

Iowa Principal Leadership Academy

Syllabus Standard I: The Instructional Leader: Creating the Vision for Successful Schools

Seminar 1: Consensus and Communication

Problem-Based Learning Theme 1: How do you develop a shared vision that clearly drives the school improvement process over time and continually promotes the success of all students?

Purpose: The purpose of this seminar on consensus and communication is to prepare each principal candidate with the theory needed to develop the knowledge, skills, and dispositions necessary to be successful in developing the program content and problem-based learning theme in ISSL Standard I. This seminar will focus on the highlighted knowledge, dispositions, and performances of ISSL Standard I centering on the development of a vigorous, energetic, and considerate school culture that supports the needs of all staff and students.

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

Knowledge: The administrator has the knowledge and understanding of:

- o Learning Goals in a pluralists society
- o The principles of developing and implementing strategic plans
- o Systems Theory
- o Information sources, data collection, and data-analysis strategies
- o Effective communications
- o Effective consensus-building and negotiation skills

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

- o The educability of all
- o A school vision of high standards of learning
- o Continuous school improvement
- o The inclusion of all members of the school community
- o Ensuring that students have the knowledge, skills, and values needed to become successful adults
- o A willingness to continuously examine one's own assumptions, beliefs, and practices
- o Doing the work required for high levels of personal and organizational performance

Performances: The administrator facilitates processes and engages in activities ensuring that:

- o The visions and mission of the school are effectively communicated to staff, parents, students, and community members
- o The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- o The core beliefs of the school vision are modeled for all stakeholders
- o The vision is developed with and among stakeholders

- o The contributions of school community members to the realization of the vision are recognized and celebrated
- o Progress toward the vision and mission is communicated to all stakeholders
- o The school community is involved in school improvement efforts
- o The vision and goals for student learning shapes the educational programs, plans, and actions
- o An implementation plan is developed in which objectives and strategies to achieve the vision and goals for student learning are clearly articulated
- o Assessment data related to student learning are used to develop the school vision and goals
- o Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- o Barriers to achieving the vision are identified, clarified, and addressed
- o Needed resources are sought and obtained to support the implementation of the school mission and goals
- o Existing resources are used in support of the school vision and goals
- o The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

This seminar will also include theory that supports the understanding of Distributive Leadership Principles 1 , 2 and 3 and Design Principles 1 and 2.

Distributive Leadership Principle 1: The purpose of leadership is the improvement of instructional practice and performance, regardless of role.

Distributive Leadership Principle 2: Instructional improvement requires continuous learning.

Distributive Leadership Principle 3: Learning requires modeling.

Design Principle 2: Routinize accountability for practice and performance in face-to-face relationships:

Design Principle 3: Reduce isolation and open practice up to direct observation, analysis and criticism.

Tool Box Activities This Seminar Will Address:

- Compile a list of school community resources available to support staff in teaching and learning activities and creating an environment that better supports students and staff; agencies that support students with diverse physical, psychological, instructional, and sociological needs. Include other print and database, reference, Internet, and university resources.
- Reflect on and journal: How can communities be involved in carrying out the school's vision and mission at a level that is not superficial?
- Reflect on and journal: How are parents involved in our school...is it skin deep or knee deep?
- Reflect on and journal: How does a principal look *modeling* a vision for student learning?

BEFORE WEEKEND

- o Review the course syllabus
- o Review Elmore's *Building a New Structure for School Leadership*
- o Review Institute for Educational Leadership *More Strategies for Educating Everybody's Children* (ASCD 2001). *Leadership for Student Learning: Reinventing the Principalship* (2000).
 - Prepare a brief written statement of your own personal vision for school leadership.

