



**THE
EDUCATIONAL LEADERSHIP
PRACTICUM HANDBOOK**

**DEVELOPING TOMORROW'S
LEADERS TODAY**

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PREFACE

Purpose/Rationale

Leadership effectiveness has been studied, observed, researched and written about in hundreds of books and magazines. As people are making their journey to either become a leader or to improve their effectiveness in their leadership positions they need to be aware of the symbolic power of the leadership position. Effective leaders need to know how to share power, to empower others, and to establish collaborative decision-making processes. Effective leaders need to get along with people and use common sense, moral direction and personal balance. The most effective leaders are most concerned with doing the right thing as opposed to doing things right. Effective leaders know how to release stress through positive healthy activities. They are interesting people who express high energy and enthusiasm for work related and non-work related pursuits (Davis, 1998). If instructional leaders are willing to have a vision, take risks, be willing to put in long hours and thrive on change, then they are on the road to becoming a successful and effective leader (McEwan, 1998).

The purpose of this handbook is to serve as a guide for candidates enrolled in the practicum course in Educational Leadership. It will also provide guidance for the candidates' on-site school mentor and their university field experience supervisor. This document should not be considered as all-inclusive regarding the practicum program. There will be occasions when aspects of the program will require modification and flexibility among all pertinent stakeholders. An effective field experience program results when candidates are treated as professionals, and mentors are able to provide real hands-on administrative activities to reinforce effective leadership practices taught in the classroom.

Conceptual Framework Summary

The Kennesaw State University Educational Leadership Department is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals inside and outside the University. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of pre-service, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning.

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DEVELOPING TOMORROW'S LEADERS TODAY

Introduction to the Problem

Across America, thousands and thousands of schools mark the landscapes. Some are works of art and others are just cement block buildings. There are diverse neighborhoods and populations. But in each of these buildings there are leaders who are striving to prepare their students to be successful in life. When experts examine schools as to whether they are effective or ineffective, one variable always emerges as critically important and that is the leadership effectiveness and abilities of the building principal, particularly in the instructional area (McKewan, 1998).

The change in local school culture and the demands for greater accountability come as no surprise. The request for change has obviously manifested itself in our schools across the country. Since today's schools are expected to narrow gaps in knowledge among all students; and leaders are expected to be more accountable for their school's performance, the need for quality leadership programs are urgent.

Several years ago, local state departments of education, professional associations, policy boards, and colleges and universities began to engage in significant research, and field testing in an attempt to identify the characteristics of outstanding schools and competencies of effective, high-performing principals (Hoy, Tarter and Kottkamp, 1991; Sergiovanni, 2001). For this reason, universities have developed new field experience programs in order to provide prospective principals with quality hands-on activities. Many of the hands-on activities call for a problem-solving approach to the education of administrators, rooted in mentoring, case studies, and in-baskets which simulate what seasoned principals might encounter. This approach is similar to the same methods used to prepare candidates for business administration, the medical and the legal professions (McCoy, 2001). This approach to leadership preparation is believed to be more effective since the principals must be current and skilled in establishing stakeholder satisfaction, problem solving, and identifying instructional methods and strategies to increase student performance.

Nature of leadership

The topic of leadership has been the object of extensive study since the beginning of this century. During this time, researchers and practitioners have defined leadership in numerous ways. Depending on what textbook or data from years of leadership investigations that may be read, there are many similarities in the hundreds of definitions to be found. Some representative definitions of leadership (Sergiovanni (2001) are as follows:

1. Leadership is the process of influencing group activities toward the achievement of goals.
2. Leadership is influencing, guiding in direction, course, action, and opinion.
3. Leadership is persuading other people to set aside their individual concerns and to pursue a common goal that is important for the welfare of a group.

Kouzes and Posner (2003) find that leaders muster others to want to act as opposed to getting people to do something because of the power the leaders wield. By challenging, inspiring, enabling, modeling, and encouraging, Kouzes and Posner concluded that leaders could sustain the requisite credibility by their actions. After reviewing many studies, Bennis and Nanus (1985) were able to offer a novel distinction between a manager and leader.” Managers are people who do things right, and leaders are people who do the right thing”. Managers solve problems and know how to get the job done while leaders have a vision and can see what the organization can become. Smith and Piele (1996) believe the best definition of leadership comes from Tom Scott Thomson, when he was executive director of the National Association of Secondary School Principals: “Leadership is best defined as ‘getting the job done through people’.”

Characteristics, Traits and Qualities

Effective leaders, despite their many human differences, exhibit important common characteristics and traits. Whitaker (2003) found six categories of characteristics that included vision, inspiration, strategic orientation, integrity, organizational sophistication, and nurturing. (1) One of the most important elements of effective leadership is to assist all parts of an organization in acquiring a sense of purpose. This acceptance by the organization of a vision and including constituents in the decision-making process in developing the vision is an important role of leadership. (2) A leader must know how to motivate and inspire those with whom they work. (3) Strategic orientation is the third characteristic of an effective leader. Leaders must

think ahead and regularly assess the progress and function of the organization. The external environment and internal forces of organizations are constantly changing and the leader must realize that the need for continuous strategic planning. (4) An effective principal has both personal and professional integrity. The degree of effectiveness of an educational leader depends on a high standard of personal ethical behavior and a similar requirement for all those under his/her supervision. (5) Organizational sophistication is the next common leadership characteristic. Principals must know of and learn how to use the basic skills that can be used to guide a school. Several strategies that could be used are goal setting, personnel selection and training, incentive and reward systems, budgeting, and evaluation. (6) The sixth characteristic, nurturing, is an investment by the leader. This skill will reflect commitment to the organization's goals and compassion and concern for employees. Effective leaders must care and show it.

Beach and Reinhartz (2000) reported six essential leadership qualities. The six qualities are:

1. Having a vision that guides the organization;
2. Trust and the use of interpersonal skills to work with others;
3. Ability to communicate;
4. Personal integrity and responsibility;
5. Ability to diagnose, select procedures and take risks;
6. Unite effort with purpose.

Covey (1990) proposed the following characteristics of effective leaders. The first characteristic is that effective leaders are continually learning and are constantly educated by their experiences. Taking classes, training, reading and listening are components of this ongoing learning experience. The next characteristic of effective leaders is that they are service-oriented. The principle-centered leader will have a sense of responsibility and service. Another characteristic of a leader is that they radiate positive energy. Their spirit is one of enthusiasm with an upbeat, optimistic attitude. Effective leaders also believe in other people. They believe in the unseen potential in people and this will result in a climate for growth and opportunity. Leading balanced lives is another characteristic of an effective leader. Being active socially, having a sense of appropriateness, and thinking in terms of continuums and priorities are examples of being balanced in your life. Effective leaders also see life as an adventure. They are inquisitive, easily adaptable and truly lead an abundant life. Next, effective leaders are synergistic. They are

catalysts for change and work as smart as they work hard. They are productive in new and creative ways. The last characteristic is they exercise for self-renewal. They participate in activities that will exercise the four dimensions of the human personality: physical, mental, emotional, and spiritual. These exercises will produce a strong and healthy character with a strong will.

Leadership Strategies

Covey (1990) reports on a theoretical model of leadership styles that are based on paradigms of human interaction. The first style is called win/win. In this style leaders will look for solutions that are mutually beneficial and satisfying to all stakeholders who are assured in and committed to the plan of action. Using the next style, win/lose, leaders win at the expense of others and use power and position to get what they want. Cooperation is not valued and being competitive and independent is the norm. Another style is lose/win. In lose/win, leaders avoid conflict and try to appease. They give up their responsibility to standards. Lose/lose is a style in which leaders who have lost in a win/lose situation may seek vindication although everyone involved may lose. Actions between people may become adversarial and bitter.

Sergiovanni (2001) stated that there are four leadership strategies and tactics that principals can use in various situations. Leadership by bartering will allow for the principals and teachers to reach a bargain where the principal gives the teachers something they want in exchange for what he or she wants. This works best when the goals of the leader and follower are different. The second leadership strategy is building. Using this strategy the emphasis is in building by providing the conditions that will allow teachers to experience psychological fulfillment. Bonding is the third leadership strategy. The emphasis in bonding is on relationships characterized by mutual caring. The last strategy is binding. Through binding people are connected to an idea structure that guides what to do.

Leadership Functions

Calabrese (2002) reported that there are seven core functions of leadership. The seven core functions are:

1. Instructional leadership ensures quality of instruction, modeling best teaching practices, supervising curriculum, and ensuring quality of teaching materials and resources.

2. Cultural leadership involves managing the traditions, climate and history of the school.
3. Human resources leadership includes recruiting, hiring, firing, mentoring teachers and administrators and creating opportunities for personal growth in staff members.
4. Strategic leadership reflects the efforts of promoting vision, mission, and goals and creating a method to reach them. External development leadership involves representing the school in the community, developing capital, and being aware of internal and external forces.
5. Micro-political leadership involves buffering and mediating internal interests while monitoring resources.

Portin further suggest that these leadership areas are important to schools and no school can afford to neglect anyone of them. Principals are responsible for making sure that all seven leadership functions are occurring in their schools, but may not provide direct leadership in each area.

Instructional leadership

Sergiovanni (2001) views leadership as containing five forces that can be used by school leaders to push the school forward toward effectiveness or to prevent it from being pushed back. Sound management techniques are used in the technical force. The principal takes on the job of management engineer with an emphasis on time management and planning. The principal's focus is on organizing, coordinating events, and scheduling. Strong management skills are essential for proper daily function and to maintain support from external constituents. The second force leaders could use is the power gained from harnessing the school's social and interpersonal potential- its human resources. Teachers are provided with support, encouragement, and growth opportunities when principals engage the human force. Schools are human intensive and to prevent problems, interpersonal needs of students and teachers must be met. Educational force is the third force available to principals and it deals with the instructional aspects of leadership. When demonstrating the educational force, the principal becomes a principal teacher who will bring expert professional knowledge, guidance for implementation of the curricula, and program development for teachers. The principal's role in the fourth force, symbolic force, is to place emphasis on modeling of important goals and desired behaviors. The major aspect of symbolic leadership is providing what is important and purposeful to the school.

The final force is the cultural force. The principal takes the role of “high priest” where values are defined, strengthened and articulated and over time will become a trademark for the school’s unique qualities.

Glickman, Gordon & Gordon (2001) provide a list of critical functions of instructional leadership. The areas to consider are:

1. Supervision
2. Providing in-service training
3. Evaluating teachers
4. Selecting teachers
5. Protecting instructional time and teacher integrity
6. Setting and monitoring school wide academic standards
7. Limiting class size and controlling class composition
8. Overseeing and facilitating selection of teaching materials
9. Balancing specific program objectives with overall school goals
10. Helping teachers and students in being aware of school’s curricula
11. Planning collaboratively
12. Providing rewards and recognition for teaching and learning achievements
13. Setting high expectations and clear goals for student and teacher performances

Smith and Piele note that regardless of whether a school chooses teams with no leaders, works to make the inherited system more flexible, or stays with a top-down system of management, instructional leadership seems to involve five areas: defining the school’s instructional mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program.

McKewan (1998) found that today’s leadership role has changed dramatically over the years and that effective leaders must add the dimension of instructional leadership to their responsibilities. Through research and observation he created seven steps to effective instructional leadership:

Step 1: Establish and implement instructional goals - It is the instructional leader’s responsibility to develop and implement a clear set of educational goals and expected outcomes for the school. In this step, the instructional leader will need to know where the school is going and the destination of the journey. For success in this step leaders will need to involve their

teachers in developing and implementing the school instructional goals, incorporate the designated state and/or system curricula in the development of the instructional program, ensure that school and classroom activities are consistent with school instructional goals and objectives, and evaluate progress toward instructional goals and objectives.

