



California Association of Professors of Educational Administration
"Quality Preparation for Quality Leaders"

Improving Our Craft
Spring Conference

March 9 – 10, 2007
Hawthorn Suites
321 Bercut Drive
Sacramento, CA 95814
Telephone: (916) 441-1200

Friday, March 9th

9 AM – 10 AM	Conference Registration: Capitol Room (next to the pool)
10 AM	Welcome and Opening Remarks
10:15 AM	Recognition of Scholarship
10:30 AM	Dr. Stephen Hunt Davis, Stanford University <i>The Stanford Leadership Study</i>
11:30 AM	<i>The Stanford Leadership Study: Impact on our Practice</i>
12:00 PM	Buffet Lunch
1:00 PM	Dale Janssen, CCTC Executive Director Larry Birch, CCTC Update
1:45 PM	Bob Lee, Incoming ACSA President
2:15 PM	Martha Zaragoza-Diaz, Legislative Analyst
3:00 PM	Reyes Quezada, CCTE President
3:30 PM	Table Talks and Workshops, Session I
4:15 PM	Table Talks and Workshops, Session II
5:00 PM	Reception (hotel lobby; complimentary for all registered guests)

7:00 PM Dinner (Gary Kinsey)

Saturday, March 10

7:00 AM Membership Committee Meeting (Wayne Padover)

8:00 AM CAPEA Board Meeting

8:00 AM Continental Breakfast, Capitol Room

9:00 AM Business Reports

Dr. Phyllis Hensley, Secretary

Dr. Cliff Tyler, Treasurer

Dr. Gary Kinsey, President Elect

Dr. Elizabeth Reilly, Journal Editor

Dr. Deb Erickson, ACSA/CAPEA Co-Chair

Dr. David Stine, Historian

Dr. Debbie Stine, Past President

Nominations for 2007-08 CAPEA Board

9:30 AM Principal Panel

10:30 AM Supporting One Another with Ideas: Sharing of syllabi,
methodology, and fieldwork assignments

11:45 AM Future Considerations

12:00 PM Closing Remarks

Preparing Leaders For a Changing World: Lessons from Exemplary Leadership Development Programs

The Stanford School Leadership Study:
2003-2007

Team Members

Principal Investigators:

Linda Darling-Hammond

Debra Meyerson

Researchers:

Maggie Barber

Kimberly Dailey

Stephen Davis

Carol Cohen

Joseph Flessa

Michelle La Pointe

Joseph Murphy

Ray Pecheone

Naida Tushnet

Searching for the Holy Grail

Key Purposes/Questions:

- 1) Identify high quality pre and in-service programs
- 2) What's in the box? (distinctive program components and common elements)
- 3) What can graduates do and how do programs develop effective leaders?
- 4) What supports these programs? (policies and finances)

The Effective vs Exemplary Debate

Rationale for the Study: Issues from the Literature

1. Challenges of recruiting strong principals

- a) accountability pressures and demands
- b) decreasing zones of indifference
- c) compensation
- d) politics and conflicts
- e) inadequate support

2. Concerns about pre and in-service programs

- a) out-dated and fragmented knowledge bases
- b) out of touch with real world needs of schools
- c) lack of course and field-work integration
- d) poorly designed field-work
- e) not career staged, continuous, or coherent
- f) misalignment of individual needs and content
- g) lack of focus on instructional leadership
- h) uneven use of powerful learning approaches
- i) varied conceptions of competencies & standards
- j) unclear link between programs and performance
- k) Who gets in? (recruitment and selection)

3. Weak research base

1. Efficacy of common features under different conditions
2. Nexus between features and powerful learning
3. Conditions that impact successful implementation
4. Features that foster deep professional commitment
5. How recruitment/selection shapes program content, learning, skills
6. Best methods of developing leaders

Finding Waldo (hundreds to choose from)

Sample Selection Methods:

- 1) Extensive literature review
- 2) Interviewed national experts
- 3) Web survey to NASSP, NAESP, and AASA members
- 4) Program document reviews
- 5) Eliminated programs with less than 3 years history
- 6) Genres:
 - a) higher ed run
 - b) partnership programs
 - c) district run
 - d) pre-service, in-service, combinations

Final Sample

1. Bank Street College
2. Delta State University
3. University of Connecticut
4. University of San Diego

5. NYC Region 1 (partner with Bank Street)
6. Jefferson County Public Schools
7. Hartford School District (partner with UConn)
8. San Diego City Schools (partner with USD)

Additional States (for policy study): DE, GA, NC

Program Descriptions

Bank Street College and NYC Region 1:

