

MPEA – Standard III Case Study
Superintendent
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“Growing Your Own Leadership”

Scenario: Successful learning relies not only the abilities of the instructional staff; but also on the abilities and stability of the leadership within the school building. As educational leaders grow professionally they often follow a familiar pattern of starting ins small schools, heading to larger schools and ultimately moving to the “premier jobs” in larger school districts that have higher salaries and higher profile jobs. In the wake of this professional growth pattern are small, often rural schools that are only “way stations” for promising administrators on the rise. As a superintendent in one of those “way station” schools, you have seen six principals in the past ten years in the high school and seven different principals in your elementary building.

Tired of this situation, you resolve to take matters into your own hands. You figure that you have forty capable teachers in your district; half of those teachers have life long ties to the community and probably will not ever move. You also have a major university, (your alma mater) within fifty miles which has shown a propensity to cooperate with novel ideas in leadership training.

Money is only a small issue since you have 2% of total school budget (approximately \$34,000) committed to staff development. You also have a school improvement plan that has staff retention and empowerment as major features. Somehow you would like to tap into those two resources, increase teacher leadership skills for shared governance and create a pool of principal candidates that will have some longevity in the district.

State certification for principals requires a 36 hour Masters Degree, passage of a national certification test and passage of certain proscribed courses. Your local district needs teacher-leaders that know how to participate intelligently in curricular, instructional, fiscal and management issues such as running school improvement initiatives, data analysis and program evaluation. The local university and the state department have offered their support to help things work. The teachers have given their consent to explore the idea of leadership development. All you have to do is somehow bring it all together and put together a proposal that would establish a leadership program that would ultimately build you a stable pool for hiring principals. You plan to make a presentation to the Board of Education in two weeks with an additional meeting with the Department of Educational Administration the day after, what will you say?

First consider these questions:

1. What kind of leadership development program would meet the needs of the district and its staff?.
2. What time frame could be used for a program? Is it a one time, two-three year program or will this be an on-going program for years to come?

3. Do all teachers go through a master's degree program or is there an on-site program which, in the end, selects candidates to go on to the university? How do you select the candidates that go on?
4. Who pays for the tuition (\$175 per credit hour)? If the school does, what obligations do the candidates have to the district to pay it back or work it off?
5. Who will you want to teach leadership skills to staff members that don't take the Masters Degree route? You? Consultants? University staff? Staff who complete the Masters Degree?
6. How do you anticipate the various groups participating in the plan to react to it? How will you overcome negative feelings or hesitation on the part of various participants?
7. Do you desire to contact other schools to participate? How will this potentially affect the types leadership courses you desire to teach?
8. What university obstacles/standards do you think you will have to overcome?

Now, develop an outline for the presentation to the Board of Education:

- An outline of the proposed program.
- A timeline for the proposed program.
- An estimate of costs for the program.
- Proposed benefits of the program.

Now develop an outline for the presentation to the Department of Educational Administration:

- Program proposal components from above.
- Benefits to the Department
- Any innovative practices that might be pursued that will make the program unique and "cutting edge".

ISLLC Standards:

Primary standard:

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

Secondary Standard:

Standard two: **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 and staff professional growth..**

Standard three skills, dispositions and performances:

Skills:

- Operational procedures at the school and district level
- Human resources management and development
- Principles and issues relating to fiscal operations of school management

Dispositions:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- high-quality standards, expectations, and performances

Performances:

- Emerging trends are recognized, studied, and applied as appropriate
- Potential problems and opportunities are identified
- Financial, human, and material resources are aligned to the goals of schools
- Effective problem-framing and problem-solving skills are used
- Human resource functions support the attainment of school goals

Critical Needs Areas Addressed:

- #5 Providing information, which will assist public school administrators and teachers in understanding the process of [site-based] decision making.