Step 2: Be there for your staff - In this step instructional leaders become an instructional resource and provide encouragement and motivation teachers need to improve the instructional program. The leader will make sure that the people with whom they are working know where to go for help whenever they need it. The instructional leader's door is always open and s/he is willing to share ownership of any teacher's problem without becoming judgmental or assigning blame. To be successful in this step, instructional leaders work with their teachers to improve the instructional program in their classrooms consistent with the needs of their students, ensure that the instructional program development is based on sound research and practice, and focus on best formative procedures when evaluating the instructional programs in use.

Step 3: Create a school culture and climate conducive to learning - In this step the number one assignment for the instructional leader is to make sure that everything that happens in the school is focused on one goal, which is learning. An effective instructional leader will make sure that nothing interferes with reaching the destination. For success in step three, the instructional leader must establish high expectations for student achievement that are known to the students, parents and teachers. He/she must set clear rules and expectations for the use of time allocated in instruction. He/she must establish, implement and evaluate a code of discipline with teachers and students.

Step 4: Communicate the vision and mission of the school - Everyone occasionally loses their focus. In this step it is key that the instructional leader makes sure that nobody forgets the school goal. The effective instructional leader will be more successful in this step when he/she provides for two-way communication with staff in regard to the ongoing objective and goals of the school, enacts and implements activities that speak to the students the meaning and value of learning, and develops and uses clear communication with parents in obtaining support for the school objectives.

Step 5: Set high expectations for your staff - Through observation, feedback, and being a mentor and coach, the instructional leader helps teachers to become peak performers. In this step the

leader will ensure that staff have the necessary tools and competencies. To be successful in this step the instructional leader will assist teachers in setting and reaching personal and professional goals. He/she will make regular classroom observations in all classrooms, engage in preplanning of classroom observations, hold post observation conferences, and engage in direct teaching in the classrooms.

Step 6: Develop teacher leaders - Teachers not only have the role of manager of instruction, but they will share in decision making and leading. This step encourages the instructional leader to make sure that everyone shares the leadership and responsibility for reaching the school goals. In developing teacher leaders, instructional leaders must provide opportunities for teachers to address instructional issues, provide training in collaboration, shared decision making, mentoring and making presentations, and offer motivation and resources for faculty members to engage in professional growth.

Step 7: Maintain positive attitudes toward students, staff and parents - When the instructional leader is setting goals, defining the mission and vision, setting expectations and encouraging others to be leaders, it is imperative that the instructional leader remember to keep focused on one important aspect, and that is people. For effective leadership, the leader needs to make sure that after the goal has been reached, that everyone on the journey still likes each other. The aim of the instructional leader for success in this step is to be an advocate of students and keep an open communication with them, respect the difference of opinions of staff members, model human relations skills create and maintain high morale, respond to teacher, parent and student concerns, and recognize in the correct way the earned achievements of others.

Leadership Styles

Various leadership styles are practiced in our schools. Often a combination of different styles is used effectively. Research (Beach and Reinhartz, 2000) suggests three broad perspectives on leadership styles: autocratic, democratic, and laissez-faire. The autocratic leader dominates the staff. Generally this approach is not the best way to get maximum performance from a team. This approach to leadership generally results in passive resistance from the staff and requires lots of pressure and direction from the leader in order to get things done. This style of leadership is a top down model where the leader tells others what to do and how to do it. There is little or no input from staff. Faculty and staff usually rely on extrinsic rewards to feel good about their jobs or

themselves. This style of leadership usually leads to dependence upon the leader, decreased productivity and low morale, and greater hostility toward the leader.

The democratic leader makes decisions by consulting the staff, while still maintaining control of the group. The school's mission and goals are commonly developed and shared throughout the school. Intrinsic motivation is practiced and the staff often relies on each other for affirmation. Decision making is a group function that is accomplished through a collaborative process. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. According to Ackerman & Ostrowski (2002), "A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership." Group discussion and input from the staff is valued. The democratic leader increases his/her span of control by motivating staff, empowering them to direct themselves, and guiding them with a loose rein.

Finally, the laissez-fair leader exercises little control over the group, leaving them to sort out their roles and tackle their work without participating in this process him/herself. In general, this approach leaves the team floundering with little direction and motivation. However, this style may be effective when leading a team of highly motivated and highly skilled people, as there is little work for the leader. Rewards may or may not be present, leaving the staff to depend on self-motivation.

Beach and Reinhartz (2000) argue that although no single style is best for every situation, the democratic style clearly produces the greatest amount of collegiality and cooperation. With the pressures to transform America's schools, leaders should seek new approaches to leadership that will better meet the needs of their school.

Views of instructional leadership are changing largely because of changes in society and current restructuring initiatives. Fullan (2000) purports that, "The idea of Total Quality Management (TQM), which emerged from the business model and was adopted by schools in the 1980s, would now be called a fad by many educators. However, because of the roots and vocabulary of today's pressing accountability issues, shared governance (which can be traced back to TQM) is an invaluable part of school change. As the demand for schools to improve student performance increases, the need for principals to cultivate broad-based stakeholder participation and shared governance skills becomes essential to a leader's survival.

Establishing a Shared Vision

According to Peter Senge (2000) a shared vision is simply an aspiration or a description of a desirable world that exists within the imagination that can inspire people, bring meaning to their work, mobilize them to action, and help them decide what to do and how to carry out the duties and responsibilities of their job. When a leader's vision is effective and strong, stakeholders usually get caught up in what they are doing, absorb the vision, and commit themselves to the goals and core values of the organization. A principal's vision, standing alone, is not likely to be accepted by the vast majority of the stakeholders. By contrast, a shared vision based upon the core values of participants and their desire to achieve school improvement goals can be realized.

A school's vision determines its destination. Barker (1990), in his film, "The Power of Vision," stresses the importance of having a vision. Schools need to have a definite purpose and direction. Barker stresses that a positive vision of the future is what gives meaning to life. He points out that "vision without action is merely a dream, action without vision just passes time, and vision with action can change the world." The key ingredients necessary for a great vision are: leaders must participate in creating the vision, the vision must be shared and supported, the vision must be comprehensive and detailed, and the vision must be positive and inspiring. According to Barker, "Once you have a community with a vision, you are empowered."

In fact, identifying and communicating a clear vision is one of the most important functions an effective leader can perform. Most leaders have a clear picture of what they see their group becoming or doing in the future. Effective leaders passionately believe that they can make a difference. It is this vision that often defines the organization's reason for existing. Perhaps one of the superb illustrations of a vision that was crafted and skillfully executed was the vision articulated by Lee Iacocca (1984), chairman of the Chrysler Corporation. Iacocca's vision was: "Quality, hard work, and commitment. The stuff America is made of. Our Goal is to be the best. What else is there? If you can find a better car, buy it." In this easy to understand vision statement, Iacocca created a clear mental model of his vision that all employees could strive to reach. He established a platform for loyalty, set high standards to achieve excellence, and gave the organization a strong sense of purpose and direction. His vision was greatly responsible for the Chrysler Corporation's tremendous increase in market share. One could extrapolate that successful schools have a similar sense of direction that is achieved through the process of creating a shared vision involving all members of the school community.

Establishing Expectations

Effective school leaders set high expectations and instructional programs to help learners gain the knowledge and skills they need to be successful. They set the tone for quality instruction, and draw in all members of the school community to support student achievement. Effective leaders use analysis of best practices in education and society in order to be responsive and proactive in changing schools to prepare children for the future in which they will live. They collaborate and build mutually beneficial relationships with the community that shares their vision of success for all learners. They engage in long term planning and move beyond the immediacy of today into the possibilities of tomorrow. They promote an environment that supports continuous learning and sharing of knowledge. Wiles & Bondi (2004) in a recent presentation, argues that “Everyone should be a leader. . .shared leadership builds strong and cohesive cultures.” Effective educational leaders raise expectations for students, staff members, and the entire school system and implement actions based on high expectations.

Ethical Leadership

It would be remiss to discuss the principal as a person and not to discuss ethics. The Interstate School Leaders and Licensing Consortium’s Standard 5 calls for the school administrator to act with integrity and fairness and in an ethical manner. An administrator, representing a local school within the district, is in a highly visible position of leadership and faces situations day after day that can test moral and professional behavior (Craig, 1999). Nothing is more shattering to faculty and staff morale than for their leader to exhibit a lack of care for professionalism or integrity (Gilligan, 1993). Deviations from the caring norm can quickly multiply in levels below the administrator and can corrupt the entire school and community (Noddings, 1992). Noddings further suggests that caring includes modeling, dialogue, and confirmation. Modeling simply means demonstrating that you care rather than just saying it.

According to Beckner (2004), Educational leaders must balance the interests of students, parents, and teachers. The “bottom line” in business is the profit-and-loss statement, usually rather short-term. In education, the “bottom line” is student learning, success in progressing through the educational system, and preparation for future opportunities and responsibilities.

Educators must not lose sight of their long-term purposes of preparing students for life in the adult world of work and family and society. To do so becomes an ethical matter. Standards for

justice, equity, freedom, and attention to human rights must be made to fit the purposes and context of schools. Academic purposes must not be allowed to overshadow or even supersede those having to do with physical and social development, physical and mental health, the world of work, family, and “the good of society.”

Rebore (2001) suggests that no issue has captured the interest and imagination of the American public more than the subject of ethics, particularly in relation to leadership in the public sector. Further, ethical issues in education now concern not only the conduct of administrators, teachers, and staff members in relation to how they fulfill their responsibilities in schools and school districts, but also the ethics of their private lives. The public makes little distinction between the arenas in which educational leaders deal with ethical situations. People are concerned with the ethical fiber of superintendents, principals, and other administrators regardless of the situations in which they perform an action. They are public figures and as such are expected to be role models for students, other educators, and the public in general.

During the field experience process, each candidate will be encouraged to identify and develop, for him/herself, a meaningful and ethical code of conduct, and wear it as a mantle of personal integrity.

THE COLLABORATIVE TEAM

The leadership field experience is a collaborative team effort. The university supervisor, on-site school mentor, and candidate function as a team dedicated to the development of leadership ability in the candidate. In order to provide direction and foster stability for the practicum experience, the roles of the parties involved are listed below.

Role of the University Supervisor

The university supervisor will make site visits, observing the candidate in action when possible, and meet with the candidate and mentor. Final grading for the field experience activities is the responsibility of the university supervisor, though input from the mentor will play a large role in the grade. Key elements of the university supervisor's role are:

1. Review overall program with mentor and explain why standards are important.
2. Visit the candidate's work site and observe the candidate in action when possible.
3. Meet at least two times during the semester with the candidate (and mentor, if possible). During the meeting, discuss candidate's progress and suggest quality examples of administrative activities candidate can engage in to gain meaningful experience. Also, assist mentor with hooking activities to standards.
4. Provide ongoing feedback to the candidate on a periodic basis throughout the field experience. This feedback should be shared with both the candidate and the mentor, and should be the result of consultation, observation, journals, etc.
5. Review the candidate's log and journal every two weeks and provide feedback. Since reflective journals are confidential, review privacy statement with candidate.
6. Assist the candidate in clarifying questions regarding the characteristics of desirable practicum experiences, organizing the experiences, and preparing materials for the portfolio.
7. Complete and submit university supervisor report to university practicum program coordinator (**See Appendix A**).

