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## Evaluating Leadership Preparation: Raising the Stakes on Accountability and Lowering the Boom on Performance

Margaret Terry Orr

Leadership preparation programs are increasingly under pressure to produce high quality graduates who effectively lead change. Yet many programs must navigate shrinking institutional support that limits their capacity to do so. These new pressures will profoundly reshape our field, but offer tremendous opportunities for innovation and field-initiated reform.

Criticisms of our programs and new research on the influence of high quality preparation have raised public policy expectations that programs demonstrate their capacity to produce leaders who improve student learning. Almost from their beginning, our programs have been criticized for insufficient relevance and effectiveness, primarily drawn from expert opinion (Frye, O’Neill, & Bottoms, 2006; McCarthy, 1999; Murphy, 2006). In contrast, recent research shows that quality preparation yields positive outcomes for graduates’ careers and leadership effectiveness (Darling-Hammond, Meyerson, La Pointe, & Orr, 2009; Orr & Orphanos, 2011). Such research builds on findings that effective leaders contribute to improved student achievement and other school outcomes (Leithwood & Jantzi, 2008; Robinson, Lloyd, & Rowe, 2008).

As a result of these concerns and findings, both leaders and programs have become the target of new accountability expectations, as another means of improving student achievement. Recently, the federal government and states have added stringent evaluation criteria and accountability mechanisms to their public review and continued accreditation of leadership preparation programs. Now, in many states, preparation programs join schools and districts in being held accountable for the performance of their graduates and

the schools they lead. Those not meeting state standards risk closure or termination.

Program accountability is not new to our field, as national and state accreditation requirements demand evidence of effectiveness. Yet, these requirements do not go far enough in the new accountability equations. Existing requirements focus on evidence of candidate knowledge and skills (based on leadership standards) and feedback from districts on graduates’ performance in supporting student learning (National Council for Accreditation of Teacher Education, 2008). New accountability expectations push further to connect preparation to schools’ student outcomes. States are beginning to track preparation programs’ graduates on their career outcomes (advancement and retention), principal effectiveness ratings (based on new state evaluation models), and their schools’ student achievement

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## LTEL-SIG Executive Committee

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<b>Graduate Student Representative</b>	Julie K. Shepherd, <i>University of Iowa</i>

### Evaluating Leadership Preparation

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and growth results. States are making these results public, enabling the comparison of institutions for program review by candidates, districts, and states.

The primary driver of these new accountability expectations is the federal Race to the Top (RTTT) grant program and efforts to infuse the same expectations and requirements into related federal programs, such as the reauthorization of Elementary and Secondary Education Act (ESEA) (U.S. Department of Education, 2010). As explicitly stated in the RTTT guidelines under the goal of improving effectiveness of principal preparation programs, states are to:

Link student achievement and student growth... data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State. (U.S. Department of Education, November 2009, p.10)

An analysis of the top seven state grant winners from the first two funding rounds shows promise to establish integrated management information systems that link leadership preparation programs, graduates career information and their schools' student achievement and growth, and produce public reports beginning in 2011. Many state systems go even further to incorporating

graduates' principal evaluation ratings and a few link the results to programs' alignment with state recommended program features.<sup>1</sup>

The second strategy stressed by the RTTT guidelines is for states to "[e]xpand preparation and credentialing options and programs that are successful at producing effective teachers and principals" (US Department of Education, November 2009, p.10). Most states have responded by proposing alternative pathways—thus enabling greater competition from alternative providers—and using the accountability results to create improvement plans for or close under-performing programs.

At the same time, several institutions, like the University of Arizona, are pulling away support of leadership preparation by closing programs, reorganizing their schools of education, and emphasizing research over practice. While there is no central registry of these changes, many LTEL-SIG members reported at the 2010 business meeting that institution support was being reduced, and programs and schools of education reorganized, limiting their capacity to make leadership preparation a priority.

We, as a field, have been anticipating these policy directions for some time. We must see these changes as opportunities to rethink the connections between our

<sup>1</sup> States' applications are available on-line at <http://www2.ed.gov/programs/racetothetop/index.html>.

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# Message from the SIG Chair

Arnold Danzig, Arizona State University

Hello to all the members of the LTEL-SIG. I hope that everyone is well and that this has been a productive year. I have a few general comments and then a few updates for our membership.

