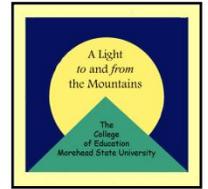




Professional Education Unit

Department of Foundational and Graduate Studies in Education



School Program Improvement

EDIL 675

Spring 2012

Richard Hughes, EdD

Office: 606) 783-2836; Cell: 859-949-3265

R.Hughes@moreheadstate.edu

Office Hours: By appointment

Course Description:

A study of how school leaders guide, facilitate, and support curriculum, instruction, and assessment and create a learning environment that promotes student achievement. Included are studies of techniques used for developing and implementing staff development programs.

Required Field Experience Hours: 32

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Explore various avenues of school self-assessment, and strategies for school improvement.
2. Explore research on effective leadership and organizational change.
3. Network “best practices” from local schools and districts via the Internet.
4. Examine strategies that model positive relationships in the school environment.
5. Demonstrate an understanding of the variety of areas of responsibility in the school leadership setting, and how they connect to and support student achievement. (See the two documents at the end of the syllabus, and on the Assignments and Course Documents Pages that relate to a consistent focus on this student learning outcome).
6. Develop an awareness and appreciation of the importance of ethical leadership in leading an organization.
7. Develop an awareness and appreciation of skills needed to effectively develop individuals and teams within the organization.
8. Demonstrate an understanding of how to transform a school in meeting the diverse needs of the school community.

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:

Program: Educational Leadership Improvement				Course: School Program			
	Standards			Kentucky		KERA/KDE Initiatives	EPSB Themes
Aligned with →							
Assessment ↓ (point values)	ISLLC ¹	NCATE ₂	TSSA ₃	Dispositions	Dimensions & Functions	Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School	Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic

						Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	diversity); Technology Literacy Education; School Safety Education
EDIL 675 A-1 Biographical info; Global Leaders Pp; Intro to Green Text, Knowledge Based/Research (30) CFO: 1,4 SLO: 2,7,8	1, 6			2,7	2.2	SISI 7	Cultural diversity
EDIL 675 A-2 Preparing Leaders for 21 st Century Schools; Principal Interview; Craft Knowledge and Classroom Mgt. (30) (20) CFO: 1, 5 SLO: 2,4	1-6	1e; 3b	1-6	3,8	3.3,4.3	KERA Goals 1-6; SISI 1-9	Technology literacy
EDIL 675 A-3 Leading with an Understanding of Self; Self-assessment/assessing your school Non Discussables (30) CFO: 1,2,3 SLO: 1,4,6,7	5	3b	2	5	3.4	KERA Goals 3-6; SISI 2, 4	All
EDIL 675 A-4 Leading with an Understanding of Others; Classroom teacher of the 21 st Century Impact of P-12 Experience on Teachers (30)	2, 5	1e; 1g		6	1.1-2	KERA Goals 3-6; SISI 1-4	Diversity

CFO: 1,3 SLO: 1,2,4,6,7							
EDIL 675 A-5 Social Interaction in Schools; Servant leadership/emotional intelligence factor Wise use of time (30) CFO: 1,3,4 SLO: 2,4,5,7,8	2,3,4	1g			1.2,3.3	KERA Goals 3-6; SISI 7	Diversity
EDIL 675 A-6 The 360 Leader 1 & 2; The 360 Leader 3 & 4 Value of Teacher Evaluations (30) CFO: 1,3 SLO: 2,4,5,6,7	1-6	1e; 1g		3	3.2,5.4	KERA Goals 3-6; SISI 7	Diversity
EDIL 675 A-7 The 360 Leader 5, 6 Students' Analysis of Schools (30) CFO: 1,3, 5 SLO: 2,4,5,6,7	1-6	1e; 1g; 3b		8	5.1	KERA Goals 1-6; SISI 1-9	Diversity
EDIL 675 A-8 The Servant Leader and High School Change book—part 1; From success to Significance; A Second Job Description for Teachers (30) CFO: 1, 2, 3, 4 SLO: 2,4,5,6,7, 8	2-6	1e; 1f; 1g;		1,4,7	1.1-2,4.1	KERA Goals 3-6; SISI 4-9	
EDIL 675 A-9 School change book part 2; Empowering and equipping; Standards and	1-6	1e; 1f; 1g		2-3,8	2.2	KERA Goals 3-6; SISI 1, 3, 4, 5, 7-9	School safety education (harassment)

Standardization (30) CFO: 1,3,4 SLO: 4-8							
EDIL 675 A-10 School change book part 3; Project 1: Improving your school; Teacher Preparation Programs (45) CFO: 1,3 SLO: 4-8	1-6	1e; 1f; 1g; 3c; 4a		3	1.1-2,2.1- 2,4.1-3	KERA Goals 1- 6; SISI 1, 3-9	School safety education (harassment)
EDIL 675 A-11 The student of the 21 st Century; Perspectives on School Structure; Time management, Promoting Learning (30) CFO: 1 SLO: 1,2,7,8	1,3,5, 6	1e		1-3,6	5.3	KERA Goals 1- 6; SISI 8, 9	
EDIL 675 A-12 Culture; The Principal's Role: Quality Teachers; Addressing Exceptionalities (30) CFO: 1,2,3 SLO: 1,2,4,5,6,7	2,3,5	1g		1-2,7	1.2,3.1-3,	SISI 3, 4	Culture Exceptionali ty
EDIL 675 A-13 Developing Relationships for Effective Leadership in Schools; Student accountability; Professional Learning	4,5,6	1f; 1g; 3c		1-2,8	1.1- 2,3.4,5.1	SISI 2, 4, 6; Assessment	Exceptionali ty

Communities; Inclusion and Mainstreaming (30) CFO: 1,2,3 SLO: 1-8							
EDIL 675 A-14 Leadership Practices and Educational Renewal; Core Values, Standardized Tests, and Community of Leaders (30) CFO: 1,2,3 SLO: 2,3,4,6,7, 8	1-6	1e; 1g		1-8	1.1-2,6.1-3	SISI 7; Assessment	Diversity
EDIL 675: A-15 Critical Performance (100) Putting Instructional Leadership Into Practice: A Model for School Improvement Teacher Leadership/Building a Community of Learners (45) CFO: 1,2,3,5 SLO: 1,2,3,5,7,8	1-6	1f; 4b		1-8	1.1-2,2.1-2,4.1-3,5.1-4,6.1-3	KERA Goals 1-6; SISI 1-9	Diversity
EDIL 675: A-16 Effective Principal Definition (20) CFO: 1-5 SLO: 1,2,4,5,6,7,8	1-6	1e; 1g; 3a	1-6	1-8	1.1-2,2.1-2,4.1-3,5.1-4,6.1-3	SISI 1-9	Diversity; literacy education

¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment/Assessment Descriptions:

Foundational and Graduate Studies in Education: EDIL 675--School Program Improvement	
Assessment (point value)	Description (Candidates are to check 'discussion board' on Blackboard for more details regarding all assignments/assessments)
EDIL 675—A1 Due Jan. 21 Personal biographical info (10 points) Global leaders PowerPoint; intro to text (10 points) Knowledge base/Research (10 points) Field Hours: 25 (100)	<p>1. Post on Blackboard your personal biographical information, and read about your colleagues in this class.</p> <p>After Assignment 1, you will be assigned small groups for your Bb work</p> <p>2. On General Discussion board reflect on the Global leaders Pp (125 words minimum), and the preface and introduction from the Green text (The Four Dimensions of Principal Leadership /250 words minimum).</p> <p>3. First Barth Assignment. If you have not already done so, go to the end of this syllabus or the Assignments Page and read the two documents detailing the 15 assignments relating to the interview comments From Dr. Roland Barth. Do the first assignment. (250 minimum words)</p> <p>4. NOTE: Examine the <i>Critical Performance</i> provided at the end of Assignment 16. Work on it is to take place during the semester, be informed by Assignments 1-16, be submitted on Folio 180 (directions on the Assignments Page), and will be due on May 9.</p>
EDIL 675—A2 Due Jan. 28 Preparing leaders for 21 st Century schools (10) Principal interview (10) Craft Knowledge and Classroom Mgt. (10) Field Hours: 1	<p>SUBMIT On GROUP DISCUSSION BOARD YOUR WORK ON THE FOLLOWING COMPONENTS OF THIS ASSIGNMENT:</p> <ol style="list-style-type: none"> 1. Read chapter 1 from the Green text, and provide a reflection in your small group. Chapter summaries should be a minimum of 250 words (more is fine). You do NOT have to respond to other candidates' chapter summaries. 2. Interview a current school principal regarding his/her views on the characteristics required of a 21st Century school leader. See TSSA (Technology Standards for School Administrators) toward the end of the syllabus (and on the DB link). Let these standards and the attached "Characteristics of Effective Teaching Using Technology" inform your interview. In other words, find out where the principal thinks his/her school is in terms of using technology to promote effective teaching. (125 words minimum). You do NOT have to respond to the interviews and reflections of other candidates, but you may. 3. Complete the second Barth Assignment. (250 minimum words). Respond to the work of two other candidates in your group.

<p>EDIL 675—A3 Due Feb. 4 Leading with an Understanding of Self (10) Self-assessment/assessing your school (10) Non Discussables (10)</p> <p>Field Hours: 2</p>	<p>SUBMIT ON GROUP DISCUSSION BOARD.</p> <ol style="list-style-type: none"> 1. Read Ch. 2 from the Green text, and provide a reflection. (250 words minimum) 2. View the "First Impressions" document found on the Assignment 2 link (Audit Tool)) on General Discussion Board, relate it to your school, get input from at least one certified and one classified employee and reflect on your findings. (125 words minimum) 3. See EPSB (Educational Professional Standards Board) themes on the same link. Assess how your school is making progress/not making progress in these areas. (125 words minimum) 4. Complete the third Barth assignment. (250 words minimum).
<p>EDIL 675 A-4 Due Feb. 11 Leading with an Understanding of Others (10) Classroom teacher of the 21st Century (10)</p> <p>Impact of P-12 Experience on Teachers (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 3 from the Green text, and submit a reflection. (250 words minimum. 2. See the summary of Kentucky's SISI document (Standards and Indicators for School Improvement) on page 24 of the syllabus, and share your reflections on what the teacher of the 21st Century needs to grasp in terms of skills, dispositions other attributes of a gifted teacher. (125 minimum words) <p>See General Discussion Board for the KDE SISI Website if you want to examine the entire SISI document.</p> <ol style="list-style-type: none"> 3. Submit the fourth Barth Assignment (250 minimum words)
<p>EDIL 675 A-5 Due Feb. 18 Social Interaction in Schools (10) Servant leadership/emotional intelligence factor (10) Wise use of time (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 4 from the Green text, and submit a reflection. 2. View the Blanchard and Muhammad resources on General Discussion Board. Submit a reflection (one reflection; 125 words minimum) 3. Complete the fifth Barth Assignment.
<p>EDIL 675 A-6 Due Feb. 25 The 360 Leader 1 & 2 (10) The 360 Leader 3 & 4 (10)</p>	<ol style="list-style-type: none"> 1. Read the first four sections of Maxwell's <i>The 360 Leader</i> (pages 4-210), and submit a reflection. 2. Sixth Barth Assignment.

Value of Teacher Evaluations (10)	
EDIL 675 A-7 Due Mar. 3 The 360 Leader 5 & 6 (10) Students' Analysis of Schools (10) NCLB (10) Field Hours: 2	<ol style="list-style-type: none"> 1. Finish the Maxwell book, and submit a reflection. 2. Get permission from a local principal OR superintendent for you to find and interview--in his/her presence (and the invitees)--one student from each of three categories [Traditional College Bound, Voc. Tech. Bound, and Non Post High School Bound (went to work, military, etc. or plans to)]. Ask questions about what worked well and not so well in their public school experience. Then lead a discussion with the group. Report your findings. 3. Seventh Barth Assignment
EDIL 675 A-8 Due Mar. 10 School change (10) From success to significance (10) A Second Job Description for Teachers (10)	<ol style="list-style-type: none"> 1. Read the first third of the book (pages 1-40), <i>The Servant Leader and High School Change</i> and submit a reflection. 2. View the attached Pp in Bb, and submit a reflection. 3. Eighth Barth Assignment
EDIL 675 A-9 Due Mar. 17 School change (10) Empowering and equipping (10) Standards and Standardization (10)	<ol style="list-style-type: none"> 1. Read the middle section (pages 41-82) of the book on HS change, and provide a reflection. (125 words minimum) 2. Read the Power Point on Bb, and submit a reflection. (125 words minimum) 3. Ninth Barth Assignment
March 19-23	Spring Break! Enjoy! Be Safe!
EDIL 675 A-10 Due Mar. 31 School change (10) Improving your school (25) Teacher Preparation Programs (10) Field Hours: 2	<ol style="list-style-type: none"> 1. Finish the book on HS change, literally observe a change that has occurred in your or another school, and submit a reflection as to how it relates to the book. 2. Develop a Powerpoint project that outlines your recommendations for improving your school. Be specific, utilizing the resources covered in this course to date, as well as other data (20 slide minimum, speaker's notes not required). *In thinking about your framework for this project, please view the culture Pp that is attached in BB. Reply to two other posts. 3. Tenth Barth Assignment