8. Provide appropriate feedback to practicum coordinator regarding candidate's progress and concerns.
9. Fill out (can be done online) and return Candidate Performance Instrument to practicum coordinator. Remind candidate and mentor to do same (**See Appendix B**).

Ensure that course evaluations are completed by candidates (**See Appendix C**).

Role of the On-Site School Mentor

The mentor has day-to-day responsibility for the candidate's field experience. It is the mentor who is aware of specific strengths and needs, and who is able to offer guidance and assistance on an ongoing basis. While assignment of a grade is the responsibility of the university supervisor, the mentor will have input into grading decisions for the practicum activities. Key elements of the mentor's role are:

1. Provide a wide range of quality experiences. It is important that the candidate experience a range of administrative functions, become acquainted with as many facets of leadership as possible, and work with the mentor in a variety of situations.
2. Provide duties of increasing responsibility. Candidates should be assigned responsibilities that contribute to the on-going school/district program, with the candidate assuming increasingly significant duties as time passes and skills increase.
3. Assign and monitor an improvement project. Candidates are expected to assume major responsibility for an improvement project, one that will make a special contribution to the school's/district's program through the leadership activities of the candidate.
4. Meet regularly with the candidate and provide feedback on progress. It is important that the candidate be aware of specific strengths and specific needs. In areas where the candidate has needs, the mentor should provide specific directions/tasks/requirements to improve leadership ability in the area(s) of need.
5. Meet with the university faculty member responsible for candidate field experience. The candidate is working as part of a team composed of the university faculty member, the candidate, and the mentor. Open and frequent communication among the parties is essential to optimum candidate development.

Candidate Performance Assessment: In collaboration with the practicum supervisor, candidate's performance will be assessed against an established rubric and an appropriate grade given (**See syllabus in Appendix D**). The mentor should encourage the candidate to participate in leadership activities in each of the standards areas outlined by the National Council for Accreditation of Teacher Education (NCATE).

Read, discuss with candidate, and sign Candidate Competency Checklist (**See Appendix E**).

Complete Candidate Performance Instrument (**Appendix B**) and return to university supervisor.

Role of the Candidate

1. The candidate and mentor complete the commitment forms and submit to program coordinator (**See Appendix F – Should have been completed prior to admission**).
2. Attend two seminars with the university practicum program coordinator to discuss practicum logistics, review logs and reflections, discuss case study and in-basket activities, and address issues that occur during the semester.
3. Meet at least once a week with your mentor to solicit feedback regarding progress. It is important that the candidate be aware of specific strengths and needs. In areas where the candidate has needs, the mentor should provide specific direction and assistance.
4. Meet with your university supervisor at least twice during the semester to assure that standards are met.
5. Submit logs and reflections to your university supervisor every two weeks (**See Appendix G**). All logs and reflections must be typed and conform to graduate level quality work before submission. The university supervisor reserves the right to request re-writes if logs and reflections do not reflect such.
6. Complete Candidate Competency Checklist (**Appendix E**). Submit to mentor, then to university supervisor.

7. Complete Candidate Performance Instrument (**Appendix B**) and submit online.
8. Complete course evaluation form (**Appendix C**).

Role of the Practicum Program Coordinator

1. Provide information and direction for university supervisors, mentors, and candidates at the beginning and during the semester.
2. Conduct seminar sessions with all practicum candidates.
3. Coordinate and troubleshoot candidates' issues and concerns regarding their progress.
4. Collect university supervisors' reports and maintain an ongoing record of their activities.
5. Notify candidate if it becomes necessary to modify or terminate assignment and explain why.

RATIONALE FOR PROGRAM STANDARDS

Introduction

Tomorrow's educational leaders must be able to work with diverse groups and to integrate ideas to solve a continuous flow of problems. They must study their craft as they practice their craft, reflecting and then applying what they have learned to people and institutions and the achievement of tasks. This capability requires patience and perspective, the exercise of judgment and wisdom, and the development of new technical and analytical skills. It also demands sensitivity to other cultures and highly developed communications skills. Finally, it requires personal values that integrate the ethical dimensions of decision making with those of a more technical variety.

Emphasis on Performance

The practicum is defined as a variety of substantial experiences in diverse settings planned and supervised cooperatively by university and school district personnel and conducted in schools and school districts. It involves the application and integration in a workplace environment of knowledge and skills learned in the four broad areas. These program standards place increased emphasis on performance and the application of knowledge and skills.

NCATE STANDARDS

Standard 1

A school administrator is an educational leader who has the knowledge and skills to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Suggested Experiences

1. Facilitate the development and implementation of a shared vision and strategic plan for the school that fosters teaching and learning.
2. Create an environment that encourages teachers, staff, students and the community to achieve the school's vision.
3. Using relevant information sources such as student assessment and demographic data, analyze student and community needs.
4. Communicate the school's vision and mission through a presentation, at a community function, a faculty or staff meeting, or a PTA meeting.
5. Design or adopt a system for using data-based research strategies to regularly monitor, evaluate and revise the school vision.

Standard 2

A school administrator is an educational leader who promotes the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Suggested Experiences

1. Assess multiple methods and strategies that capitalize on diversity of the school community to improve school's programs and culture.
2. Use appropriate research strategies to promote an environment for improved student achievement.

3. Identify best practices among county or state schools in implementing an assessment strategy.
4. Facilitate application of effective use of instructional principles and curricular materials.
5. Use strategies such as observations, collaborative reflection, or best practices to form comprehensive professional growth plans with teachers and other school personnel.

Standard 3

A school administrator is an educational leader who promotes the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Suggested Experiences

1. Facilitate and monitor school's five-year facilities plan.
2. Identify needed resources to accomplish a goal(s).
3. Review and revise process for effective use and distribution of instructional resources.
4. Coordinate a school wide student behavior management plan.
5. Build consensus, communicate, and resolve conflict.
6. Creatively seek new ideas and resources to facilitate learning.
7. Prepare a cost benefit analysis to identify specific budget allocations to support school improvement action plan (SIAP).
8. Assist in revising and implementing disaster preparedness plan and supervising disaster drill.
9. Evaluate safety issues and address any concerns.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and other community members, and responds to diverse community interests and needs by mobilizing community resources.

Suggested Experiences

1. Solicit support and resources from PTA board and other community organizations.
2. Devise a plan for managing buildings, lunchroom, and play ground supervision.

3. Conduct a study of discipline referral to identity problems.
4. Assess current level and use of student support services and devise a plan to evaluate their effectiveness.
5. Participate with staff committee to resolve identified problem.
6. Identify any community concerns regarding school activities and develop an action plan.
7. Enlist assistance from community/business partners in reaching school goals.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairly, and in an ethical manner.

Suggested Experiences

1. Develop a sensitivity plan to promote multi-cultural awareness and an appreciation for people who are different.
2. Solicit feedback from stakeholders to determine ethical leadership effectiveness.
3. Model the way by exemplifying ethical leadership.
4. Identify and correct issues that inhibit fair and equitable decisions regarding students, faculty and staff.
5. Develop a case study of an ethical dilemma at current or former school.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economical, legal, and cultural context.

Suggested Experiences

1. Attend a state legislature session dealing with an educational issue.
2. Report on state's senate and house legislation that influences educational change.
3. Track trends and issues that improve the environment in which school operates.
4. Identify policy and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, or disability.
5. Show how a particular federal legislation impacts the school or a program.

SIMULATED ADMINISTRATIVE ACTIVITIES

Introduction

The suggested case study activities and in-basket exercises are designed to help prospective administrators become more skilled in using the various concepts discussed in class and in the text. Since many readers may not be familiar with case analysis, in-basket experiences or other kinds of clinical activities, the prospective administrator will be asked to discuss these approaches by identifying possible problems or tasks and offering strategies for dealing with issues that school administrators encounter while leading their schools.

The Case Study Approach

Case studies or simulations have been used in training programs for a long time and in many fields of endeavor, including the military, medicine, social work, business management, and education. These approaches have shown wide variation in their content and formats. Although it is hoped that the case studies will provide interesting reading, their primary purpose is to stimulate individual and group involvement in “real-life” situations requiring the application of the concepts discussed in class. The majority of the cases emphasize critical problems in educational administration and supervision. They are organized around particular themes, namely problems encountered by new administrators such as student problems, administrative relationships, school-community relations, administrative roles, and organizational problems.

The problem solving activities are hooked to current issues, such as drugs, violence, ethics, racial and ethnic diversity, and problems related to change. In most cases the characters depicted are either creating problems through their own actions or they are being confronted with problems resulting from the behavior of others. The reader should not conclude that administrators and others associated with schools are always creating or facing problems. Nor should the reader assume that the individuals described in most cases are typical of all administrators, supervisors, teachers, parents and students. Although it should be obvious, it needs to be pointed out that not all teachers cause problems, not all students are troublesome, and not all administrators behave the way the administrators act in these cases. It is the problem dimension of human behavior in school administration, however, rather than the routine duties that should be studied.

Furthermore, it is this aspect toward which preparation and in-service training programs need to

direct most of their attention if prospective administrators are to become equipped with the skills required for twenty-first century schools.

Professional Accreditation Organizations and state departments of education are increasingly recommending demonstration of professional standards via case study problem solving, vignettes, or decision-making scenarios to either supplement or replace internship experiences in educational leadership programs as part of a licensure test. The National Council for Accreditation of Teacher Education (NCATE) identifies six administrative standards upon which student solutions to problems must be based. The licensure test is designed to determine the extent to which leadership programs contain occupationally related content and skills. Each simulation can serve as an ideal practice vehicle for an assessment test like NCATE or any other assessment activity requiring hands-on problem solving because the case studies, simulations, and in-basket exercises are complemented with the requisite theoretical knowledge base presented in materials. The theoretical knowledge enables candidates to apply skills appropriately when attempting to solve the many problems and issues confronted in the licensure exam and in the actual administrative positions to which they aspire.

An examination of the cases will reveal that most of them are limited as to contextual information. For example, the nature of the community and school district, as well as other details that the reader might desire for the resolution of a problem, may be missing. This approach of limiting the available information has been taken for two reasons: (1) it allows for a much larger number of cases to be presented and (2) it provides the instructor or group leader with an excellent opportunity to tailor a case to specific local circumstances by supplementing the case with pertinent situational or demographic details, such as urban versus suburban setting or elementary student body versus secondary.

It should also be noted that the cases are open ended. While the attempted resolution of subsidiary problems is sometimes described and the application of theoretical concepts from the textbook are encouraged, the administrator in each case is generally left with the need to resolve a major conflict or dilemma. Some individuals may have mixed feelings about case studies of this type, and there is little doubt that an unresolved problem or conflict will demand more thought and effort from the student and the instructor. However, the cases were constructed on the premise that students would derive greater benefit from cases requiring a resolution to the

problems identified than from cases presenting ready-made solutions. Since the case study approach may be unfamiliar to the reader; therefore, a sample case is included at this point, followed by a discussion of the role of the student regarding each of the suggested learning activities.

SAMPLE CASE

Are There Flaws In Teacher Selection?

Jim Thorpe had been teaching in his present school district for almost two months, and he was very pleased with his new situation. Last spring, when he had been interviewed by the principal, Jim had been deliberately vague in responding to questions about his philosophy of teaching for fear that he might not be hired for the position, which carried quite an advancement in salary. He had previously taught for four years in a smaller school district where the community was very conservative and no teachers were permitted to teach anything that might be considered controversial. Apparently, Jim had nothing to worry about. He had not experienced any difficulty thus far, and his colleagues seemed to be fairly liberal.