I am writing this Message at the end of November in Arizona, just after Thanksgiving. By the time you read this however, it will be closer to April and we will be getting ready for AERA and New Orleans. So I will try not to focus on things that will be irrelevant by the time you read this.

The SIG Executive Committee met in New Orleans at the annual meeting of UCEA at the end of October. We will be meeting again at AERA in New Orleans and I hope that everyone will be able to attend our business meeting as well as the multiple sessions being sponsored by the LTEL-SIG and/or presented by our members. Many thanks to **Bill Black** (Program Chair) and **Matt Militello** (Program Co-Chair) for their hard work in putting together the AERA program (listed separately in the Newsletter). They've done a terrific job in putting together a great program.

Since the EC meeting at UCEA in October, **Tricia Browne-Ferrigno** (Past Chair) has prepared a wonderful group of candidates to be considered for three positions on the Executive Committee: Secretary and two At-Large members. The new EC members will be introduced at the SIG Business meeting at AERA. Congratulations to everyone who ran for office and to our newly elected Secretary and At-Large members.

Congratulations and much appreciation also goes to the Executive Committee members whose terms expire in 2011: Secretary **Liz Hollingworth**, AERA Program Chair **Bill Black**, and At-Large members **Beverly Irby** and **Tina Reyes**. After two years as Co-Chair, **Matt Militello** will become the AERA Program Chair, and **Liz Hollingworth** has agreed to serve as the new Program Co-Chair. Heartfelt thanks to each of you for your service, for your continuing commitment to the LTEL-SIG, and for representing the membership and larger community that we serve.

Another shout-out and congratulations goes to those who have been nominated or nominated someone for the **Distinguished Faculty Achievement Award** and the **Robert Kottkamp Outstanding Dissertation Award**. The deadline for nomination submission was January

31st, 2011 and awards will be presented at the annual Business Meeting at AERA in New Orleans.

One last 'thank you' goes to our Past Chair **Tricia Browne-Ferrigno**. Tricia was not able to attend AERA last year and missed the opportunity to be publicly thanked for all of her leadership. I would like to express my personal thanks for all of her hard work on behalf of the SIG and to express the thanks from the entire membership for her continuing commitment to the LTEL-SIG as Past Chair.

As I mentioned earlier, I am writing this message after the November elections. In Arizona at least, the biggest challenge facing schools is the projected state budget shortfall. Arizona faces a huge deficit and many in our community are concerned that the largest hits are likely to be in preK-12 education, with the universities facing another round of funding challenges and likely cuts. I am certain many of you face similar situations. If, as Dewey claimed, learning is social, part of the discussions at our SIG meetings will consider the current economy and impacts of spending cuts on schools. **Scott Bauer** is putting together a panel of New Orleans school administrators to talk about current issues at our SIG Business Meeting. So, check out the AERA Program and please plan on attending. Given the name and mission of our SIG, the central importance of learning and teaching in educational leadership has never been more important.

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## Evaluating Leadership Preparation

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preparation work and our graduates' effectiveness as leaders, to build bridges with local districts to improve our capacity to do so, and to use the state accountability pressures to turn around how our institutions define and support our work. Finally, we must engage in our state policy work to help shape these new accountability systems and program opportunities. As McCarthy (2001) rallied us over 10 years ago:

We need to become more assertive and not just react to standards-based licensure, attacks on university preparation, innovations from the private sector, technological advances, and other challenges. We need to BE leaders. Let's take some risks, even if we fail at

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# Social Media in Educational Settings

Douglas J. Fiore, Ph.D.

Until recently, the use of social media in educational settings was virtually nonexistent. However, the new uses of social networking and status updates, which began as personal tools, but quickly became integral parts of the business landscape, represent a highly important set of skills and understandings that must be mastered by educators in this new decade. Because it would be impossible to focus on all emerging social networking forums, this article is centered on the two most widely used: Facebook and Twitter.

## Facebook

Facebook is a social utility that many schools have begun using, although few schools maximize its effectiveness or fully grasp its potential. There are other social network utilities on the market and in use, but Facebook has the largest following by far, and the company name itself is used synonymously with the term “social network.”