<p>EDIL 675 A-11 Due Apr. 7 The student of the 21st Century (10) Perspectives on School Structure; time management (10) Promoting Learning (10)</p>	<ol style="list-style-type: none"> 1. Do a perusal of the websites listed on General Discussion Board. Then read the five documents attached on that link. Share what is working and what is not working with Ky.'s education model. (250 minimum words). *Looking over the materials will take some time, but after viewing them, hopefully you will enjoy formulating opinions and solutions to the very important (critical) issue of: "Crossroads--The Future of How We Run Our Schools in Kentucky". 2. Read Ch. 5 from the Green text, and submit a reflection. 3. Eleventh Barth Assignment
<p>EDIL675 A-12 Due Apr. 14 Culture (10) The Principal's Role: Quality Teachers (10) Addressing Exceptionalities (10)</p>	<ol style="list-style-type: none"> 1. Study the Culture and Disposition attachments on General Discussion Board and provide a reflection on each. 2. Read Ch. 6 from the Green text, and submit a reflection. 3. Twelfth Barth Assignment
<p>EDIL 675 A-13 Due Apr. 21 Developing relationships for effective leadership in schools (10) Student accountability; professional learning communities (10) Inclusion and Mainstreaming (10)</p>	<ol style="list-style-type: none"> 1. Read Ch. 7 from the Green text and provide a reflection. 2. Study the Professional Learning Communities and Relationships documents on General Discussion Board and provide a reflection on each. (125 minimum words each) 3. Thirteenth Barth Assignment
<p>EDIL 675 A-14 Due Apr. 28 Leadership Practices and Educational Renewal (10) Core values (10) Standardized Tests</p>	<ol style="list-style-type: none"> 1. Read Ch. 8 from the Green text and submit a reflection. 2. Study the Leadership and Renewal (Core Values) and Stress at Work documents on General Discussion Board and provide a reflection on each. (125 words minimum on each). 3. Fourteenth Barth Assignment

and Community of Leaders (10)	
EDIL 675 A-15 Due May 9 Critical Performance (100) Putting Instruct. Leadership Into Practice: A Model for School Improvement (10) Teacher Leadership/Building a Community of Learners (10)	<ol style="list-style-type: none"> 1. Submission of Critical Performance- See information below Assignment 16 2. Read Ch. 9 from the Green text, and submit a reflection. 3. Fifteenth and final Barth Assignment
EDIL 675 A-16 Due May 10 An Attempt to Define an Effective Principal (20)	<p>Read the document "What Constitutes a Highly Effective Principal" written by an individual who at the time of the writing had served over the years as principal of three different high school with student enrollments of 1400 (grades 8-12), 1600 (9-12), and 1500 (9-12). These principals' positions touched parts of four different decades (1970's, 1980's, 1990's and 2000's). Once you have read the document, write a reflection of at least 1,000 words and submit it on General Discussion Board.</p>

Critical Performance:

Dimensions (Related Functions)

- 5.1.b Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement;
- 5.1.c Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission;
- 5.2.a Understands systems thinking as related to student learning and achievement and designs appropriate strategies; and
- 5.2.b Understands the role of leadership and shared decision making in school improvement planning.

Assessment of Critical Performance (See Rubric in the Appendix)

The candidate shall:

1. Select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data.
2. Operate within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the rationale for the selection of the issue/problem to the team of stakeholders.
3. Lead a team review of the vision and mission statements of the school ensuring that the issue will be framed within this context.
4. Lead the team through a problem solving/planning process that will:
 - a. Define the problem within the school, district, community or state context.
 - b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.).
 - c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development).
 - d. Develop an evaluation plan including strategies for monitoring over time.
 - e. Design the plan within the boundaries of the laws, regulations, and policies within which the school operates.
5. Initiate the implementation of the plan.
6. Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

Evidence (Supporting Critical Performance):

Written report (minimum of 2,000 words)

Minutes from meetings

Data from project from beginning

Details of the process

Evidence of what team did

Reflections on process - What would you have done differently and why? What worked well and why?

Feedback from team

Self analysis

Grading Scale (for course):

517 -- 575	A	402--515	C
460 -- 516	B	Below 402	No Credit

Texts and Related Materials:

Green, Reginald L. (2009). *The Four Dimensions of Principal Leadership*.
 Boston: Pearson
 Maxwell, John C. (2005). *The 360 Leader*
 Wallace, Rocky (2008). *The Servant Leader and High School Change*.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe
 <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Method of Evaluation:

The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. The grade of "A" indicates that all requirements are exceeded with superior quality work. All assignments must be completed and submitted by the final day of the course term. *Note: Students should complete and submit all assignments on time. They will be due at 11:55 p.m. on the dates indicated.*

Method of Instruction:

This course is designed to be reflective, with students taking responsibility for completing assignments in a timely manner and using the assignments for application of responsibilities facing today's administrators. Most of the interaction between students and the instructor will be completed electronically.

Submitting Assignments:

When submitting assignments please note the following:

Assignments should be submitted on Blackboard no later than 11:55 p.m. on the assigned dates. Comments to the work of other students, when expected, are due by 11:55 p.m. the next day.

Attendance: This is an on-line course. It is STRONGLY encouraged that students adhere to the timeline when submitting assignments. This has a two-fold purpose. First of all, assignments cannot receive the maximum points possible unless they are submitted by the due date. Secondly, submitting assignments on time is a reflection of the student's ability to adhere to deadlines (an important characteristic for leaders), and it prevents the student from being overwhelmed, trying to complete too many assignments at the last minute.

Makeup Work Policy: Work must be completed on time to receive consideration for the maximum number of points available. If assignments are not completed by the due dates, students are still encouraged to submit completed work for partial credit. *Please notify the instructor in advance if for some reason work cannot be submitted by the time and date it is due. Arrangements will be made for extenuating circumstances. *In rare instances, students will fall behind, leaving out several assignment responsibilities. In these circumstances, it may be necessary to drop the course, take an "I" for the term, or complete a comprehensive executive summary project for the professor to validate that the student has grasped the material that the other students have mastered for the course.

Portfolio Statement:

ONE exit portfolio is required for all students in all educational leadership programs. The artifacts in the portfolio are a reflection of YOU as an educational leader. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the portfolio submitted after Level 1 courses are completed is updated at the time Level 2 coursework is completed and should show a growing knowledge and maturity in your skills as an educational leader.

Academic Honesty:

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

http://turnitin.com/research_site/e_what_is_plagiarism.html

<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Library Resources: In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at <http://www.morehead-st.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on “Patron” and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

Dimensions and Functions for School Leaders:

1. Dimension 1. Leading Teaching and Learning
 - a. Function: 1.1 Curriculum
 - b. Function: 1.2 Instruction and Learning Interventions
2. Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
 - a. Function: 2.1 Assessment
 - b. Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability
3. Dimension 3. Securing and Developing Staff
 - a. Function: 3.1 Staff Selection
 - b. Function: 3.2 Personnel Evaluation
 - c. Function: 3.3 Work Conditions and Environment
 - d. Function: 3.4 Professional Development (PD)
4. Dimension 4. Building Culture and Community
 - a. Function: 4.1 School Culture

- b. Function: 4.2 Learning Communities for Students and Staff
 - c. Function 4.3 Professional Ethics
- 5. Dimension 5. Creating Organizational Structures and Operations
 - a. Function: 5.1 Operational Vision and Mission
 - b. Function: 5.2 School Improvement Planning and Implementation
 - c. Function: 5.3 Functions and Procedures and Structures
 - d. Function 5.4: Legal Framework
- 6. Dimension 6. Leveraging Community Systems and Resources
 - a. Function: 6.1 Family and Community
 - b. Function 6.2 District
 - c. Function 6.3 Policy Environment

Dispositions:

The administrator believes in, values, and is committed to:

1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Schools operating as integral part of the larger community;
5. Bringing ethical principles to the decision making process for the common good of the community;
6. The importance of continual engagement with families, community stakeholders, and other decision makers;
7. Education as key to opportunity and social mobility;
8. Being an advocate for the protection of student rights and the improvement of student opportunities.

