

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6021 – Leadership for Standards-Based Education
Fall 2007

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Introduction

This course is a study of leadership for standards-based education. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing an understanding of the leadership behaviors that relate to student achievement, knowledge of effective school improvement processes, skill in designing standards-based instructional units. Learning will focus on an integration of the extant knowledge base, practical processes and tool usage, and instructional delivery strategies in a standards-based educational system. Dr. Blase will assist students as they sharpen the focus on responsibility for professional development, perceive their roles realistically, and prepare to perform effectively.

Objectives

- ✓To develop a school leader who believes in, values, and is committed to:
 - the educability of all;*
 - doing the work required for high levels of personal and organization performance;*
 - lifelong learning for self and others;*
 - assisting the instructional growth of teachers.*
- ✓To develop a school leader who facilitates processes and engages in activities ensuring that:
 - knowledge of learning, teaching, and student development is used to inform management decisions;*
 - time is managed to maximize attainment of organizational goals;*
 - the vision and mission of the school are effectively communicated to staff, parents, students, and community members;*
 - the vision is developed with and among stakeholders;*
 - the school community is involved in school improvement efforts;*
 - the vision shapes the educational programs, plans, and activities;*

needed resources are sought and obtained to support the implementation of the school mission and goals;
the vision, mission, and implementation plans are regularly monitored, evaluated, and revised;
professional development promotes a focus on student learning consistent with the school vision and goals;
the responsibilities and contributions of each individual are acknowledged;
lifelong learning is encouraged and modeled; and
the school is organized and aligned for success.

Dear Student and Colleague,

Welcome to your online course, EDUL 6021, Leadership for Standards-Based Education! In this course you will consider the 21 research-based leadership practices related to student achievement and research-based strategies for school improvement. You will have a conversation with a respected school leader. You will examine a synthesis (Compendium) of educational standards and critique your teaching for standards-based instruction. Finally, you will prepare a set of briefs based on your reading, interview, and reflections. If you have questions, I will be available by email: jblase@uga.edu or phone: (706) 613-8226.

Best wishes to you and yours,
Jo Blase

REQUIRED BOOK

Required for EDUL 6017, 6019, 6020, **6021**, 6023, 6024:

For this required book, you may choose to buy either the longer, traditional edition (used 6th or 7th editions are fine) or the brief edition (chapter numbers are the same). Both are available from ablongman.com, Amazon, Borders, or bookstores specializing in textbooks. (The book will be available in e-version in 2007.)

Traditional edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Boston: A.B. Longman/Pearson Education. ISBN 0205489532 @\$110 new, hardback only

Brief edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston: A.B. Longman/Pearson Education. ISBN 020540443X @\$70 new, paper only

This text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The book places instructional leadership and school improvement within a community and societal context; provides examples of direct assistance, professional development, and action research; addresses hot issues such as school improvement, constructivist teaching, professional development, Chaos Theory, and state-mandated standards.

Lesson #1: Leadership Practices Related to Student Achievement



Read the research report detailing the outcomes of a meta-analysis of research on the effects of principal leadership practices on student achievement.

Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

Available FREE: Download the pdf file:

www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf

☛ Read Chapter 1-3, Glickman et al., about supervision (instructional leadership, why schools are as they are, what schools can be, and reflections on schools and teaching).

☛ Take the Supervisory Beliefs Inventory in Chapter 5, Glickman et al.

☛ Consider democracy and the good school in Chapter 22, Glickman et al.

☛ Have a conversation with a school leader you respect. Do you and (s)he agree with the following key ideas?

1. Leadership matters. A significant, positive correlation exists between effective school leadership and student achievement.
2. Effective leadership can be empirically defined. Contrary to misperceptions that leadership is more art than science, we have identified 21 key leadership responsibilities that are significantly correlated with higher student achievement.
3. Effective leaders not only know what to do, but when, how, and why to do it. This is the essence of balanced leadership — knowing not only which school changes are most likely to improve student achievement, but also understanding staff and community members' dispositions to change and tailoring leadership practices accordingly.

Lesson #2: School-Wide Improvement

☛ Examine the guidebook below for school-wide improvement, paying special attention to how to build a foundation for reform; how to plan, implement, and sustain reform; how to gather information for informed decisions; and useful tools and activities.

Hale, S.vH. (2000). *Comprehensive school reform: Research-based strategies to achieve high standards*. San Francisco, CA:


Comprehensive Assistance Center, Region XI WestEd.