To make the best use of Facebook, schools or school districts need to engage in substantial planning before simply and quickly launching their Facebook page. A poorly planned and organized Facebook page can be disastrous, and so the following suggestions are offered for consideration:

- Decide who will be responsible for designing the content and maintaining the Facebook page. Having an employee with training and skills in technology and/or public relations is a good idea, but there also is a risk that such an individual will not have close enough access to the actual information that should be presented. As such, a well-trained teacher could be chosen for the task because an employee may be more familiar with school vernacular, events, and information that need to be communicated. Facebook pages can be viewed by many people, and erroneously placed information can reach a wide audience in a short amount of time.
- Figure out the main purpose of having a Facebook page on the web. The important consideration is that a Facebook presence should not be initiated by a school or school district just because it feels like a good idea. Instead, there ought to be a compelling reason for a school or school district to utilize Facebook.
- Once you have determined your purpose and begun designing your Facebook page, launch it with limited

access. Before making your Facebook profile public, you can test its content and gather reactions by a controlled group of people.

- As is true with all website maintenance, it is imperative that Facebook pages be updated regularly and purposefully. Deciding to be involved in social networking requires a commitment on the part of a school’s staff to actively keep the information that is presented fresh, current, timely, and useful.

Facebook and other social networking sites have caused school districts to develop policies for their use by students, staff, and administrators. What follows are some general guidelines that are common to Social Networking Policies seen in various school districts.

- Do not use social networking sites for instructional purposes. They are best used as a means of communicating non-instructional material that is of interest to the majority of the school community.
- Post only what you want the world to see. Imagine all of your students and their parents visiting your site and viewing your profile. On a social networking site, once you post something, it can immediately be copied and, therefore, remain for eternity.
- Do not post images that include students unless proper permission has previously been obtained.
- Create friends lists and set different permissions for different lists.
- Due to security risks, be cautious when installing external applications that work with the social networking site (i.e. games and applications).

## Twitter

Twitter Incorporated was founded in 2007 on the simple concept that people wanted to know what their friends were up to at any given time. Whereas Facebook sought to mirror or digitize all aspects of social relationships, Twitter’s goal was, and remains, more basic. Simplicity has served as the integral reason for Twitter’s success.

Essentially, Twitter asks one simple question, “What’s happening?” Users of Twitter inform followers of their response through answers known as “tweets.” Answers, or tweets, must be under 140 characters in length, and they can be sent via mobile texting, instant message, or

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## 2011 AERA Program, LTEL-SIG

### SESSIONS

#### **Working Group Roundtable: Integrity, Fairness, and In an Ethical Manner: Exploring ISLLC Standard 5 as a Leadership Foundation**

Sunday, April 10, 12:25pm–1:55pm, New Orleans  
Marriott/Balconies I–J

Chair: Curtis Brewer (Clemson University)

Participants: Suzie Shapiro (Learning Point)

Jerry Starratt (Boston College)

Frederick Buskey (Western Carolina University)

Patrick Pauken (Bowling Green State University)

Kathleen Jorissen (Western Carolina University)

#### **Demonstration/Performance: Instructional Teacher Leadership in Action**

Friday, April 8, 2:15pm–3:45pm, Sheraton/Gallier

Chairs: Melinda M. Mangin (Michigan State University)

Sara Ray Stoelinga (University of Chicago)

Participants: Melinda M. Mangin (Michigan State University)

Sara Ray Stoelinga (University of Chicago)

### PAPER SESSIONS

#### **Transferring Learning in Leadership Preparation**

Sunday, April 10, 2:15pm–3:45pm, Sheraton/Gallier

Chair/Discussion: Arnold Danzig (Arizona State University)

#### *Preparing Leaders for Adaptive Challenges Faced in Schools Oriented Toward Common Good*

Eleanor E. Drago-Severson (Teachers College, Columbia University)

Patricia Maslin-Ostrowski (Florida Atlantic University)

Alexander Mishra Hoffman (Teachers College, Columbia University)

#### *The Evolution of the Intern-Mentor Relationship: Lessons Learned from the Administrative Internship*

Jennifer K Clayton (Old Dominion University)

Karen Sanzo Crum (Old Dominion University)

Steve P. Myran (Old Dominion University)

#### *Linking Principal Preparation to Teaching and Learning: Lessons Learned through a Mixed-Method Multi-Case Evaluation Study*

Susan Korach (University of Denver)

Betty Jane Alford (Stephen F. Austin State University)