His approach to teaching was to stimulate discussion and debate on the issues and problems of society, both past and present, and he frequently played the role of devil's advocate in order to stimulate thinking. He felt that, in general, the social studies text at his students' grade level took a rather uncritical view of history and contemporary affairs, and that it tended to whitewash many of America's problems and past blunders. For example, the text contained none of the revisionist historians' ideas about American history. The book also failed to treat in any depth the current problems facing American society or any of the solutions that had been proposed by so-called radical groups.

Jim believed that an examination of current problems provided good motivation for students in a study of history, and that every point of view no matter how extreme should be presented to students. Thus far, he had limited himself to the material in the text, but on Wednesday he planned to introduce a unit on conflict that focused on some of the controversies surrounding the country's foreign policy, problems of the poor, and civil rights. He was determined to challenge his students' values and, if possible, to develop a more critical attitude on their part toward the hypocrisy in America. He realized that this might mean taking some rather radical positions on

the problems and issues of the day, but he believed that the role of the teacher should be to persuade his students' thoughts and values. He saw no great advantage in remaining neutral, considering the state of affairs in society, and he questioned whether it was possible for any teacher to remain completely objective in teaching.

On Wednesday the teacher's classroom was visited by the principal as a part of the routine visitation program for new staff. During the class period the principal became very concerned about what he believed were significant departures from district's curriculum in social studies. The principal felt that there was too much emphasis on current affairs and on what was wrong with America. He was also bothered by Jim Thorpe's style of teaching, which seemed deliberately designed to challenge the students' beliefs and to make them question their values. The principal realized that the teacher was probably trying to stimulate student thought and discussion, but there seemed to be too much challenging going on and not enough time spent teaching social studies. At the end of the class period, the principal considered expressing his concerns to the teacher but decided that it was not the proper time or place to discuss the matter. Teachers were touchy these days about anyone questioning what they were teaching, and the faculty in this school had always hung together when any of its members were criticized. He decided that he would need to give more careful consideration to how he should approach Jim.

Although the principal had the teacher on his mind for several days, other problems arose that demanded more immediate attention. The next week, however, the principal received an angry complaint from Mr. West, the commander of a local veterans' organization, who demanded an investigation into the matter of what Jim was teaching his students. Mr. West's daughter had reported that the teacher was very critical of the government and cast scorn on the expression of patriotism. The principal told Mr. West that the matter would be investigated, but the parent did not appear to be satisfied with that promise. "I'll call you again on Friday to see what steps you've taken to correct this deplorable situation," he said. Then he added, "You should be aware that there are others in the community who are also concerned about this situation and will not sit back and allow our children's attitudes toward our country to be poisoned by malcontents teaching in our schools!" And Mr. West hung up.

Case Analysis Activity

1. What should the principal have done to determine the teacher's values, beliefs, and methods of teaching before selecting him?
2. Should the teacher's strengths and weaknesses be evaluated as they relate to his point of view and approach to teaching?
3. Are there factors that affect the principal's judgments about the acceptability of the teacher's approach?
4. What measures should the principal take to determine the community's reaction and attitudes in regard to Mr. Thorpe?
5. To what extent should a teacher's beliefs and approach to teaching play a determining role in deciding whether or not he or she is hired for a position in a district?
6. What part of the school's curriculum should be devoted to the study of controversial issues, problems, and points of view?
7. What is the role of the teacher in presenting controversial issues, problems, and points of view?
8. How far should the school go in allowing members of the community to determine the school's evaluation of the merits of a faculty's approach to teaching?

What If?

What if you were the principal in this case and you have been contacted by a parent who is disturbed about a faculty member's approach to teaching social studies in your school. The parent has indicated that if nothing is done to correct the situation, there will be trouble. How will you solve the problem? What assumptions are you making?

Role Play

In order to fully appreciate the responsibilities of the principal, examine the facts and behaviors in this case and role play one or more of the following interactions:

1. A conference between the principal and Mr. Thorpe.
2. A phone call to the principal from a parent who is very pleased with Mr. Thorpe.
3. A second telephone call from Mr. West to the principal.

4. Utilizing your district selection process, conduct an interview with one or more of your classmates. During the interview, try to determine prospective teacher's philosophy and approach to teaching?
5. Utilizing your district's policy on controversial issues involving curriculum and instruction, role play a conference between the principal and the district's curriculum supervisor.

An After Thought

In reading through a case, the reader should look for ways to apply relevant concepts from the textbook and class discussions rather than react to the situations described in the case. The activities for each case fall under three headings, "Case Analysis," "What If," and "Role Play." If the activities are utilized effectively, students will have a better understanding of the principal's role.

When approaching each question, students should ask themselves: (1) what are the facts and issues in the case? (2) What leadership skills and tools from class discussions and the textbook would be most helpful in addressing each situation? In almost every case, good decision-making and communication skills would have been helpful in preventing problems. Also, a better understanding of organizational culture, school finance, clinical supervision, authority and power, school community relations, and conflict resolution would be helpful in preventing and solving problems effectively. In addition, an in-depth analysis of a variety of cases would help students become more familiar with the principal's leadership role.

Activities

At the end of each case the selected activities are intended to help the prospective administrator become more acclimated to current issues in educational leadership. There is already considerable evidence that the 21st Century school administration will be impacted significantly by issues concerning stakeholder satisfaction, creating learning communities, instructional accountability, multi-cultural education, and safe schools, and much more. Consequently, it is imperative that prospective administrators become more aware of these challenges and standards that are rooted in a valid educational leadership frame work.

These are not easy issues to resolve, and in most cases, there will probably be considerable disagreement among individuals or groups about how they should be handled. The difficult and controversial nature of the issues, however, should serve only to emphasize to prospective administrators the importance of working out and critically examining the merits of a position on each of the crucial issues in each case. One of the potentially valuable aspects of group discussion of the issues presented is the opportunity for each participant to hear contrasting points of view expressed. It is extremely important for every student to feel free to offer opinions that may contradict or conflict with those of the professor or other members of the group. By hearing and analyzing various perceptions of a particular problem or issue, the student will develop a greater awareness that different people perceive situations in different ways. Additionally, new ideas or information may be acquired that could cause a participant to modify a particular point of view.

Sometimes participants in a group discussion hesitate to express their opinion for fear that it will be challenged by other members of the group or by the group leader. This is an understandable but unfortunate attitude. More importantly, however, each student needs evaluative feedback from the rest of the group in order to enhance the process of gaining problem solving and decision making skills. This feedback will not be available unless each member of the group assumes personal responsibility for evaluating and reacting to the comments, ideas, or recommendations offered for discussion. A feedback guide can be developed by the group, outlining the parameters of the evaluation. Items could include case study performance standards and criteria such as those recommended by the National Council for Accreditation of Teacher Education (NCATE).

The central task of administration is problem solving. Analyzing the different aspects of a case and discussing some of its overriding issues are important preliminary activities. The fundamental test for prospective administrators is whether they can effectively come to grips with the main problem that is left unresolved at the end of each case. The basic question posed for the reader is as follows: **What If** you were the administrator in these circumstances and were faced with the problem described at the end of the case, what would you do?

To answer this question, the student will need to:

1. Define the nature of the problem.
2. Evaluate the seriousness of the problem.

3. Determine the extent to which some kind of action is immediately required.
4. Identify and assess the various alternative courses of action.
5. Decide on a particular course of action.
6. Develop a plan to implement the decision.

Problem solving usually requires administrative action in addition to analysis and discussion. Therefore, students who engage in the “What If” activity must indicate what should be done about the problem, as opposed to merely discussing the nature of the problem and the various available alternatives.

In completing the “**What If**” learning activity, many prospective administrators appear to think that they have successfully resolved the problem in a case if a solution can be developed that seems reasonable and meets group criteria. In the process of developing a possible solution, however, the student often makes certain assumptions about people, events, or plans. Therefore, in actuality, the key to the success of any proposed solution usually lies in the justification of the assumptions as well as the merits of the proposed solution. For this reason, the student is asked to “**Role Play**” some of the situations that could occur in the case.

Therefore, the simulations recommended under “**Role Play**” encourage the student and the other members of the group to create and role-play one or more of several situations that could arise while implementing a proposed solution to a problem. The situations presented at the end of each case are brief scenarios, with minimum indication of specific direction that the participants or the events might take.

Without a doubt, the effectiveness of simulation and role play activities depends on the students’ commitment to self-improvement. First, each member of the group must be interested in testing a proposed solution. If participants are hesitant or fearful of testing their ideas, it is unlikely that simulation and role-playing situations will be successful. It is essential that all students be receptive to testing their ideas if there is to be professional growth.

Second, each member of the group must be willing to become actively involved in playing the role of the individuals identified in the recommended activities. In certain situations these roles may be assigned, while in other circumstances the members of the group will need to volunteer to play a particular role. In either instance, it is vitally important that each member of the group

internalize the role being assumed. This process requires an awareness and recognition of all the limitations and potential that characterizes the situation. It requires that the student consciously try to become the administrator in that situation.

It is equally important that the individuals playing roles other than that of the administrator internalize the appropriate characteristics and attitudes. Playing the role of a parent or newspaper reporter will seem unfamiliar or difficult to some students. It will require careful consideration of how a person in that role would behave toward or feel about another individual or a particular issue. The role player will need to take on the attributes or personal characteristics that are suggested. This is no easy task, but the success of simulation and role-playing activities depends heavily on the credibility of the roles played.

Anticipated Problems in Case Studies

The student should recognize by now that the case study approach requires a great deal of hard work and effort, and that it may at times prove to be frustrating. The purpose of the remainder of this section is to present possible problems that students may experience in responding to a case and to offer suggestions for ameliorating these problems or, at least, placing them in proper perspective.

When There Isn't Enough Information

After perusing a case, the student may complain that sufficient information has not been provided regarding the situation or problem. Since no case can ever provide more than a partial representation of reality, a certain amount of ambiguity is inevitable and frequently is intentional. Each case has been constructed loosely enough to be adapted to different learning environments. Because real-life problems are seldom clearly defined or neatly packaged, the student should recognize that in an actual crisis or conflict, rarely will there be readily available all the facts and information that could possibly shed light on a matter and facilitate decision making.

This Could Never Happen To Me

More experienced students sometimes take the position that a problem, issue, or conflict described in a case would never have arisen in their school or school system because things are done differently there. For example, the teacher in the sample case was deliberately vague in responding to questions about his philosophy of education, and apparently the principal who

interviewed him had not discerned the teacher's true attitude toward teaching. In dealing with this case, certain students might contend that the situation couldn't have happened in their district or that, if they had been interviewing the teacher, he would not have been hired in the first place.

Reluctant To Ask Question or Challenge Others

Group discussion of a case requires relatively free interaction among all members of the group. Unfortunately, a few barriers must be conquered before this goal can be achieved. Occasionally a group may encounter an initial barrier represented by a dominating instructor or group leader who restricts group discussions to the degree that most of the interaction is between the instructor and one or two students. In situations where the case study approach is utilized, however, the main obstacle is more typically the reluctance of the participants in the group to challenge each other's points of view. The lack of response from the other members of the group to an individual's contribution is obviously a major barrier to the group's reaching the best possible solution to a problem or conflict under consideration. It is only through interaction among the members of a group that an objective can be accomplished. Students who simply sit quietly without reacting are not contributing to their own growth.

Case Study Assignment

Having studied the case study above, you should now be prepared to analyze the case study found in **Appendix H**. During one of the seminar sessions you will be asked to participate in a problem-solving activity involving the case study described.

IN-BASKET EXERCISES

How In-Basket Exercises Differ From Case Studies

The in-basket exercise provides a different kind of learning opportunity in which the student can analyze problem situations in school administration and supervision. Rather than offering only one task to accomplish or one problem to address, as in the case studies, the in-basket exercises present a large number of problems and situations. Although the typical administrator or supervisor may not often be confronted with a large number of problems within a short time frame, such circumstances do arise in actuality, so prospective administrators and supervisors need to gain experience in responding effectively to a myriad of problems with varying complexity and settings.

Priority Setting Process

Problems and tasks do require a response. The first factor to consider in setting priorities is the number of problems or tasks for which priorities must be established. If only two or three problems or assigned tasks must be addressed, then priority setting may not be as important, and the administrator may be able to take more time. As a general rule, the more problems or tasks that call for an administrative response, the more accurate the administrator needs to be when evaluating factors and in deciding the priority of each problem or task. Effective participation in the in-basket exercises presented in this material may require prospective administrators to be as accurate as possible, because of the large number of problems and assigned tasks represented.

Each problem or task is important. Although some people may equate importance with urgency, the discussion below offers a different perspective on importance. You should evaluate the importance of a problem or task in terms of the possible consequences of an incorrect or ineffective decision. Those problems or tasks that are most likely to result in significant negative consequences if an incorrect decision is made regarding their solution, should be assigned a higher priority than those problems or tasks that are most likely to result in few, if any, negative consequences.

Administrators must frequently deal with problems and tasks that differ in their ambiguity. In general, the more ambiguous a problem or task, the higher the priority. However, ambiguity

should never be the only consideration. Consequently, the more serious the potential consequences of an incorrect action on a problem or task, the higher the priority should be given to that problem or task. Giving a problem or task a higher priority generally means that it will receive more attention sooner than a lower-priority problem or task.

For instance, suppose an administrator receives a message at 8:55 a.m. that requests a return telephone call to a golf partner by 9:00 a.m. The message seems urgent, given the deadline for returning the call. The administrator may know that it is not an important deadline, however, based on the personality of the golf partner and the history of their association. Further, suppose the administrator has been given other messages that have later or less explicit deadlines, but the message is potentially more important, such as a bomb threat. Clearly, the urgency of a message needs to be compared with the pressing needs of other messages to be addressed. Furthermore, urgency should not be the sole factor considered in determining the priority of a particular problem or task.

However, the ambiguity of a problem or task is another factor that a prospective administrator should learn to consider in establishing priorities. Two types of ambiguities may characterize a problem: first the content of a message, and second, the nature of a problem or task to be addressed. Some messages will be more ambiguous than others. The individual communicating the message may deliberately have chosen to be mystic in expressing a problem, or the communication may be unintentionally vague or lacking in the detail needed to evaluate its priority. On the other hand, even if the description of a problem or assigned task is clear, the characteristics of the problem or task may be highly complex, making it difficult for an administrator to determine how best to proceed. As an example, the superintendent may want each principal to prepare a report on how the school could raise its student test scores by 5%. The message seems clear enough, and if the superintendent stated that he wanted the report in a month, then the urgency of the matter could also be evaluated. Certainly the fact that the request is coming from the superintendent suggests the importance of addressing the request successfully. A major question remaining is what would be involved in the preparation of such a report that would meet the superintendent's expectation and goal? In this case, the nature and scope of the superintendent's requests is ambiguous because the extent and time commitment of the activity is not readily discernible.

Nevertheless, in priority setting, it is important to ascertain the potential value of the information contained in a message based on the person communicating the message. Is that individual likely to be a knowledgeable information source concerning that issue? A certain messenger may be familiar with various aspects about only one particular problem or task but know little or nothing about other pertinent factors that must be weighed. On the other hand, if the messenger is also likely to be aware of some other problem facing the administrator, or about some of the individuals involved in other problem situations, then the problem or task that this messenger has presented should be given a higher priority than would otherwise be true. By giving that problem a higher priority, the administrator will likely contact this particular message sender before giving attention to the concerns of other messengers. By so doing, he or she will not only be working toward a resolution of that particular problem but may also be gaining potentially valuable information about some other significant problems or individuals.

Key information sources in the school are likely to be assistant principals, secretaries, department chairs, and custodians, as well as informal leaders. Therefore, even when these information sources present problems that do not intrinsically warrant a high priority, the administrator may increase the priority ranking because of the messenger's potential for offering additional information that could contribute to a better understanding of other problems.

Although it may seem that setting priorities is a very complex and time consuming process, additional experience with the process will increase proficiency and reveal shortcuts. Given an effective procedure for developing the skill, all that remains are practice and experience, and before long, the application of the skill becomes automatic, and the time required is reduced significantly. One of the purposes of the in-basket exercises is to give prospective administrators an opportunity to practice and gain experience with setting priorities.

Establishing Priorities

As readers prioritize the various problems and tasks included in each in-basket exercise, assign each problem or task one of three priority levels: high, moderate, or low. It should be noted that the number of items assigned high, moderate, or low priority in any given in-basket exercise will depend on many factors, including the time of year and the kind of school being administered.

In-Basket Problem Solving

The in-basket exercises provide a different kind of an opportunity for the reader to analyze problem situations in school administration and to apply the concepts presented in the text. The problems presented in these exercises differ from the case studies not so much in their nature or severity as in the amount of information provided. The paucity of information available in the messages underscores the importance of the first step in decision making, namely, attempting to define more precisely the nature of the problem or situation. It should be emphasized that the reader will also need to utilize other relevant concepts presented in the text in solving the problems described in the in-basket material, but the nature and scope of the in-basket items makes it essential that readers pay attention to problem definition, the all important first step in any decision making. The crucial questions that the reader needs to be asking while addressing an in-basket problem are: What do I know or what don't I know about this situation? How, or from whom, could I obtain more information in order to define more accurately the nature of this problem?

In-Basket Assignment

Having studied the in-basket exercise above, you should now be prepared to analyze the in-basket exercise found in **Appendix I**. During one of the seminar sessions you will be asked to participate in a problem-solving activity involving the in-basket exercise described.

APPENDICES

APPENDIX B
CANDIDATE PERFORMANCE INSTRUMENT - Master's/Add-On
BAGWELL COLLEGE OF EDUCATION

KSU Candidate _____

Degree Program _____ Date _____

Person completing Performance Rating (Check One)

_____ Candidate _____ Faculty _____ Mentor

Collaborative Development of Expertise in Teaching and Learning:

The Kennesaw State University teacher education faculty is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals inside and outside the university. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of pre-service, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning. Candidates in Advanced Programs develop as teacher leaders by refining expertise in content knowledge and effective instruction, defining new professional roles and responsibilities, and contributing towards more effective schools by providing professional support and direction for colleagues, parents, and community members. The graduates of advanced programs, in addition to being effective classroom teachers, also develop expertise as effective teacher leaders who are self-directed, value a spirit of inquiry, and facilitate learning in all students.

This evaluation instrument contains expected performance outcomes for graduates of **Master's** level programs. KSU expects candidates to continually assess their own performance and professional growth as part of their professional development. Therefore, whenever an evaluator completes this form, the candidate should also complete the form. The following levels of performance are to be used in the evaluation of each candidate for each outcome. **To determine the candidate's level, consider all indicators when determining the level of performance for each outcome. The minimal expected rating for graduates of the M.Ed. programs is Level 3 for each outcome.**

| Rating | Description |
|----------------------------|--|
| Level 1 Novice | The candidate's performance offers little or no evidence of achieving the performance expectation. Although there may be occasional points that vaguely suggest the candidate has achieved the expected outcome, viewed as a whole the candidate's performance provides little or no evidence of performance expectations. |
| Level 2 Emerging | The candidate's performance provides limited evidence that the performance expectation has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance provides limited evidence of performance expectations. |
| Level 3 Advanced | The candidate's performance provides clear evidence that the performance expectation has been met. Performance may not be as detailed or rich as Level 4, but overall, there is clear evidence that the candidate has achieved the performance expectations. |
| Level 4 Expert | The candidate's performance provides clear, consistent, and convincing evidence that the performance expectation has been met. |

Signatures:

Candidate _____ Mentor _____ Faculty _____ Date _____

| Outcome 1: SUBJECT MATTER EXPERTS: | <i>L1</i> | <i>L2</i> | <i>L3</i> | <i>L4</i> |
|--|-----------|-----------|-----------|-----------|
| <ul style="list-style-type: none"> • Candidate possesses broad, current and specialized knowledge of subject matter and communicates this understanding to all students, and/or colleagues and parents. <li style="text-align: center;">– OR – • EDL: Candidate promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning. • Candidate possesses a global understanding of connections within and across disciplines and applications to real life and accurately represents understanding through use of multiple explanations, technologies and strategies. • Candidate demonstrates a passion for education and creates environments conducive to the development of powerful approaches to instructional challenges. • Candidate teaches or leads in ways that convey knowledge as a combination of skills, dispositions and beliefs-integrated, flexible, elaborate and deep. | | | | |
| Comments | | | | |
| Outcome 2: FACILITATORS OF LEARNING: | | | | |
| <ul style="list-style-type: none"> • Candidate believes that all students can learn and helps students develop a positive disposition for learning. • Candidate treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting (or assisting teachers in adjusting) practices accordingly. • Candidate understands human development and learning and uses this understanding to create enriching educational experiences and/or environments for all students. • Candidate creates safe, well-managed, supportive, inclusive and challenging learning environments. • Candidate uses multiple methods, technologies, resources, and organizational arrangements to meet goals articulated for individual students, class instruction and the overall school improvement plan. • Candidate monitors student progress with a variety of formal and informal evaluation methods and uses results to improve student learning. • Candidate is accountable to multiple audiences, accurately interprets student performance data and communicates results to multiple audiences in multiple formats. | <i>L1</i> | <i>L2</i> | <i>L3</i> | <i>L4</i> |
| Comments | | | | |

Outcome 3. COLLABORATIVE PROFESSIONALS:

- *Candidate collaborates with colleagues, parents and other professionals to strengthen school effectiveness, to advance knowledge, and to influence policy and practice.*
- *Candidate reflects regularly upon daily practice, and draws upon experience and the professional literature to design and conduct research aimed at improved student achievement.*
- *Candidate proactively involves parents and other members of the community in support of instruction and education.*
- *Candidate engages in on-going professional development by joining professional organizations, participating in conferences, mentoring new staff, etc.*

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments

APPENDIX C

Kennesaw State University Department of Educational Leadership

Candidate Course Evaluation

The Department of Educational Leadership, Bagwell College of Education, and Professional Teacher Education Unit are committed to continuous improvement of all aspects of programs. Your input is invaluable. Responses to this evaluation will be anonymous. The instructor is not to be present in the room while the evaluations are being completed. Completed evaluations are to be placed in the envelope provided and will be returned to the Department of Educational Leadership by the person designated by the instructor.

Course # _____ Semester _____ Instructor: _____

Indicate the extent to which you agree or disagree with each of the following statements by circling the letter that corresponds to your views. **Please use the following key to mark your responses:**

A=Strongly Agree B=Agree C=Uncertain D=Disagree E=Strongly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I understood the learning objectives for this course | A | B | C | D | E |
| 2. Course content was cohesive and meaningful | A | B | C | D | E |
| 3. The assignments were meaningful | A | B | C | D | E |
| 4. The course was intellectually challenging | A | B | C | D | E |
| 5. All types of communications between instructor and students were clear | A | B | C | D | E |
| 6. The instructor's grading system was clear | A | B | C | D | E |
| 7. The instructor made candidates feel welcome in seeking help or advice in or outside of class | A | B | C | D | E |

Please answer the next items by placing a check mark next to the response which you feel best expresses your view.