ISLLC STANDARDS

Standard One: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard Two: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard Three: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard Four: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard Five: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student’s academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard Six: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS

1. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
4. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.
5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.
6. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT (SISI)

I. ACADEMIC PERFORMANCE

- 1. Curriculum** – The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- 2. Classroom Evaluation/Assessment** – The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- 3. Instruction** – The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

II. LEARNING ENVIRONMENT

- 4. School Culture** – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- 5. Student, Family, and Community Support** – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- 6. Professional Growth, Development and Evaluation** – The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

III. EFFICIENCY

- 7. Leadership** – School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- 8. Organizational Structure and Resources** – The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.
- 9. Comprehensive and Effective Planning** – The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Appendix

**Critical Performance Scoring Rubric
EDIL 675 School Program Improvement**

5.1.b: Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement.

5.2.b: Understands the role of leadership and shared decision making in school improvement planning.

5.2.a: Understands systems thinking as related to student learning and achievement and designs appropriate strategies.

5.1.c: Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission.

Critical Performance Components 5.1; 5.2.b; 5.2.a; @ 5.1.c	Performance Level		
	Exemplary	Acceptable	Unacceptable
	5.1.b The candidate in collaboration with key stakeholders identified relevant information sources and analyzed/interpreted key data to identify potential priority issue or problems.	The candidate utilized data to select an important issue or problem, but did not select sufficient and/or relevant data, and/or did not deploy appropriate or sufficient analysis to justify the selection of the problem or issue.	The candidate attempted to identify and address the problem without gathering data.
	5.2b Operating within the framework of existing policies, the candidate convened a team of stakeholders (attentive to diversity and expertise for the identified issue/problem). The candidate shared findings/data with stakeholders, and facilitated a process to identify the highest priority problem.	The candidate convened a team of stakeholders and presented the problem/issue, but did not take necessary steps to ensure appropriate group and expertise .	The candidate attempted to address the problem unilaterally instead of collaboratively.
	5.2.a The candidate led a team review of the school's vision and mission to ensure that the problem/issue was framed within that context before leading the	The candidate led the team through a process that included at least three of these elements: was research based; kept stakeholders involved throughout; kept	The process the candidate unilaterally used included fewer than three of the following: was research based; kept stakeholders

	<p>team through a problem-solving planning and implementation process that was research-based; kept stakeholders involved throughout; focused on vision and mission; established timelines, goals and objectives for implementation; and included checks and monitoring.</p>	<p>mission and vision front and center; established timelines, goals and objectives for implementation; and included impact checks and monitoring.</p>	<p>involved throughout; kept mission and vision front and center; established timelines, goals and objectives for implementation; and included impact checks and monitoring.</p>
	<p>5.1.c Throughout the process, the candidate involved appropriate policy-making bodies (e.g., site-based council, school board, etc.) in addressing the problem/issue. The candidate also demonstrated strategies and methods for sharing responsibility and incorporating the contributions of all stakeholders, building consensus among team members and maintaining focus on the problem/issue, working to implement the plan as developed.</p>	<p>While aware of appropriate policy-making bodies (e.g., site based council, school board, etc.), the candidate took limited steps to ensure their substantive participation. The candidate built limited consensus among team members but did not keep a focus on the problem/issue as the plan was developed, yet not implemented</p>	<p>The candidate did not involve appropriate policy-making bodies (e.g., site based council, school board, etc.), did not ensure their substantive participation, and the plan was neither fully developed nor implemented.</p>

Please scroll down to the next page.

MOREHEAD STATE UNIVERSITY
College of Education
Foundational and Graduate Studies in Education

EDIL 675 – Leadership for School Program Improvement
Spring 2012

INITIAL EACH STATEMENT INDICATING THAT YOU'VE READ THE STATEMENT AND UNDERSTAND IT. PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM TO THE ADDRESS SHOWN BELOW.

- _____ 1) I have read the entire syllabus.
- _____ 2) I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
- _____ 3) I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it's correct.
- _____ 4) I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
- _____ 5) I understand that in order to be recommended for completion of the Masters in School Administration (and corresponding rank change) that I must pass the Kentucky Principals' Test and the School Leaders Licensure Assessment (sometimes called the ISLLC exam).
- 6) Put your initials before either a, b, c below as appropriate:
- _____ a) I was admitted to the educational leadership program prior to August 1, 2004 and therefore I am exempt from the exit portfolio requirement.
- _____ b) I was admitted to the educational leadership program after August 1, 2004 and I am aware of the exit portfolio requirement.
- _____ c) I have not been admitted to an educational leadership program.
- _____ 7) I understand MSU's educational leadership program's plagiarism policy, what constitutes plagiarism, and that students caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information.)

 Student's Signature

 Date Signed

Please return electronically no later than the end of week two of the semester to:

R.Hughes@moreheadstate.edu

WHAT DOES THE DOCTOR SAY?
 EXAMINING FIFTEEN OF HIS PRESCRIPTIONS!
 EDIL 675
 SCHOOL PROGRAM IMPROVEMENT

Dr. Roland Barth whose introduction appears below, has been there and done that! Like many of us who are still around to talk about it, he began his career in professional education in the 1960's, so by now (2012) it has touched five decades. The twelve page document that appears at the end of the EDIL 675 syllabus and on the Course Documents Page in Blackboard was extracted from and modified for this course from the following source:

Course 11: Change: *Kansas-Ohio-Delaware-Alabama-Kentucky Consortium on Teacher Leadership*; Developing State: Delaware

The original document was compiled by two individuals, Jerry Everhart and Michael F. Shaughnessy from Eastern New Mexico University, Portales, New Mexico, after their extensive interview with Dr. Garth.

Though for use in EDIL 675 the interview has been broken into fifteen separate parts, the integrity of the interview has been 100% preserved. By that it is meant that if one will just ignore the breaks (the fifteen Roman Numerals) and read the interview from beginning to end, it will read exactly as it does in the original compilation by the interviewers.

Introduction of Dr. Barth (by Everhart and Shaughnessy):

Roland S. Barth is a well known consultant to schools, school systems, universities, state Departments of Education, foundations and businesses both in the United States and abroad. He received his AB degree from Princeton University and both master's and doctoral degrees from Harvard University. He has served as a public school teacher and principal for fifteen years in Massachusetts, Connecticut and California. He has received a Guggenheim Fellowship in 1976 and joined the faculty at the Harvard Graduate School of Education for thirteen years. He serves as Chairman of the Board of the Principal Residency Network and a member of the Board of Educational Advisors of the Phi Delta Kappan. He is the author of *Open Education and the American School*, *Run School Run*, *Improving Schools From Within*, *Learning by Heart*, *Cruising Rules : Relationships at Sea* and most recently *Lessons Learned : Shaping Relationships and the Culture of the Workplace* published by Corwin Press. In this interview he discusses his current ideas and reflects on things that are often not discussed in the schools and the impact of the recent legislative mandates regarding education.