Julia Nell Ballenger (Stephen F. Austin State University)

#### *Transfer of Learning from Preparation to Practice*

Francine Newman (Hofstra University)

Karen F. Osterman (Hofstra University)

### **ROUNDTABLE SESSIONS (two sessions with three papers each)**

#### **Leadership Preparation from Early Childhood to Adult Education**

Saturday, April 9, 10:35am–12:05pm, Sheraton/  
Grand Ballroom D

Chair/Discussion: Matt Militello (North Carolina State University)

#### *An Innovative Leadership Development Program for Early Childhood Education: Creating Agents for Change*

Carolyn McClure Elverenli (University of Denver)

Wendy Bickford Allen (Clayton Early Learning)

#### *Curriculum is Foundational for Developing Educational Leadership Programs for the Public Good*

Daniel Reyes-Guerra (Florida Atlantic University)

Ira E. Bogotch (Florida Atlantic University)

#### *Learning and Leading for Growth: Preparing Leaders to Support Adult Development in Our Schools*

Eleanor E. Drago-Severson (Teachers College, Columbia University)

Jessica Blum (Teachers College, Columbia University)

Anila Asghar, Johns Hopkins University)

#### **The Landscape of Leadership Preparation**

Saturday, April 9, 4:05pm–5:35pm, Sheraton/  
Grand Ballroom D

Chair/Discussion: Tricia Brown-Ferrigno (University of Kentucky)

#### *A Fresh Look at Graduate Programs in Teacher Leadership*

Jack Leonard (University of Massachusetts, Boston)

Katherine Petta (Jeremiah E. Burke High School)

Christina Porter (Revere Public Schools)

#### *Non-traditional Leadership Preparation Programs and the Candidates They Attract*

Bradley W Davis (University of Texas, Austin)

Matt Giani (University of Texas, Austin)

Todd Hutner (University of Texas, Austin)

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## 2011 AERA Program, LTEL-SIG, *Continued from page 5*

*What Constitutes a Critical Mass of Faculty? A Study of Full-Time Faculty in Educational Leadership Programs*

Donald G. Hackmann (University of Illinois)  
Martha M. McCarthy (Indiana University)

### INDIVIDUAL POSTER PRESENTATIONS

**Demystifying the Writing Process for Transforming the Doctoral Dissertation into Publication: A Guide for Emerging Educational Leadership Scholars**

Sunday, April 10, 10:35am–12:05pm, Sheraton/  
Grand Ballroom C

Anthony H. Normore (California State University,  
Dominguez Hills)  
Jeffrey S. Brooks (University of Missouri)

**Perception of Team Learning of Public Elementary School Teachers in Thailand**

Sunday, April 10, 10:35am–12:05pm, Sheraton/  
Grand Ballroom C

Apisit Somsrisuk (Khon Kaen University)

**Administrator Perceptions: Roles, Responsibilities, and Duties in the Assistant Principal Position**

Sunday, April 10, 10:35am–12:05pm, Sheraton/  
Grand Ballroom C

Carmen Germes (Peoria Unified School District)  
Arnold B. Danzig (Arizona State University)

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## From the Graduate Student Representative

**Julie K. Shepherd,**

The University of Iowa, [julie-k-shepherd@uiowa.edu](mailto:julie-k-shepherd@uiowa.edu)

As I approach the completion of my time as a graduate student, I am reflective of the many experiences of graduate school that were designed to prepare me to be a researcher and professor upon the completion of my degree. Coursework, research, and conferences provided me opportunities to expand my knowledge and experience, as well as connect with colleagues from other universities. Yet it is the one connection at my own university that I value above all others: the relationship I have with my advisor. Very early in my graduate school experience, I learned from fellow students just how important a trustworthy, accessible, and attentive advisor was to students' success. The horror stories are told about Dr. Cant B. Found and Professor I. M. Preoccupied, who can't find time to meet; don't read the papers, exams, or dissertations; don't respond to emails; and do more to ignore than mentor their students. But there are great mentors out there too, so what makes them different?