- Overall, I would rate the quality of this course
Excellent_____ Above Average_____ Average_____ Below Average_____ Poor_____
- The quality of the instructor's teaching was
Excellent_____ Above Average_____ Average _____ Below Average_____ Poor_____

Candidate Course Evaluation Comment Sheet

Please respond to the questions as thoughtfully and constructively as possible. Feel free to use the back of this for any additional comments.

**Candidate Course Evaluation
Comment Sheet**

Please respond to the questions as thoughtfully and constructively as possible. Feel free to use the back of this for any additional comments.

Was this course a valuable educational experience? _____Yes _____No Why or why not?

Was this course a valuable educational experience? _____Yes _____No Why or why not?

Any other comments?

APPENDIX D

PRACTICUM SYLLABUS

- I. **EDL 6980 Practicum**
Educational Leadership
Kennesaw State University
- II. **INSTRUCTORS:**
Name:
Office Phone:
E-mail:
- III. **Class Sessions:**
Day: TBA
Location: TBA
- IV. **Texts (required):**
Text: *The Educational Leadership Handbook (2004-05). Required Reading*
- V. **Catalog Description:**
Prerequisite: Permission of advisor.
This course provides an opportunity for students to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator.
- VI. **Purpose/Rationale:**
The course is designed to strengthen the knowledge and skills of candidates as instructional leaders and gain practice and competency in operational aspects. It provides the opportunity for students to verify and demonstrate the knowledge and skills acquired in the program of studies in educational leadership while furthering developing their leadership abilities.

Conceptual Framework Summary:

Collaborative Development of Expertise in Teaching and Learning

The Kennesaw State University teacher education faculty is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals inside and outside the university. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of preservice, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning.

Knowledge Base:

Teacher development is generally recognized as a continuum that includes four phases: preservice, induction, in-service, renewal (Odell, Ruling, and Sweeny, 2000). Just as Sternberg (1996) believes that the concept of expertise is central to analyzing the teaching-learning process, the teacher education faculty at KSU believes that the concept of expertise is central to preparing effective classroom teachers and teacher leaders. Researchers describe how during the continuum phases teachers progress from being Novices learning to

survive in classrooms toward becoming Experts who have achieved elegance in their teaching. We, like Sternberg (1998), believe that expertise is not an end-state but a process of continued development

Use of Technology:

Technology Standards for Educators are required by the Professional Standards Commission. Telecommunication and information technologies will be integrated throughout the master teacher preparation program, and all candidates must be able to use technology to improve student learning and meet Georgia Technology Standards for Educators. During the courses, candidates will be provided with opportunities to explore and use instructional media, especially microcomputers, to assist teaching. They will master use of productivity tools, such as multimedia facilities, local-net and Internet, and feel confident to design multimedia instructional materials, create WWW resources, and develop an electronic learning portfolio.

Diversity Statement

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and arrange an individual assistance plan. In some cases, certification of disability is required.

VII. Goals and Objectives:

The KSU teacher preparation faculty is strongly committed to the concept of teacher preparation as a developmental and collaborative process. Research for the past 25 years has described this process in increasingly complex terms. Universities and schools must work together to successfully prepare teachers who are capable of developing successful learners in today's schools and who choose to continue their professional development.

Goal 1:

The candidate, in collaboration with his/her mentor will develop a plan for participating in leadership activities in each of the standards areas outlined by the Interstate School Leaders Licensure Consortium: (1) facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community; (2) advocating, nurturing, and sustaining a school culture & instructional program conducive to student learning & staff professional growth; (3) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment; (4) collaborating with families & community members, responding to diverse community interests & needs, & mobilizing community resources; (5) acting with integrity, fairness, and in an ethical manner, and: (6) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Activities will be chosen based on the candidate's self-assessment, assessment by the faculty supervisor, and mentor assessment. Specific activities will vary depending on the candidate's school/district project assignment and particular site opportunities/requirements.

Candidates must complete a minimum of 10 hours per week at the practicum site engaged in practicum work. These may be in planning periods, before and after school and in administrative activities at school functions.

Goal 2:

The candidate will maintain a daily reflection journal throughout the time of the practicum.

Learning Objectives:

1. The candidate will utilize reflections to improve practice.

Course Requirements/Assignments

Goal 1:

Goals are *NOT* to be considered an outline of requirements. Each candidate's goals and objectives will be unique. Alternate forms of documentation may be developed. The candidate's specific performances should

derive in large measure from the specific improvement project assigned to him/her. It is important that the practicum include experiences from each **NCATE** standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**

Standard 2:

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning & staff professional growth.**

Standard 3:

A school administrator is an educational leader who promotes the success of all students by **ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Standard 4:

A school administrator is an educational leader who promotes the success of all students by **collaborating with families & community members, responding to diverse community interests & needs, and mobilizing community resources.**

Standard 5:

The administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Standard 6:

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Requirement Goal 2: Daily reflective journal and log

The journal will include but is not limited to:

1. listing of 'key events'
2. weekly analysis of demonstrated leadership strengths/needs
3. weekly meeting with mentor to share analysis/obtain feedback, assistance, etc.
4. daily log of activities

The journal is expected to be the basis of documentation of practicum experience, as well as provide invaluable input for the professional development plan that is part of the candidate's portfolio.

Other Requirements:

The candidate will attend seminars designed to further the practicum experience and leadership development.

VIII. Evaluation and Grading

The student's work will exhibit the following:

For a grade of A:

- *All parts of the assignments are complete as defined by the instructor.*
- Topics are fully developed.
- Knowledge of subject matter is clear and work is focused on assigned topics.
- Additional information beyond requirements is included if appropriate.
- Work shows a clear match between theory and practice.
- Work shows evidence of critical thinking.
- Work contains few or no errors in writing.
- Citations and references are used correctly and consistently.

For a grade of B:

- All parts of the assignments are addressed, but one or two may be incomplete or unclear (i.e., perhaps examples are not sufficient or are not explained in sufficient detail for the reader to form a clear picture.
- Knowledge of subject matter is clear.
- Work shows a clear match between theory and practice.
- Work contains several errors in writing.
- Citations and references are used correctly and consistently.

For a grade of C or below:

- Assignments do not address all requirements or do not meet some criteria specified.
- Topics may be only partially developed.
- No clear match between theory and practice.
- Contains numerous errors in writing.
- Errors in citations and references or no citations and references where needed.

| | |
|---|-----------|
| Practicum Activities | 35 points |
| Reflective Journal | 25 points |
| Logs | 25 points |
| Seminar attendance And Participation | 15 points |

Grades will be assigned as follows:

| | |
|---------------|---|
| 90-100 points | A |
| 80-89 points | B |
| 70-79 points | C |
| <70 points | F |

XI. Academic Honesty Statement

The KSU Graduate catalog states: KSU expects that graduate students will pursue their academic programs in an ethical, professional manner. Any work that students present in fulfillment of program or course requirements should represent their own efforts, achieved without giving or receiving any unauthorized assistance. Any student who is found to have violated these expectations will be subject to disciplinary action. **(from current KSU handbook).**

APPENDIX E

NCATE STANDARDS COMPETENCY CHECKLIST

The following are a number of competencies you may have achieved during your practicum experience. Check the ones you feel you have accomplished and briefly state how. Please have mentor read and sign:

| Check | Competency |
|---------------------------------|---|
| <input type="checkbox"/> | 1 Coordinate vision and mission planning meetings |
| Briefly state how accomplished: | |
| <input type="checkbox"/> | 2 Lead groups toward reaching consensus |
| Briefly state how accomplished: | |
| <input type="checkbox"/> | 3 Work with diverse groups |
| Briefly state how accomplished: | |
| <input type="checkbox"/> | 4 Communicate to all stakeholders in writing and orally |
| Briefly state how accomplished: | |
| <input type="checkbox"/> | 5 Identify and analyze pertinent test data |
| Briefly state how accomplished: | |

| | | |
|---------------------------------|--|--|
| 6 | | Listen to other points of view |
| Briefly state how accomplished: | | |
| 7 | | Develop strategies to monitor vision and mission |
| Briefly state how accomplished: | | |
| 8 | | Collect and use data to set and evaluate goals |
| Briefly state how accomplished | | |
| 9 | | Facilitate high stakes test focus groups |
| Briefly state how accomplished | | |
| 10 | | Monitor and facilitate authentic assessment methods |
| Briefly state how accomplished | | |
| 11 | | Develop a job embedded staff development plan |
| Briefly state how accomplished | | |
| 12 | | Coordinate school improvement plan |
| Briefly state how accomplished | | |

| | | |
|--------------------------------|--|--|
| 13 | | Encourage use of appropriate instructional technology |
| Briefly state how accomplished | | |
| 14 | | Demonstrate an understanding of legislative process. |
| Briefly state how accomplished | | |
| 15 | | Prepare dialogue regarding legal legislative issues that impact educational reform. |
| Briefly state how accomplished | | |
| 16 | | Describe guidelines for local school funding. |
| Briefly state how accomplished | | |
| 17 | | Conduct test item analysis to determine school's instructional needs or adjustments |
| Briefly state how accomplished | | |
| 18 | | Identify economic factor that shape local community which impact schools |
| Briefly state how accomplished | | |

| | | |
|--------------------------------|--|---|
| 19 | | Determine enrollment factors that impact allotments and school facilities. |
| Briefly state how accomplished | | |
| 20 | | Analyze, Identify and recommend facility needs |
| Briefly state how accomplished | | |
| 21 | | Analyze, identify and develop staff development plan |
| Briefly state how accomplished | | |



APPENDIX F

Bagwell College of Education
Department of Educational Leadership

Mentor Commitment Form

Candidate Name _____ Social Security # _____

District Commitments: Educational Leadership Programs at KSU prepare dynamic, high-performing leaders to participate in transforming schools into learning communities characterized by student success. Graduates would be successful in any school, and are particularly ready to lead schools in Georgia. To ensure acquisition of needed knowledge and skills, field experiences are a part of! each course. Additionally, an intense practicum provides for syntheses of program learning. Candidates accepted into Leadership Programs must obtain commitment from the school district to provide experiences as contained within the mentor agreement on the application form.

Mentor Commitment: The Department of Educational Leadership at KSU is committed to providing genuine experiences leading, facilitating, and making decisions characteristic of school leaders. Each candidate is required to obtain agreement from a practicing administrator to provide on-site experiences and to mentor his nurture leadership development. The mentor agrees to function as part of a learning team with the candidate and university faculty. University faculty will make on-site visits and will collaborate with the candidate and mentor in planning appropriate experiences and evaluating development. The mentor will oversee the day-today performance of the candidate.

Role of the Mentor:

- Provide a wide range of experiences (the candidate needs to experience a range of administrative functions, become acquainted with an facets of leadership, be able to observe and work with educational leaders in a variety of situations).
- Provide duties of increasing responsibility (assign responsibilities which contribute to the on-going school/district program, with increasing duties as time passes and skills increase).
- Assign and monitor an improvement project (major responsibility for an improvement project that will make a contribution to the school's/district's program through leadership activities).
- Meet regularly with the candidate and provide feedback on progress (provide specific directions, tasks and requirements to improve leadership ability in the area(s) of need).
- Meet with the university faculty member responsible for candidate's supervision (the candidate is working as part of a team with the university faculty and the mentor. Open and frequent communication among the parties is essential to optimum candidate development).