Available FREE: Download the pdf zip files:

www.wested.org/csrd/guidebook/pdf.htm

☛ Examine the Web site, “Tools for School-Improvement Planning”, a project of the Annenberg Institute for School Reform (www.annenberginstitute.org/tools/index.php) This comprehensive site is chock-full of FREE materials and contains observation protocols, focus group samples and questions, surveys, questionnaires, and techniques to help you examine your specific school-improvement concerns. In the Tools section, you will find a database of innovative tools used throughout the country (i.e., tools for measuring school climate, leadership, professional development, and school improvement projects [racial justice report, school equity survey, focus group topics, etc.]). In the Tools in Practice section, specific topics

(i.e., student engagement) are explored and useful material presented. SEE ESPECIALLY THE SCHOOL-IMPROVEMENT GUIDE, a section that provides a step-by-step process for successful school improvement, including worksheets and rubrics, how to create a school portfolio, how to prepare for an external review, a school inquiry process map, resources, and standards of practice. There is also a Using Data section, wherein schools across the country share types and uses of data, how to select and analyze data, and how to use results to drive your change efforts.

 Consider whether the process and content of improvement in your school conforms to research-based strategies for improvement.

Lesson #3: Standards and Standards-Based Unit Design


 Understand that there are different types of standards, listed below:

Standards are statements of what students should know and be able to do.


Different types of standards address various aspects important to learning:

1. Content standards cover what students are to learn in various subject areas, such as mathematics and science.
2. Performance standards specify what levels of learning are expected.
3. Opportunity-to-learn standards state the conditions and resources necessary to give all students an equal chance to meet performance standards.
4. World-class standards indicate content and performances that are expected of students in other industrialized countries. This term is also attached to the movement in the United States to bring U.S. students' academic achievement and knowledge on a par with students' accomplishments in the other industrialized countries.

Source: From The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, p. 93, 1997, Alexandria, VA: Association for Supervision and Curriculum Development.

 Familiarize yourself with the Compendium of standards, which synthesizes information from more than 137 documents, reports, and other materials compiled by professional education organizations in the following content areas: language arts, mathematics, science, geography, foreign language, history, arts, economics, civics, health, physical education, behavioral studies, life skills, & technology. The Compendium (4th edition) is an online database that presents a coherent set of standards for primary, upper elementary, middle school, and high school levels in a number of content areas. The new edition also has browsable topics, pre-kindergarten benchmarks, revised vocabulary terms, and knowledge and skill statements for each of the benchmarks. McREL (MidContinent Research for Education and Learning), which produces the Compendium, is a nationally recognized leader in standards-based education. McRel works with educators to review, revise, or develop new standards; prioritize standards to ensure balanced and realistic curricula; design classroom activities and assessments aligned with standards; and integrate performance standards into classroom instruction. (Particularly read Purpose, History, Process, then Browse the standards and Search the database for areas of interest.)

Kendall, J. S., & Marzano, R. J. (2004). Content knowledge: A compendium of standards and benchmarks for K-12 education. Aurora, CO: Mid-continent Research for Education and Learning. Online database Available FREE: Download the pdf file: <http://www.mcrel.org/standards-benchmarks/>

 Consider how teachers should develop standards-based instructional units (and consider your own teaching in this regard).


Background info: Hansen et al.'s (2001; ERIC document #ED453255) profile of teaching in a standards-based context suggested that teachers consider the following questions about their classroom teaching:

1. How well did you communicate to students what was to be learned (outcomes of the lesson or activity)?
2. How well did you align instruction and activities with communicated outcomes?
3. How well did you vary activities and/or materials for students?
4. How well did you assess/monitor students to adapt instruction?
5. How well did you provide feedback to students about their work?
6. How well did you engage students in learning activities?
7. How well did you manage the classroom to maximize learning?
8. How well did you impart meaningful content?
9. How well did you promote understanding and exploration of meaning across disciplines?
10. How well did you promote student interest in the learning content?

Developed more recently, the free downloadable document cited below—which you should read--describes a process to help teachers design standards-based units of instruction; it incorporates professional wisdom as well as research on learning and instruction. The document also reflects a belief that careful attention to classroom curriculum design — the sequencing and pacing of learning experiences — decreases the likelihood that there will be breakdowns in student learning.