For starters, I think good mentors enjoy what they do. They are passionate and persistent in their quest to improve the institution they are a part of, in addition to the broader world of education. They may be focused on their particular area of interest, but they are open and willing to both assist and encourage students to pursue their own interests. Good mentors value the practice of teaching and see it as an essential aspect of their profession to guide students in their journey. They are

willing (however begrudgingly) to admit when they do not have all the answers and when students are more informed about certain topics. Good mentors also remember the hoops and procedures of graduate school, and realize that students have never experienced comprehensive exams, journal submissions, or the dissertation process before. They share the realities of the profession with their students so the political dynamics will not be a complete surprise when they become professors. Most importantly, however, they understand that student status is short lived and that within a few years, their students will be colleagues and they treat them accordingly.

The LTEL-SIG is dedicated to improving the learning and teaching opportunities for educational leaders. I would encourage members to spend some time reflecting on how they, as graduate student advisors or mentors, are practicing what they teach and research. Remember those special educators who mentored, influenced, and guided you to where you are today and consider what they did that makes them stand out. It is those mentors who will always be highly respected and praised at every opportunity, never lose contact with their former students, and always be regarded as essential in their career development. Thanks to all the rock-star advisors out there! You are appreciated more than you know!

# Actionable Knowledge: Theory and Practice in Educational Leadership/Administration Programs

Beverly J. Irby, Sam Houston State University  
Genevieve Brown, Sam Houston State University

Some have questioned the inclusion of theory in educational leadership and administration preparation programs, perhaps due, in large part, to the popular notion that theory simply addresses concepts in the abstract and is divorced from actions or practice. We share the view of several scholars (e.g., Argyris, 1996; Horn, 2002; Jenlink, 2002; Mullen, Greenlee, & Bruner, 2005; Tenkasi & Hay, 2004; Vygotsky, 1979) who have promoted the amalgam of theory and practice. A critical goal of leadership preparation is the development of actionable knowledge. We define actionable knowledge as knowledge built on theory, research, observation, and field experiences in schools and grounded upon reflection and critical thinking. Actionable knowledge thus has as its outcome moving a leader to relevant and informed action. Actionable knowledge represents the amalgamation of theory and practice resulting in viable, alternative routes to:

- creating a sense of urgency regarding needed change and planning
- strengthening the commitment to visioning and strategic planning
- assessing and evaluating systemic leadership practice
- enhancing leadership practice based on assessment and evaluation
- advancing daily teaching-learning processes
- augmenting leadership and teaching skills
- increasing action research for program improvement
- identifying and addressing problems in a timely manner
- magnifying the understanding of the roles and functions of educators and their constituency
- developing collaborative relationships
- communicating successfully between or among school administrators, supervisors, teachers, support personnel, and the community
- determining effectual future personal professional directions

The full development of actionable knowledge, as we have defined it, would be impossible in a preparation program dichotomized or divided with regard to theory and practice. For example, if a program included only skills, aspiring leaders would lack the theory base essential for informed practice in order to address the

complexities of schools. Conversely, including only theory in preparation programs would inhibit actionable knowledge, as aspiring leaders would be lacking in authentic school leadership experiences. To wit, promoting a dichotomous program for developing school leaders would be analogous to teaching science either as content skills only or as process and method only. Little advancement would have been made in science and technology without both intervening components of skills and process. So it is with programs in educational leadership and administration—a balance of theory and practice must be struck in order to attain the goal of actionable knowledge.

However, a viable integration of theory and practice in preparation programs is dependent upon leadership/administrative theory that is parsimonious, easy to comprehend in practice, and rational in its application to the daily experiences of school leaders. It is problematic that certain leadership programs continuing to be promulgated in educational leadership and administration have industry, services, or businesses as their base. Thus, many of the theories do not reflect the real-world of school leaders, nor have they been validated across genders, ethnicities, or locales. Therefore, as programs are purposefully planned to include the amalgamation of theory and practice with the goal of developing actionable knowledge, it is critical to investigate the basis of each theory to determine the relevance, validation, and generalizability of the theory, as well as the school leadership experience of the developers.

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## Social Media in Educational Settings

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through the web. Twitter's power as a communication utility lies in the fact that a user can "step in and out of the flow of information" as it suits them. For educators, Twitter offers the possibility of periodically posting important happenings at school. Furthermore, it offers this possibility in a forum that is limited to 140 characters, does not use pictures, and requires almost no effort to create.