To be completed by reference who will assign/mentor/co-supervise candidate's field Work: The candidate above will be assigned an area of responsibility related to school improvement. This assignment will require the candidate to complete specific responsibilities for which s/he will receive academic credit. I will act as a mentor to the candidate named on this form.

| | | |
|------------------|-----------------|-------------|
| Signature | Position | Date |
|------------------|-----------------|-------------|

| | |
|--------------------|----------------------|
| School Name | School System |
|--------------------|----------------------|

Please return to the candidate to be included with his/her application materials.

APPENDIX G

SAMPLE LOG AND REFLECTIVE JOURNAL

The reflective journal will be composed of two parts: a daily log and weekly reflections on activities resulting in candidate self-assessment and utilization of input from appropriate others. The log portion of the journal might be as shown below (the log is approved by the mentor on a weekly basis):

Log

| Dates | Activity/Time | Impact On Learning/Standard |
|--------------|---|---|
| 9/6/04 | Met with mentor to discuss scheduling hands on activities and what level of support will be given. 1 hr. | Shadowing mentor and engagement in various leadership activities will increase my ability to effectively identify leadership strategies to improve student performance. [Standard #1] |
| 9/7/04 | Coordinated timelines, roles, and procedures for implementing Performance Series Tests for 6 th and 7 th grade reading. Setup seminars to assist faculty and staff. 2 hrs. | .Determining gaps in student knowledge will allow me to help teacher identify appropriate strategies to improve student performance. {Standard #1} |
| 9/8/04 | Gathered information through the use of a questionnaire from teachers on areas of need for staff development. To be used to identify building level staff development needs. <u>1.5 hrs.</u> | This is an opportunity to demonstrate consensus building skills in an actual faculty meeting dedicated to a SIAP objective. [Standard #2] |
| 9/9/04 | Met with third-grade team to begin planning online reading technology program in individual classrooms. Reviewed needs assessment materials and brainstormed. 2.5 hrs. | Placing Reading technology applications in individual classrooms improve student reading significantly. [Standard #1] |
| 9/10/04 | With assistance from mentor, I coordinated revisions of the school's vision and mission statement. 3 hrs. | Foster teaching and learning, and solicit support from the community. [Standard #1] |

Mentor Approval: _____ Date: _____
Signature

Reflection

The reflection portion of the log should demonstrate the use of feedback and reflection to continuously improve and strengthen leadership skills. Reflections on practice throughout the program will have provided a background in this area. The university supervisor will monitor the journal and provide feedback on reflections, along with all other areas of the experience. Below is an example of a written reflection:

Week of 9/6/04

I have a lot to reflect upon this week. I have struggled with balancing time this week as I began my journey into this practicum experience. I feel a little overwhelmed, and as I reflect, I realize the many time constraints and pressures put upon school administrators. Getting started with my practicum experiences has helped develop a sincere appreciation for the jobs my administrators do. Administrators have a lot to deal with on a daily basis, and through it all, they prevail. Although I feel overwhelmed, I am also assured that this is what I want to do.

I met with my mentor regarding my practicum experiences. She expressed a great deal of excitement for me. I believe this is going to be an enlightening and worthwhile experience in which I was asked to coordinate and revise our school's vision and mission statement. I am looking forward to working with her because she has unique leadership styles. One of my practicum assignments is to serve as the Nutrition Advisory Council leader (NAC). I was appointed to this position by the principal. Our school goal is to be an advocate for healthy habits and good nutrition.

I met with our food service manager to discuss issues concerning the lunch menu. The manager indicated that there was a significant decrease in the number of children eating school lunches. We decided to set a goal to increase our school lunch participation by 11%. Currently, 254 students eat school lunch; we would like to increase this number to at least 280 students eating school lunch daily. Part of my job as the NAC advisor is to create a teacher advisory committee and student advisory committee. I decided it would be best to have a representative from each grade level. I felt this was necessary because needs and student responses would be different within the different age groups. I met with the NAC and a few teachers individually and the response was not that great. It seemed to them NAC would just be another thing to take up their time. After this response, I decided I would meet with grade level leaders next week to assess their response to NAC.

The "Henrietta Reads" Program is a program geared towards promoting literacy among schools, community, families, and children. The philosophy is "we all succeed when Henrietta reads!" This initiative was created to improve the literacy of Henrietta City students. Sunday, September 5, 2004 was the official "Carnival of Reading" kickoff celebrations for the newly adopted initiative. Student turnout was lower than I expected, however, those present seemed to enjoy themselves. There were carnival games for the children. Scholastic held a huge book fair with discounted books for sale, a storyteller, and various book characters in full costume for the children. Many dignitaries were present, board and community members, and even representatives from the Atlanta Hawks. This event was embraced by everyone. I was happy to be the program coordinator.

APPENDIX H

Case # 1

AS THE CROW FLIES

Something was obviously wrong with Robin Jones, a student in the fifth period class. The teacher had noticed that the usually talkative girl was very quiet this week and had hardly participated in group discussion. The class had been studying Richard Brook's As The Crow Flies and the teacher wondered momentarily whether Robin's reticence might be related to the book they were reading. However, he dismissed the possibility as he remembered the girl's initial enthusiasm when the class had chosen the book from several alternatives presented. Nevertheless, he decided that he should schedule a conference to see what was bothering her.

After school he discovered that his first premonition had been correct. Robin informed him that she personally liked the book and agreed with what the teacher had said about the need to better understand racial problems. But when her father examined the novel, he exploded and refused to let her finish it. He further refused to allow his daughter to participate in any class discussions or to complete any assignments. Her father planned to get in touch with the school, but meanwhile he wanted her to be assigned another book.

The teacher tried to explore with Robin her father's objections, but the girl seemed too embarrassed to discuss the matter further. She would only say that her father felt that it was a "dirty book" and not something that a girl should be allowed to read. The teacher wanted to question Robin further, but he could see that she was becoming upset. So he told her not to worry about the situation and indicated that he would try to work something out.

Early the next morning the teacher met with the principal and presented the problem. The principal's initial reaction was one of concern, but he admitted that he was unfamiliar with the book and could not recall why it had been originally selected.

The teacher explained that this particular novel was being used because it depicted social conditions existing for minority groups in many parts of the country. The teacher had requested and received approval from Mr. Holloway, his department head, to teach on an experimental basis a book on racial relations to one section of students. Hopefully, through class discussion and study of As The Crow Flies, students would develop a better appreciation of some of the problems and attitudes of minorities in America. In addition, the book had literary merit and was written by a recognized black author. The teacher concluded by saying that he felt that both black and white students should be exposed to this kind of writing and thought.

At that point the principal brought up the main objection by Robin's father. Was it a "dirty book"? The teacher vehemently rejected such a characterization and went on to strongly defend Brook's work as being exceptionally worthwhile. Finally the principal broke in on the teacher's somewhat lengthy and emotional defense of the book, pointing out that no one was questioning its literary merits. The issue was whether a school should or even could force a student to read a book which

their parents strongly opposed. Besides, the principal went on to say, there was no reason why another book couldn't be provided since only one student was involved.

The teacher could hardly believe what he had heard and felt that the principal was taking the parents' side. But not wishing to antagonize his superior, he reluctantly agreed to provide the student with an alternate assignment.

That evening the principal received two calls from parents who wanted him to know that an undesirable book had been made required reading for their children. Both callers were very outspoken in demanding different assignments for their children and were critical of the principal for approving *As The Crow Flies* for school use. They warned him that many other parents were also upset. The principal tried to discover the basis for their concern, but only one of the parents would comment, and she alluded to the fact that there were several sexual scenes in the book. She indicated that a number of parents were calling each other, and that the matter had become an important issue in the community, even among parents whose children were not in that class.

The principal felt very uncomfortable during both telephone conversations since he still had not read the book. Although quite reluctant to permit different student assignments without first talking to the teacher, he finally conceded that the school would provide alternatives to the selection currently being studied. After finishing the telephone conversations he made a mental note to talk to the teacher in the morning and to definitely get his hands on the book. Could it be as bad as those parents were suggesting?

First thing the next day the principal secured a copy of the book. As he read the novel, he did not feel that it was a "dirty book," but he could see why some parents might be bothered. He decided he'd better send a note to the teacher describing the complaints he had received last night and the decision he had made to provide alternate assignments for two more students. He would be sure to emphasize that future consideration might result in withdrawing the book from class study.

The teacher received the principal's message that afternoon and read it with mixed feelings. He too, had received calls from parents outraged about the book, and who had demanded its removal from the curriculum. But he responded to their demands and was irritated that the principal had approved alternate assignments without first consulting him. He was concerned about what the principal might do if the objections grew or if a formal protest was made to the school board. He doubted whether the principal could stand up under that kind of pressure.

On the other hand, the teacher was glad that the book would not be immediately removed from his course. It was entirely possible that if the school held its ground, the book would ultimately gain greater acceptance. Just this morning several students had mentioned in class that their parents approved the book as a relevant and timely choice for student discussion. One boy said his father felt it was about time the school began to deal with the vital issues facing the nation.

Meanwhile, the teacher was faced with the problem of making different class assignments for two additional students, and what should he do in the future? He decided that he would seek the advice of Mr. Rollins, his department head.

At that moment the principal was reading a copy of a letter delivered to his office. It was addressed to the superintendent and the school board. Apparently a copy had also been sent to the newspaper. The letter, signed by thirty three individuals, read:

“We, the undersigned, take extreme exception to the teaching of Richard Brook’s *As The Crow Flies* at White Cliff School. The book presents some of the worst aspects of our society and does nothing to show students the more positive characteristics of our great American culture. It is clear from only a cursory reading of the novel that its author is a troublemaker who is trying to promote feelings of anxiety and guilt on the part of the white people about the blacks’ problems. In addition, we strongly object to the school’s approval of a book that uses such foul language and which depicts sexual activities in detail. We demand that this book be eliminated immediately from the school curriculum and from the required reading of any student at the school. It is time someone in a position of authority take a strong stand in support of those parents who want the school to become more responsible to the moral climate of our community.”

The principal dropped the letter on the top of his desk. It was obvious that the problem was getting out of hand. No book was worth this much conflict or unfavorable publicity. He would simply withdraw the book. After all, the class had only been studying it on an experimental basis, and clearly the experiment had failed. The community was not ready for this type of material. He decided to inform Mr. Rollins and the department head about his decision and together they would explain to the teacher why it was not possible at this time to continue the study of the book.

Just then the principal’s secretary said that Mr. Rollins wanted to talk with him for a few minutes. After Mr. Rollins came into the office, the principal began filling him in on the situation. While the principal was speaking, the department head listened quietly, with a very serious and determined expression on his face. When the principal finished explaining his position, Mr. Rollins indicated that he had previously spoken with the teacher, and they had both decided against providing alternatives for the three students whose parents had objected to the original selection.

The department head further informed the principal that the entire department believed that the school, and particularly the administration, should take a very strong stand in support of the book. The department felt that the school should not allow a minority of parents to dictate to teachers the books that could or could not be read in class. It seemed inevitable that once the minority group had succeeded in imposing their will on the school, no teacher would be immune from their attacks. To withdraw the book now would be tantamount to surrendering to the minority, and his department had no intention of capitulating. "The real question," Mr. Rollins said, "is who is running the school?" And with that parting shot, the department head walked out. The principal sat down slowly. It looked like he had a real school community conflict on his hands.