Candidates taking EDIL 675 will explore fifteen components (listed below) of Dr. Barth's comments as a part of fifteen assignments. This exploration will consist of:

1. Reading
2. Writing a personal reflection of at least 250 words which includes agreement or disagreement with Dr. Barth's views and how the concept under discussion is present or absent in the candidates' real world (professional work).

3. The submission of these reflections on Group Discussion Board; and responding to the work of two other group members.

The examination of Dr. Barth's comments will be done in conjunction with the other assignments for EDIL 675 found in the syllabus and on the Assignments Page.

- I. Week 1: His knowledge base and unusual research that has given him a finger on the pulse of public education in this country.
- II. Week 2: Craft Knowledge and Classroom Management
- III. Week 3: Non Discussables
- IV. Week 4: Impact of personal P-12 educational experiences on future teachers
- V. Week 5: Wise use of time: How to determine what to keep and what to throw away
- VI. Week 6: Value of teacher evaluations
- VII. Week 7: No Child Left Behind Legislation (NCLB)
- VIII. Week 8: A new or second job description for teachers
- IX. Week 9: The distinction between standards and standardization.
- X. Week 10: The role of teacher preparation programs
- XI. Week 11: Dr. Barth's description of himself as an educator and how he would prefer to promote learning
- XII. Week 12: Addressing exceptionalities
- XIII. Week 13: Inclusion and Mainstreaming: Examining the upside of increasing differences within a classroom
- XIV. Week 14: The new millennium, standardized test, "The Two Sets of Books," and a Community of Leaders
- XV. Week 15: The concept of teacher leadership, building a community of leaders and accepting into that community students, parents and teachers.

PLEASE SCROLL DOWN TO THE NEXT DOCUMENT.

NONDISCUSSABLES: An Interview with Roland Barth: About Lessons Learned

Jerry Everhart and Michael F. Shaughnessy, Eastern New Mexico University Portales, New Mexico

Roland S. Barth is a well known consultant to schools, school systems, universities, state Departments of Education, foundations and businesses both in the United States and abroad. He received his AB degree from Princeton University and both master's and doctoral degrees from Harvard University. He has served as a public school teacher and principal for fifteen years in Massachusetts, Connecticut and California. He has received a Guggenheim Fellowship in 1976 and joined the faculty at the Harvard Graduate School of Education for thirteen years. He serves as Chairman of the Board of the Principal Residency Network and a member of the Board of Educational Advisors of the Phi Delta Kappan. He is the author of Open Education and the American School, Run School Run, Improving Schools From Within, Learning by Heart, Cruising Rules : Relationships at Sea and most recently Lessons Learned : Shaping Relationships and the Culture of the Workplace published by Corwin Press. In this interview he discusses his current ideas and reflects on things that are often not discussed in the schools and the impact of the recent legislative mandates regarding education.

JE/MS:What are you currently working on/writing/researching?

RB: The knowledge base for my writing and research rests largely with conversations that I have with school practitioners.

- I. This involves visiting schools from time to time and conducting interactive workshops, events where I talk but also try and listen. So it's unusual "research." But I do feel that I have a finger on the pulse of public education in this country through these many interactions with teachers and administrators.
- II. I have just completed a little book, *Lessons Learned*. I've talked a lot and written about the importance of craft knowledge in our profession. That is to say, what we learn and know by showing up on the job for 220 days a year for 5, 10, 15 years. What we learn about parent involvement, staff development, curriculum development, discipline or whatever.

Unfortunately, I find that this craft knowledge is not widely valued by those outside of schools like superintendents or state departments of education. Even more tragically, it's not widely valued by those inside schools. So the teacher who stands up in a faculty meeting and says "I have this great idea to share about grouping kids in math," is frequently met with dirty looks, people putting their coats on, or making put-downs such as "Who do you think you are?"

But, I continue to believe that if educators could develop ways of sharing, celebrating, honoring and exchanging craft knowledge, schools could be transformed overnight. There resides under the roof of every schoolhouse a tremendous body of insight and wisdom. But, by and large it's not disclosed for a couple of reasons.

One reason is that the cruel world of schools places educators in the role of competitors for scarce resources and recognition. I give you some good ideas about improving kids in math; more parents may want their kids in your class than mine.

As I've said, craft knowledge is not often shared because it's not received with a great deal of welcome by one's colleagues. Yet every June thousands of teachers and

administrators will leave schools to retire, resign, transfer, or die. They will carry out of the school with them all the hard won craft knowledge they have accumulated in the school of hard knocks over many, many years. It will be forever lost to the profession.

This is a *tragic* loss to the profession. The literature from adult development suggests that when people get to be about my age, 65, there's a need to give back, to share with those up-and-coming everything that we have learned ourselves. So when there is no structure or format for this to occur in schools, there's a loss-not only to the school-but also to the educator whose craft knowledge will not be disclosed. *Lessons Learned* is then my attempt to distill and to share my craft knowledge before I "walk out of the schoolhouse."

JE/MS: Let us ask you a different, related question then: How would you differentiate craft knowledge and classroom management?

RB: Craft knowledge is the knowledge and skills we acquire from experience. Classroom management is but a small subset of all of the craft knowledge that an educator might possess. I've learned that if you mix up boys and girls in the seating arrangement, some interesting things happen, rather than if the boys are here and the girls are here.

JE/MS: You use the term "nondiscussables" to describe the known but unspoken impediments to school change. Can you elaborate and provide some examples how one might initiate a dialogue on "nondiscussables?"

III. **RB:** I think schools are full of "nondiscussables," these are very consequential, important topics which do not get openly addressed, but rather are discussed in the men's room, on the playing field, at the dinner table, and in the parking lot. There's something fearful and anxiety-laden about these issues that make them difficult to talk about in polite society - like a faculty meeting. So really a "nondiscussable" is a subject that commands directly import, but addressing and attending to it is risky.

Let me mention a few "nondiscussables" that jump out for me in schools.

One of them is the leadership of the principal. That gets talked about a lot! Folks have a whole lot to say about it, but it doesn't get talked about in the faculty meeting or the PTA meetings.

Another thing that is often not discussed is race. One of the dreams of American public education is that we can bring under the roof of the schoolhouse people from lots of different backgrounds, races, ethnic groups, economic means, and that they will somehow become acquainted, get to know one another, maybe like one another, maybe even learn something from one another. But how can that happen if we can't even talk about race because it's so volatile for everyone?