Some Suggestions for Utilizing Twitter in Schools:

- Keep it simple—No more than two tweets a day—unless there's an emergency. Parents and community members who sign up to follow the school system's tweets typically don't want to be bothered with unnecessary, overabundant information.
- Keep it smart—The tone of all tweets should be professional. Attempts at humor and casual conversation should be avoided. Messages should be kept short, simple, and direct.
- Prioritize your tweets—Weather information, important news, and emergencies should take precedence over reminders about sports, clubs, and activities. Don't saturate the flow of information with irrelevant data, or people will stop following you.
- Combine technologies—Use Twitter as a way to link to the school web site. This allows parents, students, and community members to read more information on the web site if they are particularly interested in a specific tweet.

### Advantages and Disadvantages of Facebook and Twitter

Twitter and Facebook are quite different from one another. Depending on your community and its relationship with and expectation of its schools, one of these options may be the preferable way to get started. Although Facebook claims more daily users than does Twitter, the ease with which Twitter can be used has caused some schools to start their foray into social networking with its application. Summarized here are some advantages and disadvantages of using Twitter as your main or sole source of social networking:

Advantages:

- Twitter is easier to learn and is much quicker to utilize than Facebook or other social networking sites.
- Twitter has fewer auxiliary applications than Facebook or other social networking sites and is, therefore, less prone to spyware or malware.

- Followers on Twitter can receive updates with greater ease than they can with Facebook or other social networking sites because the content is more streamlined.

Disadvantages:

- Tweets, or Twitter messages, are limited to 140 characters, which imposes limitations on message length.
- Twitter, as a more basic social networking site than Facebook, does not provide the same opportunities for picture uploads, photo album storage, or lengthy posts.

The time has come for all schools to make the leap into the utilization of social media. It should only be done, however, after careful planning, and not just because everybody else is doing it. Exercise caution, and the use of social media can greatly enhance your school's image within the community.

*Dr. Douglas J. Fiore has served in many roles in public education over the past 21 years. After serving as a classroom teacher and then principal in several schools, Doug worked in a leadership position with the Virginia Department of Education, and he has been a faculty member at universities in Georgia and in Virginia. Currently, Doug is a faculty member in the Doctor of Education Program at Virginia State University. Doug is the sole author or co-author of several books, including *Dealing With Difficult Parents: And With Parents in Difficult Situations*; *Creating Connections for Better Schools: How Leaders Enhance School Culture*; *6 Types of Teachers: Recruiting, Retaining, and Mentoring the Best*; and *School Community Relations*, 3rd Edition. He has also written several educational articles, served as a consultant to many school districts, and is a frequent presenter at national and international conferences for teachers and administrators.*

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times, because the saddest thing would be to sit back and have decisions made for us by default. (McCarthy, 2001, p.5)

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## 2011 Robert Kottcamp Outstanding Dissertation Award

The winner of the Robert Kottcamp Outstanding Dissertation Award is Dr. Shawn Joseph, whose dissertation was titled *A Comprehensive Evaluation of A School System's Grow Your Own Principal Preparation Program*. Dr. Joseph's dissertation advisor is Dr. Virginia Roach, Associate Professor at The George Washington University.

The district "grow your own" program that Dr. Joseph studied is based on a model of district-based seminars, guided practice, and one-on-one mentoring through a three-phase, multi-year process. Candidates eligible for this program have already completed university-based administrator preparation programs. As such, this dissertation sets out a model and recommendations for collaborative effort between educational leadership programs and school districts to enhance the development of reflective leaders grounded in the theoretical literature, steeped in best practices, and experience in applying that literature in

school environments. Dr. Joseph suggests a model in which university and district partners each take on the role they are best suited to fulfill. The university provides theoretical grounding, a foundation in best practices, and supports the development of reflection. The school district provides extended mentored induction and district-specific training. This is in contrast to the "all or nothing" models that are frequently proposed in which the university and school district are pitted against one another.

The Robert Kottcamp Outstanding Dissertation Award is intended to recognize outstanding dissertation research appropriate to the work and purpose of the LTEL-SIG. A plaque and \$250 award will be presented to Dr. Joseph at the LTEL-SIG Business Meeting during the annual meeting of the American Educational Research Association. The SIG Business meeting will be held on Friday, April 8, from 6:15–7:45 in the Sheraton, Room Bayside A.