- Aligned with NYC district needs, characteristics, reforms
- Strong mentoring model (retirees)
- Robust internship (funded, multiple sites)
- Focus on leadership for powerful teaching and learning
- Integration of theory and practice
- Practicing administrators involved in coursework & planning
- Themes: reflection, lifelong learning, inquiry, advocacy
- 18 month program, includes MA
- Continuum of programs for aspiring, new, and current leaders
(including a teacher leader program)

Delta State University:

- Most frequently mentioned program!
- Strong state policy/funding support (sabbatical leave)
- Robust three stage internship (funded, full time)
- Fully integrated coursework and field experiences
- Strong cohort learning, support, and networking
- Passionate and committed program leadership (champions)
- Robust recruitment and selection process
- Deep engagement in instructional leadership
- Strong, vibrant partnerships with regional districts
- 14 month program

University of Connecticut:

- Built upon 15 year state reform efforts
- Focus on using data to drive instructional improvement and administrative decision making
- Performance based portfolios
- Strong district partnerships
- Traditional structure, but well designed/implemented
- Emphasis on building collaborations
- Cohort structure (3 per year, geographically based)
- Integrated coursework and fieldwork
- 24 months, Masters degree

University of San Diego and San Diego City Schools:

- Seamless partnership (common philosophies)
- Hand picked candidates
- Funded internship
- Tightly linked to in-service training and support (at all levels)
- Foci: instruction, org. development, change
- Ed Leadership Development Academy (ELDA)
- Comprehensive & sequenced learning program
- 12 month program

Jefferson County (KY):

- Grow your own approach (linked with U Louisville)
- Classroom to principal pipeline (aspiring, newbies, veterans)
- Rich policy context in Kentucky
- Sustained long term support (all aspects of leadership)
- Stable district leadership lends continuity
- Leadership at the center of school reform
- Assistant principal induction program
- Strong and sustained district fiscal support

Research Design

Three Components

1. In-depth case studies
2. Institutional policy/financial analysis
3. Comparative analysis with national sample (survey)

Case Study Methods

1. Interviews and focus groups: (founders, HE administrators, candidates, grads, district administrators, HE faculty)
2. Site visits and observations (admin & teaching)
3. Observed program learning activities and cohorts
4. Document reviews
5. Surveys of candidates, grads, teachers, program admin.

Interview Protocol

- Background
- Program theory
- Program design features
- Program and participant assessment
- Principal practices (skills)
- School improvement and change strategies
- Policy and partnership contexts

Survey Categories

1. Program features
2. Preparedness and skills
3. Leadership dispositions
4. Organizational contexts (workplace)

Institutional Policy/Financial Analysis

- Program cost analyses and financing strategies
 - Real costs
 - Human resources
 - Uncompensated time
 - In-kind donations, dedicated funding streams, foundation support
- State policy analyses
 - Interviews with state legislators and SDE officials
 - Reviews of statutes and policies
 - Review of state financial investment programs
 - Review of state budget documents and allocations
 - Other relevant literature/documentation

Comparative Analysis (national sample)

- Surveys of national and statewide samples (n=1086)
 - 661 National
 - 445 Graduates of exemplary programs
 - Analysis of both pre and in-service
- Survey design: ISLLC, Leithwood, Schools Staffing Survey
- Limitation: self-reported, ex post facto

Cross-case Analyses

Program Outcomes: Graduate Feedback

Exemplary Program Grads More Likely to Report:

1. Cohort group that fostered & supported learning
2. Knowledgeable faculty
3. Practitioner involvement in learning activities/teaching
4. Strong integration of theory and practice
5. Strong emphasis on instructional leadership
6. Strong emphasis on school improvement
7. Skills working with school-community
8. Comprehensive & coherent program
9. Enhanced ability to self-reflect, self-assess, program assess.
10. Integrated coursework & fieldwork (student centered)
11. Long term and helpful mentoring

12. Longer internships (by 50% on the average)
13. Feelings of preparedness
 - Ability to use data
 - Support professional development for teachers
 - Develop collaborative school vision
 - Create research-based educational programs
 - Development of ethical principles
14. Willingness to choose the same program again
15. Long term commitment to principalship

Program Outcomes: Teacher Feedback

Exemplary program graduates spend more time on:

- Instructionally focused work
- Curriculum development
- Providing feedback and guidance to teachers
- Planning and supporting professional development
- Using data to plan for school improvement
- Promoting professional collaborations
- Shared decision-making/governance
- Enabling change

Note: NYC Region 1 was especially strong

What's So Exemplary? (Pre-service)

1. Clear focus on instructional leadership
2. Coherent curriculum (aligned, standards, developmental)
3. Signature pedagogies (PBL, walkthroughs, accountable talk)
4. Integrated coursework and internship work
5. Student centered instruction (PBL, case studies, etc.)
6. Cohorts as learning communities
7. Powerful/Ongoing mentoring/coaching
8. Strong partnerships
9. Rigorous candidate recruitment, selection, induction
10. Interdisciplinary learning activities/coursework
11. Financial and policy support
12. Integration of theory and practice
13. CHAMPIONS!

