onboarding, & retention  mentor training & ongoing development  master schedule & release time support  program sustainability | Objective(s): District & School Leaders will be able to…  Competencies addressed: | Agenda: |  |  |
| Date:  Click or tap to enter a date.  Duration:  Click or tap here to enter text. | Check all that apply:  mentor program vision setting  mentor recruitment, selection, assignment, onboarding, & retention  mentor training & ongoing development  master schedule & release time support  program sustainability |  |  |  |  |
| *Add rows for additional days as needed and delete this text.* |  |  |  |  |  |