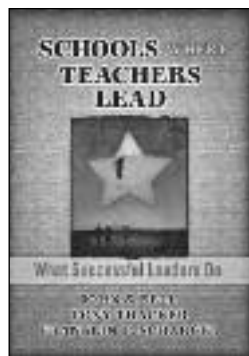
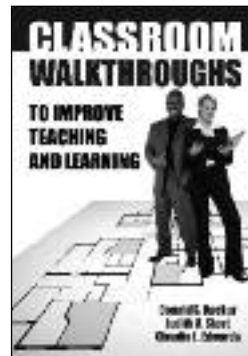
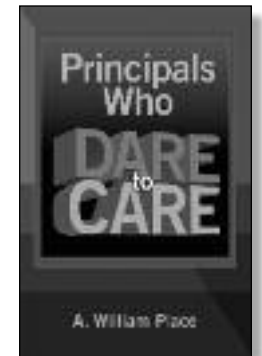
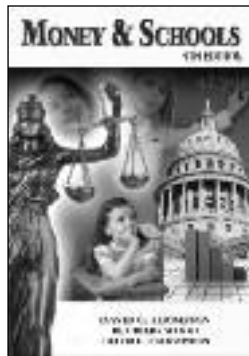
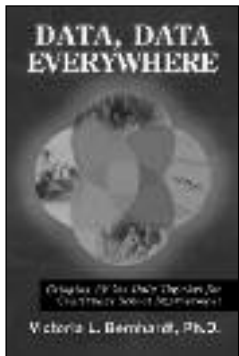
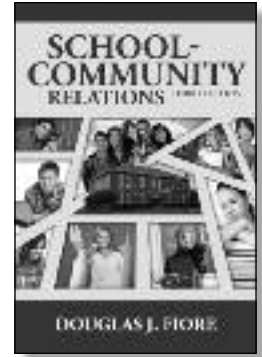
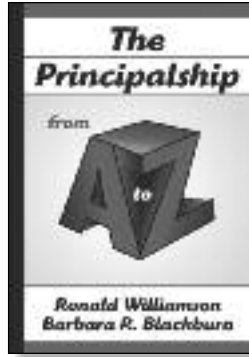
## Directive/Shared Leadership Instrument

The following questionnaire has been excerpted from *Schools Where Teachers Lead: What Successful Leaders Do* by John Bell, Tony Thacker, and Franklin Schargel, recently published by Eye On Education. Responders are instructed to use the scoring system below to indicate how strongly they feel about each statement. More about this instrument and scoring information can be found in *Schools Where Teachers Lead: What Successful Leaders Do*, 2011, Eye On Education.

1. Usually Not True    2. Rarely True    3. Occasionally True    4. Often True    5. Most Often True

		Score
<b>Ex</b>	<b>I am correct.</b>	<b>3</b>
1	Because the buck stops with me, I prefer to make most of the decisions that really matter.	
2	Many heads are better than one when trying to solve a problem.	
3	Leadership is a lonely job.	
4	Decisions made by many are supported by many.	
5	It takes too long to make major decisions by committee.	
6	A good leader makes a decision, tells the staff, and moves on.	
7	Employees will show more initiative if they own the processes.	
8	I prefer to tell the staff what to do because I usually have important information they do not have.	
9	It is my experience that people really want to just be told what to do and move on.	
10	The best way to lead is through a small leadership group working to make decisions and then leading the larger group.	
11	Ownership of all stakeholders is important.	
12	The staff has to know who the boss is and what will happen if they do not follow orders.	
13	Effective leadership and democratic processes are two different things.	
14	A leader should have final approval on a decision.	
15	Telling is not leading.	
16	It is more likely that people will follow policy they help create.	
17	Most decisions must be made by the leader alone if the organization is to move forward.	
18	I prefer to think of staff members as colleagues.	
19	Many perspectives are more likely to create a strong solution.	
20	Asking for input from staff is the normal way I make decisions.	
21	It is easier to lead when everyone is making decisions together.	
22	It is better to let the staff determine how something is to be done and then do it.	
23	It is rare that there is enough time to make shared decisions.	
24	The staff often knows more than I do about a problem.	

# Free exam copies available...



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## Feature Article...

# *Evaluating Leadership Preparation: Raising the Stakes on Accountability and Lowering the Boom on Performance*

Margaret Terry Orr

Learning & Teaching in Educational Leadership  
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