What's So Exemplary? (In-service)

1. Linking O-T-J with new knowledge (experiential)
2. Career-staged, seamless, developmental
3. Leadership as a communal activity
4. Durable networks (communities of practice)
5. Grounded in classroom practice (instr. leadership)
6. Engendered scholarly practice (conferences, articles, professional reading)
7. Threaded professional development (all stakeholders)
8. Funded conference and workshop attendance

California Survey Respondents

California administrators gave highest ratings on:

- Feelings of preparedness
- Participation in a structured cohort
- Interaction with practicing administrators
- Field-based projects
- Integration of coursework and fieldwork
- Planning for school improvement & redesign
- Resource management

But, gave lowest ratings on:

- Quality and duration of mentoring and program supervision
- Helpful performance evaluations

State Policy Levers

1. Linked leadership development with standards
 - a) program accreditation
 - b) licensure requirements
 - c) administrator evaluation criteria
2. Accreditation program review
3. Create training continuums (e.g., CA, CT, KY, NY)
4. Use principal assessment as lever for program quality
(e.g., CT 20% failure on CAT results in program redesign)
5. Fiscal support for candidates (loans, grants, tuition)
6. Built infrastructure for professional development
(NC, GA, MS, NY, KY: academies, centers, institutes)

Major Conclusions

1. Recruitment and selection are essential elements of program design
2. Content/activities must be linked to standards and field experiences
3. Program success is influenced by leadership and partnerships
4. No one best model: but do what you do coherently and consistently
5. Several common elements among programs
6. Criticality of state and local policies/funding/support
7. Arthur Levine is misinformed. There's much good work going on. Real signs of progress.
8. Several Waldos, but no Holy Grail

The most important quality in a leader is that of being acknowledged as such.

- Andre Maurois

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.

- Eleanor Roosevelt

Leadership consists not in degrees of technique but in traits of character; it requires moral rather than athletic or intellectual effort, and it imposes both leader and follower alike the burdens of self-restraint.

- Lewis Lapham

I am a leader by default; only because nature does not allow a vacuum.

-Bishop Desmond Tutu

If one is lucky, a solitary fantasy can totally transform one million realities.

-Maya Angelou

People ask the difference between a leader and a boss...the leader works in the open, and the boss in covert. The leader leads, and the boss drives.
-Theodore Roosevelt

If you obey all the rules, you miss all the fun.

-Katherine Hepburn

If we cannot end now our differences, at least we can help make the world safe for diversity.

-John F. Kennedy

In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are important than the tasks, functions, roles, and positions.

-Margaret Wheatley

Don't be afraid to take a big step when one is indicated. You can't cross a chasm in two small steps.

-David Loyd George

Life is change. Growth is optional. Choose wisely.

-Karen Kaiser Clark

Whoever is careless with the truth in small matters cannot be trusted with the important matters.

-Albert Einstein

The quality of leadership, more than any other single factor, determines the success or failure of an organization.

-Fred Fiedler and Martin Chemers

Excellence is not an accomplishment. It is a spirit, a never-ending process. -Lawrence Miller

The first responsibility of a leader is to define reality. The last is to say thank you.

-Max DePree

When what you are saying isn't working, you tend to do more of the same and with greater intensity.

-Bill Maynard and Tom Champoux

Every organization must be prepared to abandon everything it does to survive in the future.

-Peter Drucker

A friend of mine characterizes leaders simply like this:

“Leaders don’t inflict pain. They bear pain.”

-Max DePree

A new leader has to be able to change an organization that is dreamless, soulless, and visionless...someone's got to make a wake-up call.

-Warren Bennis

I used to think that running an organization was equivalent to conducting a symphony orchestra. But I don't think that's quite it; it's more like jazz. There is more improvisation.

-Warren Bennis

When the effective leader is finished with his work, the people will say it happened naturally.

-Lao Tse

Most of what we call management consists of making it difficult for people to get their jobs done.

-Peter Drucker

I start with the premise that the function of leadership is to produce more leaders, not more followers.

-Ralph Nader

Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.

-George Patton

Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life.

-Sandra Carey

Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as determination not to accept failure.

-Admiral Arleigh Burke

Lead and inspire people. Don't try to manage and manipulate people. Inventories can be managed but people must lead.

-Ross Perot

We must become the change we want to see.

-Mahatma Gandhi

The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field or endeavor.

-Vince Lombardi

Kind words can be short and easy to speak, but their echoes are truly endless.

-Mother Theresa

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success. -Steven Covey

Nearly all men can stand adversity, but if you want to test a man's character, give him power.

-Abraham Lincoln

One can never consent to creep when one feels
an impulse to soar.

-Helen Keller

We know not where our dreams will take us, but we can probably see quite clearly where we will go without them.

-Marilyn Grey

Do not follow where the path may lead. Go instead where there is no path and leave a trail.

-Muriel Strode

The leader has to be practical and a realist; yet must talk the language of the visionary and the idealist.

-Eric Hoffer

The significant problems we face cannot be solved at the same level of thinking we were at when we created them.

-Albert Einstein

The final test of a leader is that he leaves behind him in others the conviction to carry on.

-Walter Lippman

Leadership should be born out of the understanding of the needs of those who would be affected by it.

-Marian Anderson

People are more easily led than driven.
-David Fink

Leadership has a harder job to do than just choose sides.
It must bring the sides together.

-Jesse Jackson

The quality of a leader is reflected in the standards they set for themselves.

-Ray Kroc

Uncertainty will also be a part of the taking charge process.

-Harold Geneen

The only real training for leadership is leadership.
-Anthony Jay

When nothing is sure, everything is possible.
-Margaret Drabble

Leadership is a combination of strategy and character. If you must be without one, be without the strategy.

-Gen. H. Norman Schwarzkopf

A leader is one who knows the way, goes the way
and shows the way.

-John C. Maxwell

One never notices what has been done; one can only see what remains to be done.

-Marie Curie

The great leaders are like the best conductors -
they reach beyond the notes to reach the magic in
the players. -Blaine Lee

One of the tests of leadership is the ability to recognize a problem before it becomes an emergency.

-Arnold Glasgow

Effective leadership is putting first things first.
Effective management is discipline, carrying it out.
-Stephen Covey

Leadership is action, not position.

-Donald H. McGannon

Leaders must invoke an alchemy of great vision.
-Henry Kissinger

Management works in the system; leadership works
on the system. -Stephen R. Covey

Leadership is practiced not so much in words as in attitude and in actions. -Harold S. Geneen

The kind of learning community that we have described implies a deep change in the views of professional practice, of people, and of school organizations. The view of professional practice (of teaching and learning) holds continual learning for students and for educators at the heart of everything that goes on in and about a school. It holds knowledge and skill gaps as natural aspects of the human condition and as opportunities to grow and develop. It holds learning as natural and organic and deeply connected to the lives and realities and mysteries of the people who are part of the community – students, teachers, parents, administrators. This view of professional practice asks educators to open their practices to their own critical scrutiny and to the scrutiny of others. It asks them to invite others into their professional spaces, to try out new ideas and be not afraid to make mistakes. It recognizes the deep emotion that new learning involves, and it asks all people in the community to make the emotional investment in their own learning and in the learning of other community members.

The view of people (of the self, of colleagues, of students, of parents) holds different people as unique expressions of one interconnected life force. It recognizes the deep interrelationships even among people who are in fundamental disagreement with one another, and it honors the deep value of every human soul. This view holds that when we direct negativity toward another person, we are injecting it into our own lives, and when we respect others, respect shall return to us. This view of people recognizes diversity as essential for sustaining life, health, and learning. Differences are inevitable, necessary, and desirable. In this view, people are not means to any end. They are human beings who deserve care, respect, and regard for their unique abilities, capacities, desires, and dreams – regardless of how nonconformist they might be.

The view of school organizations holds that leadership, power, and structures are all in service of teaching and learning. The organization is there to increase the capacity to bring about human growth and development. It is there to provide the means to get things done. Leadership is enacted throughout the system, and leadership and followership are two parts of the same process. Differences in position or role do not

imply or lead to differences in status or worth. The environment within the school affirms and invites reflection, inquiry, experimentation, facilitation, risk taking, autonomy, and diversity. It places teaching and learning at the center of the challenges, stimulation, support, encouragement, and reward systems that make up the organizational context.

Mitchell, C. & Sackney, L. (2000). *Profound improvement: Building capacity for a learning community*. The Netherlands: Swets and Zeitlinger, Publishers.

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem-solving, creative chaos. The connections made by good teachers are held not in their methods but in their hearts – meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self.

As good teachers weave the fabric that joins them with students and subjects, the heart is the loom on which the threads are tied, the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder, then, that teaching tugs at the heart, opens the heart, even breaks the heart – and the more one loves teaching, the more heartbreaking it can be. The courage to teach is the courage to keep one’s heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.”

(p.11)

Palmer, Palmer. The Courage to Teach. San Francisco: Jossey-Bass, 1998.