Another "nondiscussable" I've found is the history of the school. Two teachers had a fight over a roll of masking tape five years ago and they're still not talking to each other. There's a lot of that kind of baggage in schools that never get addressed openly. Therefore, it continues to be corrosive to the school. One of the "nondiscussables" I find in schools is the nature of the adult relationships. How we get along here. Are we

colleagues? Are we adversaries? Engaged in parallel play? Are we congenial? I find the nature of these adult relationships has more to do with the character and the quality of the school and with the accomplishment of the youngsters than anything else. But, if we can't talk about them, how are we ever going to address it and strengthen these relationships?

And indeed that's what this little book, *Lessons Learned*, is about --what I've learned over the years about relationships and how they influence our education and organizations. It's a collection of stories and learnings gleaned from these experiences.

JE/MS: Could such dialogues be initiated from constituents outside the school, let's say about the issue of race for example?

RB: I think in many instances these unmentionables or "nondiscussables" may be initiated only by outsiders. I think insiders know where all the eggs are and they walk carefully around them. The outsiders come in and don't know where the fragile eggs are located. Thus they can walk with immunity or impunity through these egg fields. This may be one of the only good reasons to have an outside consultant come inside the school-to name and address the elephant in the living room.

JE/MS: It's like the State department or NCATE or these outside accrediting agencies.

RB: Exactly! I have conducted workshops around nondiscussables -being an outsider coming into a school and I have learned a lot from teachers and principals about how to handle the "nondiscussables". One approach is to sit down with a group of people, let's say at a faculty meeting, and invite teachers to write down on a card the big nondiscussables they experience in the school. The "elephants in our living room. Race or leadership or the principal or the underperforming teacher. Now naming our nondiscussables is risky. It's necessary to provide some anonymity. So the representative of the union might collect the cards, type them up on a sheet of paper, and hand them back to whoever was running the session. The principal or better still the leadership team looks them over carefully at a subsequent faculty meeting. The list is put up on the board:"here are the "nondiscussables" we experience here."

If the "underperforming teacher" shows up 16 times, you could indicate the frequency.

Now the question becomes, "Okay, we've just violated a taboo. We have publicly named all these things never before discussed. What are we going to do about them?" There's an expectation that we do something. The team might run the list through two or three screens. A first consideration is "Which of these "nondiscussables" are inappropriate to discuss?" Every "nondiscussable" shouldn't be discussed openly by a school faculty; some are best discussed in the parking lot.

For instance, the sexual orientation of a teacher. Or the teacher who has terminal cancer. We're not going to discuss that. So the faculty can cross those off the list that's on the board. The next consideration might be "which ones of these do not interfere with our purpose or our mission in this school?" Or, "Which are not impediments to what it is we hope to accomplish here?" Someone might say, "Well the school board politics." That's a nondiscussable but it's not interfering with teaching youngsters how to read and write. What you are left with then is a list of nondiscussables that in fact DO interfere with us fulfilling our mission here.

Another screen might be to identify the half dozen nondiscussables which interfere most with our mission. The school leadership team might next identify a little group who cared deeply about one of these and say "Would you be willing to help lead a faculty meeting which provides the structure and

safety to address this issue, say 'How budget decisions are made here?'" One by one, almost everybody on the faculty gets involved in helping lead one of these meetings.

"Nondiscussables" are like landmines that litter the floor of every schoolhouse. Tripwires emanate from each. We are immobilized by these things. We can't move right or left, up or down! We can't talk about curriculum development or evaluating kids or involving parents or anything important because it's going to trip one of these wires and detonate a mine. Thus, before we can become school-based reformers, we're going to have to become minesweepers, find ways of clearing the path so then we can proceed with this crucial work. Only after addressing their nondiscussables do teachers report they are able to begin the work of school reform! So addressing these "nondiscussables" is a precondition to making significant changes in a school.

JE/MS: Okay, let's switch gears. Who has influenced you and why? Mentored you?

IV. **RB:** I would say the greatest influence on me as an education-including the influence that led to me becoming an educator-was not a person but rather my own experience going through 13 years of public schools. It just didn't work well for me. Let me explain.

When I was an assistant to the Dean at the School of Education at Harvard, one of my jobs was interviewing students who wanted to come into the MAT program. I asked, "Okay, so why do you want to become a teacher?" And I found that most responses fell almost equally into two groups: one group said "You know my experience as a youngster growing up and going to school was so wonderful, and so compelling and so terrific, I want to make sure everybody has it this good." The other group indicated, "My experience was so painful, so abusive, so endless, I want to make sure nobody else has to go through that."

I have to say that I fall into the latter category. In a curious way, I think schools own ineptitude generates a large number of people who want to come into this profession, not that I would argue for that as a recruiting strategy.

And so, I became very interested in the question, "Well, if those conditions which I experienced as a student for 13 years-teacher talk, students confined to a desk filling out worksheets-didn't work for me and they aren't working that well for other people today, then what are the conditions that can promote profound levels of learning for me and for other people?"

JE/MS: Teachers, including the two of us, generally agree that time is their most valuable commodity and that you've noted that lack of time is a major impediment to change. What are some practices you might recommend to make time for teachers to reflect, explore and bring about change?

V. **RB:** To be sure, these days, teachers and principals are expected to do more with less. They have more responsibilities, more accountability, with fewer resources and in general, less time. So the question is, "Okay. Given that time is finite and necessary in order for anyone to succeed in his or her work, what do you do about that?" When I visit schools and talk to educators, I often hear people say "That's a waste of time." For instance, the teacher laboring over corrections of students' compositions -which will not be handed back until days after the paper was written -and then quickly read and passed over by the students. Time is clearly not being well spent in many, many schools. Put another way,

people are going through the motions and doing things, but those motions and those things they're doing are not directly related to moving someone's learning curve off the chart.

I'm committed to the notion of a school as a community of learners. I think the most important role of the educator is to constantly search for, discover, find and then provide the conditions which are going to make it likely a youngster's learning curve will go off the chart. I think that's wonderful criteria to govern the selection of activities in which teachers and principals engage.

I think we need to continuously go through sorting exercise and examine every common school activity. For instance, professional development and ask "Is this getting someone's learning curve off the chart?" If the answer is "no," people come, they comply, they go through the motions, but they're not learning anything, I think we ought to scrap it.

Now, if we can't scrap it because we're required to do it by outside agencies -or because we believe in it's importance, then we need to invent a better way of providing professional development. Or if it's going well, many are learning from it, we need to say "Let's keep it." Or if we're not sure how effective the practice is in getting someone's learning curve off the chart, we need to examine it carefully, become practitioner researchers.

If we want to create time, we must take a hard look at the hundreds of different practices and habituated behaviors so embedded in the schoolhouse, run them through this filter. For instance, you could look at faculty meetings which chew up huge amounts of time. I say "great" if somebody is learning something of importance. Let's retain them. We could conduct an "exit interview" and find out.

- VI. I think we might look at the evaluation of teachers by administrators which also chew up a huge amount of time. This practice used to drive me nuts as a principal and before that as a teacher. Those pre-conferences, observations, post-conferences, write-ups, post-conferences after that are worth the time if they promote someone's learning. We need to talk to teachers and say, "okay, is this succeeding in getting someone's learning curve off the chart? Yours? Your students? Their parents?" When I've worked with educators and asked them those questions, few end up putting these practices in the "keep" pile. Most opt for the category "invent a better way" or "scrap."