Suggested Resources and Materials:

- ☒ Course Syllabus
- ☒ Bloom, B.S. (1976) *Human characteristics and school learning*. New York: McGraw-Hill.
- ☒ Cottrill, D. (1994) "Learning the Most From the Best in the Least Amount of time," *NASSP Bulletin*, 78(559),72-74.
- ☒ Costa, A.L. & Garmston, R.J. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon.
- ☒ Ekman, P. (1992) An argument for basic emotions. *Cognition and Emotion*, 6, 169-200.
- ☒ Elmore: *Building a New Structure for School Leadership* (2000).
- ☒ Fullan: *Leading the Culture of Change* (2002)
- ☒ Goleman, D. (1995) *Emotional Intelligence*, New York: Bantam Books.
- ☒ Senge: *The Dance of Change*(1999)
- ☒ Senge: *Schools That Learn* (2000)
- ☒ Seligman, M.E.P. (1994) *What You Can Change and What You Can't*. New York: Alfred A. Knopf.
- ☒ *What Do We Want From Iowa School Leaders in the 21st Century*, Iowa School Leadership Initiative, Report of Area School Leadership Community Conversations (2000).
- ☒ Meyer, L. and B. Rowan, Eds. (1992). *The Structure of Educational Organizations, Organizational Environments: Ritual and Rationality*. Newbury Park, CA, Sage.
- ☒ Sergiovanni, T. (1992). *Moral Leadership*. San Francisco: Jossey-Bass, Inc.
- ☒ Sergiovanni, Thomas J. (1991). *The Principalship: A Reflective Practice Perspective*. Boston, MA: Allyn and Bacon
- ☒ Tyack, D. and E. Hansot (1982). *Managers of Virtue: Public School Leadership in America, 1820-1980*. New York, Basic Books

Module 1: Collaboration and Communication Seminar Goals and Objectives

This is a problem-centered course:

A problem is a troubled perplexed, trying situation...not an assigned task...It is indispensable to distinguish between genuine and mock problems. Does a question naturally suggest itself with some situation? Or is it an aloof thing, only for the purposes of conveying information? Would it arouse observation and engage experimentation outside of school? Or is it the teacher's or textbook's, made a problem for the pupil only because he cannot get the required mark unless he deals with it? (John Dewey, *Democracy and Education*, 1916)

Collaboration and Communication Overall Goal: The principal goal collaboration and communication is to provide the principal candidate with the theory needed to support the development of the knowledge, performances, and dispositions of ISSL Standard I as it addresses the issues and problematic situations found in development of a system that ensures collaboration and communication within the school and with all of its communities.

Specific Seminar Goals:

- o Participants will understand the theory of how team learning skills, including communication and consensus building, impacts school improvement efforts and student achievement.
- o Participants will become more skilled in applying effective group process skills.
- o Participants will be more authentic facilitators through an increased self-awareness of their own leadership behaviors in groups.

Specific Seminar Continuing Objectives:

- o To continue to dialogue with and receive support from the instructor as an expert mentor throughout Problem-based Learning Theme I in completing the action research, action plan, tool box activities, and reflective journaling.
- o Participants will reflect, compare and contrast effective and ineffective experiences with team learning in the context of the theoretical constructs presented to them in the readings.
- o Participants will learn the components of effective meetings/group processes.
- o Participants will be actively involved in concrete examples of a variety of proven strategies to enhance team development, including skills in consensus building, listening, questioning, eliciting input from all group members, and dealing with difficult issues.
- o Participants will practice the skills they've had modeled with their cohort group.
- o Participants will develop an agenda for a group they have to facilitate within the next four weeks, which applies the learnings from this seminar.
- o Participants will share information with their cohort group, instructor, and other mentors.

Student Assignments and Expectations: Listed in Syllabus 1: Problem-Based Learning Theme I.

Evaluation: 1. School Leadership and Vision Rubric

Level 5 on the rubric is assigned for work of the highest academic quality.

Level 4 on the rubric is assigned for professional quality work at the required quality level

Level 3 on the rubric is assigned for adequate work, but not distinguished as sound quality at the proficient level. Those with a Level 3 Rubric will have the opportunity to revise and complete quality work.

All work for the Iowa Principal Leadership Academy must be completed at Rubric Levels 4 or 5 to be considered proficient. All work must be completed at the proficient level.

2. Effective Team Learning Strategies Rubric. The same rubric scores for levels 1-5 to be applied as stated above. This rubric is to be routinely used by cohort groups to evaluate their learning, learning contributions, and styles and is part of the on-going portfolio.