Dean, C. B., & Bailey, J. A. (2003). A report documenting the process for developing an integrated standards-based instructional unit. Aurora, CO: Mid-continent Research for Education and Learning. Available: FREE Download pdf file: http://www.mcrel.org/PDF/Standards/5031TG_DevelopingaStandards-basedUnit.pdf

OPTIONAL Lesson #4: Linking School Improvement, Inquiry, Professional Learning, & Governance

 Review the powerful book by Joyce, Calhoun, & Hopkins listed below, which uses the world's best research to link school improvement, inquiry, professional learning, and governance. Self renewing schools where students and staff are involved in ongoing inquiry has long since been an ideal in education. However, this goal has not proved readily achievable. The authors of this book regard this as a challenge which can be confronted positively, believing that enough knowledge exists to develop a fresh structure of school improvement - and one which is likely to succeed. The book draws upon the considerable body of research on successful and unsuccessful school improvement programs to generate a practical strategy for school improvement that can be used by schools, school districts and local education authorities, and policymakers with a high probability of success. The heart of the strategy is an inquiry process centered on the continuous study of student

learning and the creation and study of initiatives to enhance student achievement in academic, personal and social domains. The school as a workplace is altered dramatically with the inclusion of study time for teachers, continuous staff development and the organization of a governance structure which includes school staff, parents, community agencies, business partners and local district or education authority personnel.

Joyce, B.R., Calhoun, E., & Hopkins, D. (1999). New structure of school improvement: Inquiring schools and achieving students. Maidenhead, Berkshire, UK: Open University Press.

ISBN 0335202942 (paperback)

Available: www.amazon.com, mcgraw-hill.co.uk, Borders, bookstores specializing in textbooks

CAPSTONE ASSIGNMENT

Based on your readings, interview, and reflections, write three briefs, 2 pages each (total of 6 pages), on the following:

Brief #1: Critique the leadership behaviors of one school administrator you know.

Brief #2: Critique the school improvement process and content in your school.

Brief #3: Briefly describe ways in which you might improve your own teaching, according to the elements of Dean & Bailey's process for designing standards-based instructional units.

E-mail or Ground mail your Capstone Assignment (E-mail: jblase@uga.edu; ground mail: Dr. Jo Blase, 121 Hickory Pointe Drive, Athens, GA 30605) to me so that it **arrives no later than the last week of the session; that is, mail it by approximately one week before the end of the current session**. *Don't worry or inquire about my receipt of the paper; if I am missing any papers at grading time, I will contact you personally!*

☞ I sincerely hope this course has helped you develop your understanding and skills for leadership in the context of standards-based education! Contact me if I can help you with anything!

Jo Blase

6/07

OPTIONAL: USEFUL BOOKS FOR YOUR PROFESSIONAL LEADERSHIP LIBRARY AND COURSEWORK

Acheson, K. A., & Gall, M. D. (1992). Techniques in the clinical supervision of teachers: Preservice and inservice applications (3rd ed.). White Plains, NY: Longman.

Blase, J., & Blase, J. (2006). Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers. Thousand Oaks, CA: Corwin.

Blase, J., & Blase, J. (2004). Handbook of instructional leadership (2nd ed.). Thousand Oaks, CA: Corwin.

Calhoun, E. F. (1994). How to use action research in the self-renewing school. Alexandria, VA: Association for Supervision and Curriculum Development.

- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: ASCD.
- Joyce, B., & Showers, B. (1998). *Student achievement through staff development* (3rd ed.). White Plains, NY: Longman.
- Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin.

Office Hours: By appointment. E-mail correspondence and telephone conversations are welcome.

General Information

As with all graduate level work, material submitted by students will be evaluated for completeness, appropriateness, creativity, and cohesiveness. The focus of any activity, discussion, and course assignment should derive from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should reflect sensitivity to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc. All work must be in APA format when appropriate; a 12-point font, one-inch margins, and double spacing are preferred but not necessary. Feel free to discuss any questions or concerns about the course assignments prior to the due date. If you have special needs, please discuss them with me as soon as possible.

Diversity Statement

Issues related to student diversity will be addressed in each of the courses in the Educational Leadership Program. This specifically means that issues related to differences in individuals and groups will be discussed. These include: concerns with the cultural backgrounds of learners, concerns with multiple learning styles and competencies of learners, and concerns with the variation in contexts from which learners come and in which schooling occurs. It is our understanding that differences in contexts result in differences in how parents, educators, and students view the world. Unless educators understand these differences and create programs that build on these differences, learners may be placed at risk of failure simply because of their differences. We believe that a respectful concern for diversity must be at the heart of every school leader's effort to improve "the opportunity to learn" for all students and adults. We will stress diversity issues and their significance in relationship to school leadership.

A Culture of Honesty

Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty" All students are responsible for informing themselves about those standards before performing any academic work.