ACTIVITIES

Case Analysis

1. What is your reaction to the reasons given by the teacher for studying “*As The Crow Flies*”?

2. What is your evaluation of the principal's actions in the following situations?
 - a. His conference with the teacher.
 - b. His telephone conversations with the two parents.
 - c. His memo to the teacher.
 - d. His decision to withdraw the book.
3. What is your assessment of the position taken by the English Department regarding its novel selection process?
4. What are some of the factors which add to the complexity and difficulty of resolving the problems in this case?
5. To what extent should a teacher be influenced in his selection of class materials by the fact that they may conceivably disturb a number of parents?
6. Under what set of circumstances (if any) should a school concede to parent or community objection?
7. What role should parents and the community play in book selection or approval?
8. Who should have the final responsibility for approving a book for classroom or library use if there is objection to the selection?
9. What should be included in a school policy statement covering the circumstances described in this case? Who should be involved in developing the statement? What difficulties might be encountered in applying such a policy to problems of the nature described in this case?

What If?

You are the principal faced with a growing parental objection to a book and potential faculty - community and faculty-administration conflict. What should be done to resolve these problems? What alternatives are available to you and what factors will you need to take into consideration in solving the problems?

Role Play

Role-play one or more of the following situations:

1. A telephone call to the principal from the superintendent, who reports that board members have received complaints about the book and would like to know what the principal is going to do about it.
2. Another meeting between the principal and the teacher involved.
3. A telephone call from a reporter for a national press dispatch who has gotten wind of the controversy and wants to know the details.
4. A telephone call from an officer of the state civil liberties union who has been contacted by a parent who fears that censorship may take place.

APPENDIX I

IN-BASKET ACTIVITY

The New Administrator

You are Dr. Rollover. You were approved by the School Board on August 11 to succeed Mr. Sanders as principal of Kennedy School. However, due to a death in your family, you were unable to report to Kennedy School until the weekend of August 22-23. You have arrived at the school on Saturday morning to look at your mail and start organizing things.

Specific information about the context of this situation, including a description of the school, district, and community has not been provided in order that these facts might vary depending on the composition of the class or group, and instructional objectives. Adjustments in context, culture, level of experience and size of school and district may be provided by the instructor, to the extent needed and at an appropriate time.

INSTRUCTIONS'

1. You will be given 90 minutes to read and take action on all of the in-basket items presented following the instructions. You are not expected merely to describe what you would do, but to do it. For example, if you decide to write a letter, then compose the letter. If you decide to telephone a person or see someone for a conference, then outline your objectives, as well as the main points or questions that you would present.
2. Each of the in-basket items requires a separate action, which you should present on another sheet of paper, to which you should also add the identification number in the upper left-hand corner of the in-basket item. Although the in-basket items are numbered, you may deal with them in whatever sequence you prefer, however, you should indicate on your response sheet the priority number which you have assigned to each item: 1 = high priority, 2 = moderate priority, and 3 = low priority.
3. Proceed to address the in-basket items.

In-Basket Item #1

August 19

Dear Dr. Rollover:

I am writing you to request a meeting to establish a Parent Council for the school. I was a member of the P.T.A. that folded a couple of years ago because of a lack of leadership from the principal. What we need now is a new parent group with more responsibility and more enlightened leadership from the principal than we have received in the past. As someone with an advanced

degree, I am sure you support parent involvement in education.
I look forward to working with you.

Sincerely,

Peggy Kim Parent

In-Basket Item #2

Telephone Message

For Dr. Rollover
From Tom Roberts (State Journal)
Time 9:30 A.M.. August 14

Please call back. The newspaper would like to do a feature on you as the new principal, and I need to set up a time for interviewing you and some of the teachers and students.

In-Basket Item #3

Dr. Rollover, I hope that things are going to be better this year on the first day of school than last year. Last year I had to begin classes without enough textbooks and some important supplies like chalk didn't arrive until Friday of the first week. I know you are new and you have a lot on your mind, but teachers think it is important that classes run smoothly on the first day of school. Hopefully with your help we can get off to a better beginning.

Pattie Quinn

In-Basket Item #4

Dear Dr. Rollover:

First of all, welcome to Kennedy School. From all I have heard, you should bring some much needed leadership to the school. The reason I am writing you (I tried to get in to see you but your secretary said you weren't seeing anyone for awhile) is that I would like you to emphasize at the first meeting with the teachers the importance of consistently enforcing the discipline rules, especially the rules on students being on time to class with appropriate materials to work with (you know, like pencils and paper-that kind of stuff) and the gum-chewing rule. The last two years things have been deteriorating and last spring was a mess-too much teacher inconsistency. I don't like to complain about my colleagues, but something's got to be done before the kids take over the school. What this school needs is a real crackdown. I have heard that you're the type that is prepared to "bite the bullet" and in my judgment that time has definitely arrived.

Sincerely,
Bill Stone

In-Basket Item #5

August 17

Dear Dr. Rollover:

The purpose of this letter is to request your approval to conduct a study on the impact of new leadership at the school site level. The study would employ ethnographic methods-essentially, shadowing and interviews-of your first six months on the job. I am trying to ascertain the kind of impact a new principal can have on a school. Having a doctorate yourself, I am sure you value research and can appreciate the need for someone like myself-a doctoral student-to complete my dissertation.

Thank you in advance for your interest and cooperation. I look forward to hearing from you.

Sincerely,

Bob Turtle Doctoral Student

Basket Item #6

July 17

MEMO

TO: Principals
FROM: Assistant Superintendent

All principals should remind teachers at the first faculty meeting before school begins this year that all teachers will be evaluated, using the new Teacher Accountability Evaluation form that the school board approved last year. Also, principals should emphasize at this first meeting that teachers need to be more careful in using their sick leave days, as there were apparent abuses last year.

In-Basket Item #7

Dear Dr. Rollover:

I would like to have a confidential conference with you to discuss an urgent matter in regard to another staff member. I have been reluctant to say anything until now, but I feel this is something you would want to know. I must, however, have your written commitment that you will keep all of this strictly confidential, including the fact that I would be telling you this. I really don't want to be involved or implicated in any way.

Hazel Smith

In-Basket Item #8

August 20

Dear Dr. Rollover:

You don't know me, but I have been a substitute teacher in this school from time to time for the last several years. I don't like to complain because I am really not that kind of person and, besides, I really like the school. But I feel there are a few things that you should know about, and maybe some improvements will result. They didn't with Mr. Sanders, but I have heard that you are a real "take charge" person, and certainly there are some things about this school that need to be improved. I don't think this is the time and place to go into all of the various problems, but there is one thing that I would hope could be changed immediately, and that is the lack of lesson plans that substitute teachers encounter when they come to school. Rarely have I found (and I am not alone in this regard) an up-to-date lesson plan from a teacher who is absent for that day. And frequently I can't find any lesson plan at all. A substitute teacher's job is tough enough, but without a decent lesson plan it is terrible. As a parent with children in this district, I certainly have to wonder about the quality of planning by teachers; and since Mr. Sanders didn't take any action, one also wonders whether administrators really care or are willing to take a tough stand with teachers. I hope that with new leadership at the school something can be done about this deplorable situation.

Sincerely,

Mrs. Ruth White

In-Basket Item #9

Dr. Rollover

We may have to shut off the water for a short time during the first week of school to repair the main boiler. I know this is a bad time to be shutting off the water, and we hope it won't be necessary. Sam and me are trying to get the thing fixed ourselves, but we got a call in to that guy upstate who fixes them if we can't get it done. He can't get here until the week after the labor-day weekend and even then he don't know which day it will be. I am trying to get him to come at night but he don't promise nothing. I'll get back to you if anything changes.

Al, Head Custodian

In-Basket Item #10

Dear Dr. Rollover:

I hope this year is going to be different. At least with a new principal there is hope. I live near the school, and for several years now, I have had trouble with students vandalizing my flowers. I have complained to the principal before, but Mr. Sanders only said he "would look into it" but nothing was ever done. I hope this year **SOMETHING WILL BE DONE**. Maybe you could say something to the students at the first assembly program or maybe over the PA system. I know

something's got to be done this year or I am going to the school board. It's not right. I am a taxpayer who pays for these schools and I don't even have any kids. I want something done!
Alice Snap

In-Basket Item #11

August 1

MEMO

TO: All Principals
FROM: The Superintendent

Please clear your calendars for Monday afternoon of the second week of school for a meeting in my conference room to discuss how we can improve student achievement test scores for each of your schools. Bring your ideas!

In-Basket Item #12

July 20

Dear Dr. Rollover:

I am president of the Council on Children's Problems, and we would like to present an assembly program to your students this fall on child abuse. As you know, child abuse is a very pervasive problem, and all of us must do everything that we can to prevent this kind of problem from happening to any child, regardless of age and regardless of who the abuser is. Our assembly program is a very stimulating one with "hands-on" experiences (no pun intended).

I look forward to hearing from you as to when it would be possible to present our program.
Sincerely,

Ted Allen, President
Council on Children's Problems

In-Basket Item #13

Dr. Rollover:

You might want to give some thought to what you are going to do with the teachers during the preschool in-service day. Mr. Sanders sort of "played it by ear" but maybe you have something specific in mind. I know the faculty will be interested in hearing your views at the first meeting. (Also, do you want to send any message to parents?)

Peg Albright
[Principal's secretary]

In-Basket Item #14

Dr. Rollover:

I will need to leave school a little early each Monday this fall (10 minutes after dismissal) to get to my university class. I know you will understand since you are working on your advanced degree, too. Plus, I always stay late on other nights anyway, and other teachers have left early in the past.

Mary Eager
Teacher

Basket Item #15

August 17

Dear Dr. Rollover:

We tried to get an appointment to see you but your secretary said you were going to be too busy to see people until you got your feet on the ground. Anyway, we would like to use this letter to formally recommend that you eliminate hall passes for this coming school year. Hall passes are demeaning to students and reflect a lack of trust on the part of the faculty and administration toward students.

We recognize that there are a few students who can't be trusted and they probably do need hall passes. But why should the rest of us be penalized for the few? We have been told that you graduated with a doctor's degree from one of the leading universities. We would hope that you would bring a more enlightened view of students to this school. Let's all start out fresh this year by trusting one another. Are you willing to take the first step? We have!

Sincerely,

Jack Staker, Camilla Black & Bill Elliot
STUDENT COUNCIL REPRESENTATIVES

In-Basket Item #16

Dr. Rollover:

I hope that you can do something this coming year about the litter in the hallways and in the cafeteria during lunch. Maybe, you could say something to the teachers during your first meeting with them. The last few years, things have really gotten out of hand. We need a crackdown-by everybuddy!

Sam Clean
Custodian

In-Basket Item #17

July 15

Dear Dr. Rollover:

Jim and Alice won't be in school for the opening day because our family will not be returning to town from our cottage until September 5. I am sure you will understand.

Sincerely,

(Mrs.) Patricia Rosehips

In-Basket Item #18

August 18

Dear Dr. Rollover:

I am writing this letter to request permission for my children to be absent from school next March 15 to April 15 in order to be with me while I am attending an international law conference in the Union of South Africa.

I am sure you recognize the cultural and educational benefits of such a trip. In addition, since I am a single parent and there is no one with whom I could leave my children, there is a practical aspect of my request. Furthermore, the trip will provide a nice change of pace for them, since they tend to get easily bored around that time of the year.

Sincerely,

Thomas Steele
Attorney at Law

In-Basket Item #19

August 12

MEMO

TO: Dr. Rollover

FROM: Tim Parker, Assistant Principal

Just a short note to congratulate you on being chosen as principal of our school. As you can probably imagine, I would have been happier if the school board had chosen me, but I guess those are the breaks. After 12 years as assistant principal, they must figure that's all I'm good for. Anyway, good luck.

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