MS: My personal favorite is pep rallies and assemblies -they used to drive me crazy.

JE/MS: What are your views regarding "No Child Left Behind?"

RB: It's an extraordinary accomplishment to have 50 states all agree to comply with one form of evaluation, testing and standardization and one concept of improving their schools. At the same time, it's paradoxical that the legislation comes from a president and a Congress which purports to believe in each state's right to determine its own policies. And in that sense, I think it's quite an accomplishment.

- VII. NCLB is clearly more of a political than an educational success. I think the question is, "What influence will this legislation have on the little elementary school down the street

and on every other elementary or middle or high school in this country?" To date, there's been some good news and some bad news. I feel we need to monitor this NCLB legislation very carefully and try to retain the good and find ways not to perpetuate the bad.

Some good is coming out of it. I mean, they are taking a hard look at how youngsters are succeeding or not in schools. And I find some disturbing but not surprising things. Some groups, like African Americans or Hispanics are not doing as well as other groups like Asians or Whites. Tests are already beginning to unveil a deep, dark secret: students - mostly minority students -in cities are BEING left behind.

Now there's a problem -an obvious problem. We've got the data. We've got the information. We've got the test scores. What are we going to do about it? I find the enthusiasm for NCLB greater amongst minority and urban parents than among the suburban parents and educators because NCLB is going to bring new resources to the kids and the schools that have been traditionally underserved. I think that's a plus.

- VIII. A minus clearly is that this places a new job description on teachers and principals. And the job description is to accept that your accomplishments are going to be measured by a standardized test over a year or two!

They must not only accept it, but teachers and administrators must take quite seriously what those test scores reveal and find ways to improve those scores. So of course, you're seeing teachers now teach to the test and lead pep rallies before the test.

Testing has become an event unto itself!

That is really changing the profession of teaching from one of providing those conditions which we believe promote the greatest learning to complying with what's expected and demanded by super ordinates of subordinates. This is not why most educators signed up for the profession. The best people are not long going to remain in such a profession.

JE/MS: This flows into the next question: Will high stakes testing continue to increase in popularity and how will the testing impact the course of school reform nationwide?

- IX. **RB:** I find regional differences. In some states, testing is being accepted and welcomed! In some states it's not. In other states, it's very controversial. So I think the jury is out on this one. The logic behind that NCLB movement is leading toward a tremendous push toward standardization in the curriculum in schools and in testing. We teach what we test. The distinction between standards and standardization is a very important one to pause over. I think we are all for high standards! But I think that standardization does not lead inevitably to high standards! It may lead to high standards of performance but it won't lead to high standards of learning.

One can have high standards without standardization and you can have standardization without high standards. I fear that we are moving toward standardization without standards. That's just opposite of what I would like to see.

JE/MS: How do alternative licensure programs for principals and teachers, which have a statistically higher attrition rate, impact your long-term vision of craft knowledge in general?

RB: I'm concerned as are most educators about attracting and retaining quality people in this profession.

- X. Preparation programs are very influential as the gatekeeper determining who gets into the profession. I also think these programs have a lot of influence on how committed these people become, and how long they stay in the field. So, I think these alternative preparation programs can have a huge influence on the population of teachers.

The literature suggests that most teachers come from the bottom quarter or third of their college classes. Simply stated, we're not getting the best and brightest! We're getting those who "can't" but who will teach. So a good question is "How does any program, whether "regular" or "alternative" attract more highly qualified people into this profession?"

Many of these programs are very adult. That is to say they treat folks coming into the program like grownups. They involve them in constructing some of their activities and involve them in evaluating the teaching they experience, and in asking them to devise better ways to prepare themselves.

The least successful teacher prep programs, in my opinion, are the ones which provide hoop-jumping exercises. Future educators jump through 16 hoops or 32 hoops and get their U.S. Government Teaching Certificate. They don't ask, don't challenge, don't question.

I think that a school of education, department of education, or teacher education can also become a community of learners! In an elementary school, the teachers and principal need to be first-class citizens of that community of learners.

They expect the kids to take learning seriously. In schools of education, faculty members need to join that community of learners, model continuous learning and inquiry and be open to doing something different next September than last September.

The culture of many schools of education and programs of education in my mind are not sufficiently open to promoting continuous examination, inquiry and change.

I think we are modeling in teacher training institutions exactly what we don't want in schools. What would happen if the first obligation of a school of education became to exemplify the ideal elementary, middle and high school?

Teachers learn through the hidden curriculum in teacher education institutions, that this is what their teacher does -you stand up, you give assignments, you give tests, you call on students, and that's what I'm supposed to do when I get a classroom full of kids. We have to model the kind of organization, the kind of learning environment in our teacher education that we want these teachers to create once they enter the elementary school or high school. In a school for instance, we say we like to see teachers working together as

colleagues, not in self-contained, isolated classrooms. Okay. Well, instead of a professor espousing collegiately yet practicing alone, let's parade in front of beginning teachers a variety of ways adults can work together.

When I was Director of the Principal Center at Harvard, we engaged in a little bit of research. We went out to the schools and talked to principals, talked to teachers, and observed in schools looking for some sign that there might have been an influence or a transfer from the ten day summer institute or from, say, the series of six workshops around writing.

Surprise! What we found was that most of these principals were taking back to the schoolhouse not the content in which we engaged them. What they were taking back was the methodology. So if we used videotapes and reflective time looking at them together, they were using videotapes. If we had creative writing workshops for principals, they would have writing workshops with the teachers in their schools. If we took them on a ropes course, they took their faculties on a ropes course.

I suspect some content may have filtered back in as well. But if you take our experience to the school of education-they learn what we do, not what we say-then, it seems to me, we need to spend some intentional time working on what we do.

JE/MS: Would you describe yourself as a historian, educational theorist, or a storyteller?

- XI. **RB:** I'm not sure I've ever described myself! I think if I had to, I'd describe myself as an "educator." For me, that's someone who, as I said earlier, spends a lot of time trying to discover and provide the conditions under which people's learning curves go off the chart. My own children's learning curves, my students and client's learning curve, my own learning curve.

That's what I tried to do as a fifth grade teacher. That's what I wanted teachers to do when I was a principal. That's what I tried to foster as a professor. The evidence that large groups, didactic instruction occurs about 85% of the time in k-12 schools-and in universities. There's also evidence that "sit 'n get" is a notoriously weak treatment. One might retain -at best 5% in six weeks from this pedagogy. If I could do anything to transform If I could do anything to transform our profession it would be to reverse the ratio: 15% didactic talk, 85% something else. What do you do 85% of the time if you don't talk? Now we have become true educators, developing a repertoire of methods other than "sit 'n get."

I try to find conditions that really promote learning.

JE/MS: Do we do enough to help parents of children with exceptionalities?

- XII. **RB:** If you have 30 kids in a class, you have 30 kids who have exceptionalities. I've never met a kid who didn't have an exceptionality of some sort or another. Growing up in a home with 16 siblings -that's exceptionality. If a kid stutters, that's exceptionality. If a kid is really excited about dinosaurs, that's exceptionality. There are many different types

of exceptionalities. I would like to see this profession dedicated to identifying these and building upon them in positive ways. That's what I would really like to see.

JE/MS: Real broad general question: How has inclusion and mainstreaming influenced or affected American education?

XIII. **RB:** I think increasing the range of differences within classrooms makes teaching more difficult. I think many teachers dream of having a class full of kids who are very similar and therefore who can be batch-processed, who will finish their work in the same amount of time, and will be ready to move onto the same book together. When you put together a classroom that has a wider range, than even most classrooms have, of abilities and of interests and of attention spans, of special needs, you put huge demands on teachers.

I think this is a demand of dealing with exceptionalities, what we just talked about. I don't think there is enough examination of the upside of increasing differences within a classroom. There's quite a lot of research which suggests that people -little people called ninth graders or second graders and bigger people called "us"-most people learn best and most when differences are maximized.

I remember when we were setting up the first summer institute at the Harvard Principal Center. There were 200 applicants for 100 spaces from principals all over the country. I was working with a little group of principals, planning and conducting this summer institute. Our question was, "Which 100 of these 200 are we going to take?" The usual convention or rule of course is to get references or grades or scores and identify the best and the brightest. That's what you do at Harvard.

Well to their credit, this little group of principals said, "Let's deliberately select the 100 most different principals we can find." If we're going to have a conversation about parental involvement and around that table you've got seated a principal from a 3,000 student high school in the Bronx, a principal from a Catholic parochial school, a principal from a K-12 school on an island in Kodiak, Alaska, you're going to have a novel, interesting and instructive conversation. Much more so than if you take all 16 principals in Watertown, Massachusetts and sit them around a table and say let's talk about parental involvement. I think maximizing differences, along many dimensions is one of those conditions which help promote profound human learning.

JE/MS: What are the main challenges facing parents, teachers, and administrators as we enter this new millennium?

RB: We've already entered the new millennium and I think it's become more difficult to be a parent, more difficult to be a teacher, and it's become more difficult to be an administrator. Some of the difficulties are shared amongst those groups, some aren't. If you have both parents working, or the only parent working, now how are you going to raise your child? That's a difficult experience for a lot of parents and children. In the past, usually one parent or a big chunk of one parent was always at home. Frequently, that's no longer the case. That's an example of a difficulty peculiar to parents.

XIV. Teachers, I think, face a huge difficulty living under the specter of standardized tests. That's not what most teachers signed up for when they entered this profession -to teach to

the test, to administer tests, to live in fear of the tests. They signed up because they believe that they had some good ideas about how to instruct youngsters and they wanted to put them into practice. Most are now finding they have to keep "two sets of books."

One set of books represents compliance -they have to comply to just enough of what the principal demands, the superintendent, the board demands, Washington demands, so that they don't get fired. The other set of books represents "here's what I signed up for" and "here's what I really believe in." I want to take the kids on field trips even though it doesn't have anything to do with the standardized test or what the board demands. So I think most teachers are maintaining two sets of books. In the past, there has been considerable overlap." Well I can find a way of doing what I really believe in and what satisfies 'them.'" But now, the two sets of books are becoming more discrepant and as the pressures get higher, there is less and less room for what I care about. "I'll never finish your set of books so how will I ever get to my set of books?" This is enormously demoralizing for teachers.

Regarding the difficulties for the administrator, the principal, I find that good school leadership has become a very contentious and elusive concept. Trying to find what characteristics of leadership which will bring these teachers and parents together in support of a common purpose sanctioned by the authorities is a heroic task. There is so much fragmentation, so many factions.

The form of leadership I find most often succeeding is moving in the direction of what I would call a "community of leaders." You become a leader of leaders -inviting and allowing others to lead with you rather than attempting to lead alone like John Wayne or Joan of Arc.

JE/MS: Okay.Switching gears again. What do you find the most influential book in the last 10, 20 years?

RB: There have been a lot of them. I think many were influential at the time and no longer are. A few seem to have some shelf life. I guess a follow-up question would be "influential to whom?" You can say to the profession, you can say to teachers, to the principals, to school reformers, or you can say the most influential to me. Among the books that I have found enormously influential is called *Schoolteacher* by Dan Lortie, around 1970. It's an ethnographic study of the teaching profession and it really made visible for me what it means to be a teacher. At that time I was teaching and found it enormously helpful. The Ted Sizer *Horace* books provided another wonderful insight into high school teaching.

I find Deborah Meyers 'recent book, *The Power of Our Idea* a wonderful progressive antidote to the increasingly traditional culture in our profession. She really rekindled the flame of John Dewey for me. It is an inspiring book by somebody not just talking about it, but somebody doing it in the schools.

JE/MS: What question or questions have we neglected to ask?

- XV. **RB:** I think the whole concept of teacher leadership is one we haven't addressed. I truly believe that if schools are ever going to change, then it's not going to come from outside and it's probably not going to come from the principal inside. It's going to come from a

large number of teachers who have assumed the responsibility for portions of the entire school as well as for their classrooms.

Schools I see where things are really changing, strengthening, really becoming exciting for youngsters and adults, are places where teacher leadership is thriving. This is one place schools of education and departments of education are willfully negligent. They are preparing teachers to go into the classroom, but I think they also need to lay some groundwork and plant some seeds and teach some skills for teachers to become change agents of their school.

I remember my first year teaching. It was all I could do to get those 30 kids to do their reading. So how can you talk to me about getting a computer lab going for the school? Or involving parents in the school? Or developing staff development programs for a school? It's easier said than done. If you are really interested in promoting learning in kids, you've got to surround them with adults who are learning. They will look at the most important role model in their lives and say, "I want to be like that." If they see teachers as asking questions, exploring, going on the Internet, reading, sharing, learning, cooperating, they too want to ask questions, go on the Internet, read, learn and cooperate.

So how do you bring teachers, especially veteran teachers to life, as learners, when they have been engaged in an extraordinarily routinized profession?

One way, a very powerful way, is to invite them into positions of school leadership. When you are responsible for something--say setting up a computer lab or running staff development activities for the faculty --when you are responsible for something and you don't know much about it, and how you proceed is going to affect a whole lot of other people, you are now in a position of profound learning. You are an insatiable learner.

You are going to read, talk to people, evaluate, share, and come alive. You come alive as a learner when you come alive as a leader! I would go so far as to say that only a school culture hospitable to widespread leadership will be a school culture hospitable to widespread learning.

I don't know of any school anymore that can be "led" by a single individual. It is too complex, far too demanding, and far too intractable for any one person to lead alone. Building a community of leaders and accepting into that community students and parents and teachers is a powerful concept whose time has come.

JE/MS: We certainly thank you for your thoughts, ideas and insights!