Notes to Instructor:

1. This case study is one that can be used to determine students' level of skill in understanding the leadership requirements of teachers and staff in a building that uses shared governance as well as professional development.
2. The students should be encouraged to use the instructor as a resource person to represent the oft confusing world of the university. The requirements of universities for course hours, seat time, use of professors, service orientation, etc. may not be readily understood by students.
3. The activity could take as little as 60 minutes if you provide all potential additional information or parameters ahead of time, otherwise give them a week to gather information on certification requirements, potential "canned" leadership programs and other research.

Extended learnings:

1. Invite your department head or dean to class and have the students make a presentation to them. It might make for an interesting exercise for all involved.
2. Extend the learning by having the students develop modules for leadership training for teachers.

URLs:

1. National Association for Child Development - The National Association for Child Development is an international organization of parents and professionals dedicated to helping children and adults reach their full potential through the use of innovative techniques and research. <http://www.nacd.org>
2. Successlink – Includes a “best practices” section which addresses programs that might assist in this case. <http://www.successlink.org/>
3. Pathways to School Improvement – Sponsored by NCREL, Pathways offers articles on critical issues concerning school improvement. Some direction for leadership study. <http://www.ncrel.org/sdrs/>
4. The National Clearinghouse for Comprehensive School Reform (NCCSR) - NCCSR is the central gateway to good information on comprehensive school reform. NCCSR collects and disseminates information that builds the capacity of schools to raise the academic achievement of all students. <http://www.goodschools.gwu.edu>
5. Missouri DESE – This site contains the materials used for certification of administrators. <http://www.dese.state.mo.us> Other state departments may be accessed through <http://www.ccsso.org/seamenu.html>

Topics that students should be able to use or address:

- Capacity
- Continuous Improvement
- Efficacy
- Empowerment
- Job-Embedded Staff Development
- Peer Coaching
- Productive Leadership
- Reflective Practice
- Shared Leadership
- Shared Values
- University Credit Hour
- Adjunct Professor
- Teaching Practitioner

Performance Criteria	1	2	3
Operational procedures at the school and district level	There is no overriding plan/procedure established for the leadership program	Plans are addressed in only vague or general terms.	A definite process for gathering, analyzing and reporting is outlined.
Human resources management and development	There is no consideration for manpower usage or needs related to the plan	The plan addresses human resource usage but only for a finite time.	The plan addresses human resource usage not only for one cycle of staff development but speculates about potential future usage.
Principles and issues relating to fiscal operations of school management	No consideration to fiscal aspects of the plan is present	Fiscal aspects of the plan are reported without details, alternatives or recommendations	Fiscal plans show creative ways of supporting the program including multiple alternatives.

Dispositions: making management decisions to enhance learning and teaching taking risks to improve schools high-quality standards, expectations, and performances	Proposals do not address high expectations for participants nor have implication for the local districts	Proposals address high expectations for participants and addresses the implications for the school.	Proposals address high expectations for all concerned participants as well as delivery personnel. District needs and standards drive the purpose and delivery of staff development.
Emerging trends are recognized, studied, and applied as appropriate	Proposals are unimaginative and do not account for current trends in leadership development.	Proposals incorporate several innovative practices from current literature on leadership development.	Proposals not only incorporate but extend current practices in the field of leadership development.
Potential problems and opportunities are identified	There is no evidence of problem framing or systematic problem solving.	Several problems are framed but "big picture" is ignored.	Students couch problems in multiple perspectives and offer logical solutions within the contexts of those affected.
Financial, human, and material resources are aligned to the goals of schools	No consideration to fiscal, human or material needs are present in the plan.	Fiscal, human and material needs are reported without details, alternatives or recommendations	Fiscal, human and material needs of plan are present with specific recommendations and alternatives.
Effective problem-framing and problem-solving skills are used	There is no evidence of problem framing or systematic problem solving.	Several problems are framed but "big picture" is ignored.	Students couch problems in multiple perspectives and offer logical solutions within the contexts of those affected.
Human resource functions support the attainment of school goals	Proposal to the board does not include impact on personnel functions of the district. (Evaluation, hiring, tenure, policies or procedures, etc.)	Proposal to the board includes some reference to personnel issues in the district.	Proposal to the board gives a clear picture of the implication of the program for personnel functions in the district.

Field Test Results: