School Personnel Administration and Instructional Supervision

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C O N N E X I O N S

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Chapter 1

1. Introduction

1.1 School Personnel Administration: What is Administration and Who are the Personnel?[1]

1.1.1 An Overview

Generally, preparation programs remain segmented in topical categories such as finance, leadership, law, curriculum, **and yes, personnel.** Life does not proceed that way, nor does the day-to-day job of a school administrator. Administrators seldom have the luxury of segmenting their day and spending one hour strictly on legal issues and then the next on student issues, curriculum, or personnel concerns. All these topics are intertwined in the fast-paced administrative problem-solving and decision-making processes of the day. For university programs to relate more closely to actual administrative practice there should be an integration of topics across the curriculum and the incorporation of actual field experience assignments throughout the program, as opposed to only the use of case studies in the classroom setting, or when a student is assigned to an internship in a local school or district upon completion of required program coursework (Beyer, 2009).

1.1.2 Structure of This Course

Yes, there will be lots of reading and assignments in the field, BUT, a major unique and different component will be the series of "field studies and activities" targeting the purpose of providing you with a realistic **practice field** rather than the common procedure of immersing our certified administrators into the **performance field** and wish them good luck. Click Here for a Brief Clarification[2]

Here are a list of class components that will help you conceptualize and understand "where we are going, and why?"

Class Structure

- All class materials and assignments will be here in Connexions.
- Each week's materials will include Class Objectives.
- Each week's materials will include Class Assignments.
- A total of five (5) field studies/activities will be requirred.
- Weekly class sessions will alternate between Face-To-Face classes and WebEx Meetings on Line. **

**** What is a WebEx Meeting Online?**

- Launch a meeting from any MS Office application.
- Minimize travel expenses.

[1] This content is available online at <http://cnx.org/content/m18642/1.4/>.
[2] http://cnx.org/content/m18642/latest/leadership_practicefield.pdf

- Video and Audio conferencing.
- Instructor emails a convenient call-in number to each participant.
- Students can participate from home or office.
- Share your desktop content or applications with up to 15 attendees, and allow others to share theirs.
- Equipment needed - phone and computer.
- Each participant pays for their phone charge.

More About Required Field Studies/Activities

- The course requires five (5) independent field studies.
- Essentially, one every other week, with the fifth one given an extended period of time to complete and which will serve as the Final Exam.
- In addition to completing each field study, you will receive a peer review from one of your cohort members.
- Each member of the cohort peer reviews five separate field studies throughout the semester and must submit them on the same deadline that the field study is due.
- BOTH the student turning in the assigned field study and the peer reviewer receives a grade.
- The student's grade for the field study will be a combination of the instructor's review and the peer review.

Here are two **formal traditional** descriptions of personnel administration: (1) a graduate catalogue description of a course taught at the master's level and (2) a textbook definition of human resources.

Example 1.1
Effective personnel administration requires knowledge of personnel law, organizational policy, administration theory, and an understanding of people and what motivates them. (Lamar University, Spring 2008)

Example 1.2
The goals of the "human resources" are basically the same in all school systems - to hire, retain, develop, and motivate personnel in order to achieve the objectives of the school district, to assist individual members of the staff to reach the highest possible levels of achievement, and to maximize the career development of personnel. (Rebore, R., 2007, p.11)

1.1.3 Rebore's 8 Dimensions

Rebore continues by stating that: "Unfortunately, many school districts still see the human resource function ONLY as the hiring of competent teachers. He further identifies eight dimensions of the human resources function, that are not discrete, isolated entities, but rather, integral aspects of the same function. Rebore uses these dimensions as the framework for his text." (p. 11).

- Establishing a Plan for Human Resources Planning
- Recruitment of Personnel
- Selection of Personnel
- Placement of Personnel
- Setting the Stage for Staff Development
- Performance Evaluation
- Compensation
- Collective Negotiations

Quite honestly and in fact, few principals **recruit, select, and place personnel.** Yes, fortunately most school districts allow the principal to select candidates for teaching positions, but these candidates usually

have already been selected as personnel by the human resources department. Rebore's 7th and 8th Dimensions above **Compensation and Collective Negotiations,** are responsibilities of a superintendendent.
So, what am I saying?
I am saying that many of the commonly used topics in Personnel texts are not really the tasks that a principal faces. For example, principals rarely are charged with **personnel recruitment, selection, and placement.** These in most cases, are job responsibilities of superintendents, associate superintendents, and/or personnel and resource directors. Even more rarely do principals get invloved in **compensation and salary schedules and collective bargaining.** Again, these areas are handled by superintendendents.

We will not spend much time in this course focused on topics not realistically practiced by the principal. In my experience as both a principal AND superintendent, I have found other things more important to the understanding and practice of managing and leading personnel at the building level. These topics found below will form the basis for your course in Personnel Administration.

- Personnel Administration is about Relationships
- Promoting Collegiality
- Integrative Thinking
- The Ambiguity of Leadership
- Evaluating Teacher Growth
- Facilitating Creativity and Teamwork
- Making Meetings Meaningful
- Partnering with Parents
- Institutional Effectiveness and Strategy
- Dealing with Resisters and Saboteurs
- Leading from Below the Surface: Effective Induction Programs
- Grievance Policies and Termination Processes
- Legal and Policy Issues

Chapter 2

2. Personnel Administration is about Relationships

2.1 Personnel Administration is About Relationships[1]

Class Objectives

1. To focus on Thomas Hoerr's (2005) four components of leadership and relationships.
2. Applying these four components to an observation and reflection in the field.

Assignments

- Introduction and Chapter 1, **The Art of School Leadership**
- Read Its About the People, **Its Not About the Coffee**
- Discuss Field Activity #1

Field Activity #1
Observe your building principal over the next week and note any examples of her/him displaying signs of: (1) being inclusive, (2) being clear, (3) being fair to others, and (4) being someone who makes a difference. In the event any of these four characteristics is not being practiced, suggest ways your principal might exhibit them. Also, reflect and realize that these four behaviors do not come naturally but MUST BE intentionally practiced. Include strategies for making certain they are practiced frequently.

Notes

- 1. Include the name of your peer reviewer (other cohort member).
- 2. Instruct your peer reviewer to submit their review by the deadline (i.e., the face-to-face meeting following the assignment).
- 3. A hard copy of your assignment (in Word) due to the instructor the following face-to-face class session. Your peer reviewer has the same deadline.
- 4. NO LATE field activites accepted from either cohort member or peer reviewer.
- 5. As with all of our field activities/assignments, confidentiality is critical. No names of administrators, teachers, or staff from the field.
- 6. Each of the five field assignments must be peer reviewed by five separate reviewers.

[1] This content is available online at <http://cnx.org/content/m18647/1.2/>.

2.1.1 It's Not About the Coffee

It's Not About the Coffee: Leadership Principles from a Life at Starbucks. **Its About the People - All the People**. Howard Behar, former President, Starbucks International. Click Here[2]

2.1.2 The Art of School Leadership

In Thomas Hoerr's **The Art of School Leadership** we read the following:

Good leaders change organizations; great leaders change people. People are at the heart of any organization, particularly a school, and it is only through changing people - nurturing and challenging them, helping them grow and develop, creating a culture in which they all learn - that an organization can flourish. **Leadership is about relationships.**

Leaders increase a group's productivity by helping everyone in the group become more effective. Whatever the task or goal, a great leader helps everyone improve. A leader begins by setting the vision but doesn't stop there. A leader listens,understands, motivates, reinforces, and makes the tough decisions. A leader passesout praise when things go well and takes responsibility and picks up the peices when things fall apart. **Leadership is about relationships.**

[2] http://cnx.org/content/m18647/latest/starbucks.pdf

Chapter 3

3. The Ambiguity of Leadership

3.1 The Ambiguity of Leadership and the Link to Personnel Administration[1]

Class Objectives

- To consider the ambiguity of leadership's definition and measurement.
- To understand the complexity and anbiguity of the principal's role.
- To consider new strategies and criteria for selecting teachers and school leaders.

Assignments

- Read Jeffrey Pfeffer's **The Ambiguity of Leadership**
- Re-read Roger Martin's Opposable Mind, Chapter 1, **Choices, Conflict, and the Creative Spark.**
- Prepare a 2-5 minute presentation of your reflection and position.
- Include your thoughts on alignment of Pfeffer's position and Martin's research.

Assignments Due
(1) Hard copy of Field Activity # 1 to instructor, and (2) Peer Review submitted BY PEER REVIEWER. (note: keep electronic copies of all field activities - they will be used at the end of the semester). PEER REVIEWERS, click here: Submit Peer Review of Field Activity #1 [2]

The books written on leadership would fill up the largest of book shelves and likely number in the 1,000s. Jeffrey Pfeffer from Stanford University and Professor in the School of Business Administration, published **The Ambiguity of Leadership** in the Academy of Management Review, Volume 12, No. 1, in 1977. Though dated, it could have been written today.

Click here to access The Ambiguity of Leadership[3]

[1] This content is available online at <http://cnx.org/content/m19199/1.1/>.
[2] http://fs3.formsite.com/tcreigh/form989047216/index.html
[3] http://cnx.org/content/m19199/latest/Pfeffer.pdf

Chapter 4

4. Integrative Thinking

4.1 Taking the Opposable Mind and Integrative Thinking * to the Arena of the Principalship and the Administration of Personnel[1]

* Martin, R. (2007).

Class Objectives

- To explore the relevance of Roger Martin's thinking, research, and writing.
- To delve into possible personnel administration applications of Martin's work.
- To explore a few more related concepts.

Assignments

- Re-read Martin's Opposable Mind.
- Read supplemental authors.
- Discuss Field Activity #2 and Peer Review.

Field Activity #2

Take the Opposable Mind (and related concepts) to your school site or division. Your field activity/assignment is to identify/describe 3 individuals (administrators, faculty, staff, or even perhaps students) who exhibit the ability to use Intergative Thinking and their Opposable Minds. In other words, we are hopeful those kind of folks already exist in our schools and it is your job as a prinicpal to first be aware of them, and more importantly encourage and support them. Your assignment will be to present 3 individual cases. You have a model (two cases) to follow in Entrepreneurial Leadership.

Notes

- Same as before, 2-4 pages.
- Hard copy to instructor at next class session.
- Select another peer reviewer, instructing them of deadline by next class.
- Archive an electronic copy for later use.
- Hint: we are not so much interested in looking for individuals who have good ideas as we are looking for those as Martin says have, "the ability to face the tension of opposing ideas,and instead of choosing one over the other, creates a resolution in the form of a **new idea** that contains elements of the opposing ideas. Reference the two cases in Entrepreneurial Leadership.

[1] This content is available online at <http://cnx.org/content/m19200/1.1/>.

4.1.1 Entrepreneurial Leadership

A principal's mission must now include designing and implementing new strategies to help teachers and students recognize, understand, and integrate technology with teaching and learning in the classroom. The mere presence of hardware and software in the classroom does not assure meaningful learning for students. We are beyond the point of deciding whether or not we will accept technology in our schools. The crucial task at hand is to decide how to implement this technology effectively into instruction.

To get started with understanding the concept of the Opposable Mind, and what it has to do with the leading of school personnel, read a recent chapter that weaves two important concepts together: the Opposable Mind and Entrepreneurial Leadership. Though focusing on technology leadership, it very much has to do with school personnel. Click Here to Access Entrepreneurial Leadership.[2]

4.1.2 Big Think Strategy

Big Think Strategy: How to Leverage Bold Ideas and Leave Small Thinking Behind, was written by Bernd H. Schmitt and published by the Harvard Business School Press. The following is taken from his 2007 book of same title.

Schmitt uses the metaphor of the Trojan Horse to help us conceptualize and understand his concept/theory of Big Think versus Small think.

Great leaders want a Trojan Horse, he says. **Remember the Greeks, Odysseus and Agamemnon? Agamemnon led the greatest army of the ancient world, but for ten long years, he was unable to pierce the defenses of Troy's walled city. Along cam Odysseus with the idea of offering the Trojans this giant wooden horse, ostensibly as a peace offering, but actually concealing Greek warriors inside the horse's hollow belly. The Trojans brought the horse inside their own walls. The Greek soldiers sneaked out, threw open the city gates, overwhelmed the city, and won the war overnight. That's Big Think.** (p. 2)

Schmitt continues.... **For me, the lesson of the Trojan horse for business is simple. Leaders must free themselves of strategic planning processes that yield incremental results (or no results - my comment). They must take a truly creative approach to strategy develop and execution. The chief executives, department heads, and entrepreneurs with whom I speak all say they need big and bold strategies to compete. They tell me they want to think out of the box, develop disruptive strategies, and execute in bold strokes that shake up the markets.**

4.1.3 Think Independently

The title of this section references **It's Not About the Coffee: Leadership Principles from a Life at Starbucks** authored by Howard Behar, former President, Starbucks International. Another non-school publication perhaps having significant, relevant, and powerful implications to those of us who lead schools and their personnel.

Howard Behar shares:

Everybody wants to experience fulfillment in the work they do and in their lives. Without the engagement and creativity of their people, organizations cannot succeed. Successful organizations **require** these qualities. Yet it is in the very nature of organizations to stifle their people, to order them around, to tell them what to do. It's all to easy to get caught up in the rule book rather than meeting the true needs of the people we serve (Creighton comment: "Behar may not be talking about schools and personnel, but I say, Oh yes he is....").

Behar continues: There Is No Rule Book for Being Human

In order to run a successful business (or school - Creighton emphasis), guidelines are necessary. You need to set quality standards for products. A good example of this is a recipe for a Starbuck's drink. A double tall vanilla latte has to taste the same in Tokyo as it does in Baton Rouge. It's also important that some things are done in certain ways in order to maintain saftey. Stores might have a specific protocol that needs

[2] http://cnx.org/content/m19200/latest/Entrepreneurial Leadership.pdf

to be followed during closing to help protect the partners against theft or injury. These instructions can be viewed as **tools** that people can use for the good of the customers and themselves, instead of **rules** that rob them of their ability to think and act independently.

I prefer to think of the guidelines we need as a set of standards or expectations. Explain to people what you expect of them, and they will surprise you and go beyond what you could have ever imagined. **Rules drive me crazy.** When things are rule bound, people stop pleasantly surprising you, an more, they stop trusting themselves. The truth is, it's not possible to train every person by breaking down every possible task or situation into totally prescribed tasks. It's a wothless investment. Instead of writing manuals that lock people into dehumanizing behavior (Creighton comment, "sound familiar?"), we should focus on outcomes we want and the reasons behind them. At Starbucks, it doesn't take a rule book to know that our goal is to enthusically satisfy the people we serve (Behar, p. 51).

This approach doesn't just apply to everyday tasks. It is an enormously valuable concept that can be applied to the way people work together in **every kind of organization**. In my experience, when you gain agreement on what needs to be accomplished, the people on your team will always find a way to do it. This is especially true when we talk about human issues – all the things people do with other people, like serving, negotiating, planning, and dealing with colleagues. Creating tool books instead of rule books grows people's spirits. It allows us to be productively human. As Studs Terkel, the social historian and workers' philosopher, said in quotting one of his interviewees, **Most of us have jobs that are too small for our spirit.** Leaders have an obligation to grow peoples' spirits for the good of the organization and for the good of the individual. In other simple yey equally powerful terms, the poet Marge Piercy wrote, **The pitcher cries for water to carry and a person for work that is real.** (Behar, p. 52)

People Are Not Assets

Contrary to common business-speak (and education leadership-speak, emphasis added), people are not assets. You don't own people. Assets are buildings and trucks (and busses) and supplies. Assets are things. Every second or so many minutes, a machine spits a product out. Or you flip a switch,and the lights go on. Assets ALWAYS give us what we expect – unless a piece of equipment breaks down. People NEVER QUITE give us what we expect. People surprise us because its in the very nature of being human. We even surprise ourselves (Behar, p. 52).

The Person Who Sweeps the Floor Should Choose the Broom

Its not only executives and managers who should feel empowered to make their own decisions, but all people throughout an organization. After all, who is better equipped to choose the broom than the guy or gal who sweeps the floor? Many organizations (e.g., schools) are so bogged down with management and organizational layers that decisions directly affecting the day-to-day of an individual's job are often made without his or her input. Ideally, everyone who will be affected by a decision or change should be involved in the process at some level or should have their views taken into consideration. Once everyone comes to an agreement about what needs to be accomplished, then the people with the hands-on experience can follow through in the most effective way.

In the case of brooms, the people who know about things like getting the best price for brooms and how many the whole company will need can enter the picture and perhaps select five brooms that make sense from a purchasing perspective. But why in the world would you want to leave the final selection to the person sitting back in the purchasing department, when he or she will never touch it? The person who uses the broom should decide which one to buy.

In your own sphere of influence and relationships, you can practice independent thinking and encourage others to think independently. Rather than experiencing a loss of control, you'll experience an immediate gain in the commitment of people around you and incfreased satisfaction and productivity in the work you do together (Behar, p. 55).

4.1.4 Closing Thoughts

So, my friends and colleagues - what do the **Opposable Mind, Integrative Thinking, Entrepreneurial Leadership, Thinking Big,** and **Thinking Independently** have to do with a course in the Administration of School Personnel? What does Roger Martin's suggestion that the secret to effective leadership may have

less to do with what leaders actually do, but more with how they think and creaqte ideas have to do with a course in the Administration of School Personnel? And where does a metaphor of the Trojan Horse fit in here? And lastly, what does a Starbucks President know about the Administration of School Personnel? I am not sure I have the answers. But I suggest that together we might !!!!! TC

4.1.5 References

Behar, H. (2007). **It's Not About The Coffee: Leadership Principles from a Life at Starbucks.** New York: Penguin Books.

Creighton, T. (in press). Entrepreurial Leadership. In (R. Papa, Ed.), **21st Century Technology Skills for Educational Leaders**. London: Sage Publications.

Martin, R. (2007). **The Opposable Mind: How Successful Leaders Win Through Integrative Thinking.** Boston: Harvard Business School Press.

Schmitt, B. (2007). **Big Think Strategy:How To leverage Bold Ideas and leave Small thinking Behind.** Boston: Harvard Business School Press.

Chapter 5

5. Institutional Effectiveness AND Strategy

5.1 Institutional Effectiveness vs. Strategy[1]

Class Objectives

1. To recognize the difference between institutional effectiveness and strategy.
2. To realize how strategy relates to school leadership and the administration of school personnel.
3. To consider the use of Kurt Lewin's (1951) model of **force field analysis** in identifying factors that push for change and those that push against it.

Assignments

1. Re-read **Leading from Below the Surface,** Chapter 5, Institutional Effectiveness vs. Strategy.
2. Prepare a 3-5 minute presentation on "How you as a new principal might use Kurt Lewin's **force field analysis** model to improve the personnel situation or environment at your school."
3. Field Study #2 Due
4. Peer Review of Field Study #2 Due
5. Peer Reviewers Access Field Study #2 Review Here.[2]

[1] This content is available online at <http://cnx.org/content/m19172/1.2/>.
[2] http://fs3.formsite.com/tcreigh/form992623403/index.html

Chapter 6

6. Resisters and Saboteurs

6.1 Resisters and Saboteurs[1]

Class Objectives

- To understand and comprehend the existance of resisters and saboteurs in a school building and/or district.
- To help the aspiring principal think about positve solutions and strategies.
- To develop a realistic and workable plan to deal with resistance within the school organization.

Assignments

- Read Phillip Schlechty's **Five Types of Actors** Click Here to access entire article[2]
- Read Creighton's **Resisters and Saboteurs** Below.....
- Discuss Field Activity #3 and Peer Review

Field Activity #3
Give your particular school site a snapshot look into the "existence (or non-existence)" of Schlechty's Five Types of Actors. Submit a two-four page analysis paper of what you observe. Obviously, no names of teachers or principal.

6.1.1 Resisters and Saboteurs

> NOTE: The following is a chapter in **The Principal as Technology Leader** (2003) authored by Theodore Creighton, and published by Corwin Press. Though an apparent theme is technology implementation, this chapter is about "the leadership of personnel," and is applicable to all aspects of the role of the principal in the administration of personnel. As you read and reflect upon this material, I encourage you to substitute any of the many issues you deal with in your schools for the topic of technology implementation.

Ever so eloquently, Phillip Schlechty (1997) discusses five types of actors participating in any change process. It is important for school leaders to understand these different actors and their needs, desires, and roles in the process of any implementation of program development.

Every school has **trailblazers:** teachers and staff who willingly venture into the unknown, such as the implementation of technology. Education leaders are remiss if they do not provide opportunities for trailblazers to be out in front of innovation efforts. **Pioneers,** though as adventurous as trailblazers, need

[1] This content is available online at <http://cnx.org/content/m19197/1.1/>.
[2] http://cnx.org/content/m19197/latest/5KindsofActors.pdf

assurance that the program implementation is worth the effort. **Settlers,** the third type of actors, need more detail and specific direction than do the trailblazers or pioneers.

Resisters (called **stay-at-homes** by Schlechty) are simply satisfied with the status quo and see no reason to change their thinking or strategies for doing things. Though the principal must provide opportunities for resisters to see the advantages of the program implementation, resisters are generally not a threat to innovation. The danger of course is to neglect resisters, for fear that they will join forces with the fifth group of actors, the **saboteurs.**

6.1.2 Oh, Those Pesky Resisters (and Tyrants, Time Bomers, Snipers, Back-Satbbers, Underminers, Connivers, Plotters, and Rumor Mongers) !!

Most dangerous and detrimental to efforts to implement new programs to improve teaching and learning are the **saboteurs:** those teachers who not aren't interested in new programs, but are actually committed to stopping new ideas. Saboteurs can stop innovation in its tracks. They are very astute at knowing how to change directions - even by enlisting support from other staff, community, and board members. Schlechty posits that "the best place to have saboteurs is on the inside where they can be watched rather than the outside where they can cause trouble without being detected until the effects have been felt" (p. 218).

6.1.3 But To Ignore Them Is A Mistake

For any movement of change to take place successfully and have a positive impact on teaching and learning, a large number of faculty and staff must be involved. To think we can move ahead with just the **trailblazers** and **pioneers** is exactly why so many of our reform efforts fail.

If we look closely at our resisters and saboteurs, we recognize that many of them, as Schlechty point out, have the same characteristics as trailblazers and pioneers. Many may reveal a past as trailblazers, but began resisting due to a lack of leadership, and more than likely worked with leaders who did not give them support and encouragement and trust. Herin lies the paradox: Though resisters display immediate opposition, they possess untapped energy and creativity often ignored by leaders. Two quotes from the business world seem appropriate here:

- "Had there not been resistance, I don't think we would have been as successful as we have been. That being said, I hated that resistance." (Patrick Connolly, Executive Vice President, Williams-Sonoma Company.)
- "We must find the radicals, the true revolutionaries, and support them." (Louis V. Gerstner, Jr., Chairman and CEO, IBM)

6.1.4 They Appear When Least Expected

Even if you have incorporated everyone (including the resisters) in the planning process, there will still be resistance down the road. In my experience, the resisters surface AFTER the beginning of the implementation, just when the project is ready to go. During the planning stages, implementation is just "thinking out loud," and resisters are not yet convinced the change will occur. As your plan starts to look as if it will be implemented, the threat to those who oppose it increases as the impact of the implementation becomes clear. So, a "heads up" to principals! The resisters and saboteurs will most often appear after the implementation process has begun. Also, remember reisters and saboteurs can surface from both the internal and external environment.

6.1.5 Potential Reasons For Resistance and Sabotage

Let's look at some of the reasons why certain faculty might resist or sabotage your ideas and efforts in your school. Each of these (and any others that may surface) must be addressed in your planning and implementation stages. Some common reasons for resistance are as follows:

1. Some teachers feel they do not possess the adequate skills to help with your idea or implemenation. Complicating the matter further for the principal is the fact that many of these teachers are reluctant or embarrassed to admit this feeling of inadequacy - so it is far easier to simply refuse or resist.
2. Several teachers (even in today's technological world) are not yet convinced of the benefits or value of a certain implementation to support teaching and learning. As with anything, if someone does not belive in its value, why would the person support the program or concept?
3. It is not uncommon to hear teachers express concern and personal fear that a new idea (such as technology)may soon begin to replace faculty. In an earlier chapter, I shared my personal experience with technology implementation and noted that a certain resister (and saboteur) was the local teachers' union (internal threat), some of whose members believed that teaching positions might be in jeopardy if technology programs were implemented.

In Moss Kanter's insightful book, **Evolve** (2001), she discusses her list of reasons people resist change in the early stages of implementation, and the importance of leaders to work around them. Though her reasons are not related to schools and principals, I think they are very appropriate to share with you here:

1. **Loss of face:** Fear that dignity will be undermined, a place of honor removed; embarrassment becuase the change feels like exposure for past mistakes.
2. **Loss of control:** Anger at decisions being taken out of one's hands, power shifting elsewhere.
3. **Excess uncertainty:** Feeling uninformed about where the change will lead, what is coming next - a sensation like walking off a cliff blindfolded.
4. **Surprise, surprise:** Automatic defensiveness - no advanced warning, no time to get ready.
5. **The "difference" effect:** Rejection of the change because it doesn't fit the existing mental models, seems strange and unfamiliar, and challenges usually unquestioned habits and routines.
6. **Can I do it?"** Concerns about future competence, worries about whether one will still be successful after the change.
7. **Ripple effects:** Annoyance at disruptions to other activities and interference with the accomplishment of unrelated tasks.
8. **More work:** Resistance to additional things to do, new things to learn, and no time to do it all.
9. **Past resentments:** memories of past hostilities or problems that were never resolved.
10. **Real threats:** Anger that the change will inflict real pain and create real losers.

At the risk of boring you with the management/leadership dichotomy we are all so familiar with, I think there is a parallel here. I suspect what Moss Kanter is getting at is the fact that the principal must not get to wrapped up in the management of change to the exclusion of dealing with the more human side - leadership through respecting and understanding what people feel and belive about issues. In addition, what are their fears and why do they feel threatened with the implementation?

The "nature of the beast" is that so much of what principals do on a daily basis is so naturally impersonal and technical it invites a neglect of the more human side of change. The principal must be careful that she/he is not consumed with the management side of our jobs at the expense of working through (not around) teachers' fears and emotions.

6.1.6 The Need For A Significant Number Of Faculty

Without evidence or empirical data to support this, I believe one reason for a lack of involvement and commitment from segments of faculty is directly related to a misunderstanding of what effective use of technology really means. Too many of our colleagues still equate technology with computers in classrooms, and have yet to move beyond this thinking. Moss Kanter clearly warns, "Most people still imagine that technology in schools means computers in classrooms - but, that is the least important, and often most counterproductive application of technology, fostering individual isolation" (p. 25).

In order to implement technology effectively, the principal must strive to include as many faculty as possible in the process. Think about other programs or innovations in our schools - cooperative learning

strategies, site-based decision making, and the inclusion of special needs students, among others. **No innovation or program has been sucessfully implemented without the involvement and commitment of a significant portion of faculty.** I am not suggesting the implementation of technology is simple. But one or two teachers here and there, as powerful as these folks may be, will not result in the highest impact, most productive application of technology to improve teaching and learning. Insert any other significant idea or implication to this position.

We must be careful not to create "in-groups" and "out-groups" and avoid the temptation to be satisfied with a few teachers and staff members on board. The priority agenda for the principal as technology leader is to encourage and support wide-based involvement and commitment to technology use in our schools. OK, but be specific: How might one accomplish such a feat?

6.1.7 Tips For Reaching A Significant Portion Of Faculty (Including Resisters and Saboteurs)

First and foremost, the principal must involve ALL stakeholders (teacers, parents, students, board members, business partners) in the dialogue and seek consensus on the true value of technology. No, it is not about **boxes and wires.** Ends (curricular goals and objectives) must guide the means (technology), not the other way around, as so often happens in today's schools. This dialogue takes time, but must involve everyone and preface any agressive move toward further planning or implementation. Such forums for dialogue include faculty meetings, informal discussion with teachers, invitations to union representatives, addressing Lions and Rotary Clubs, boards of education, and others. Empowering people to understand information resources and technology is one of the major challenges confronting school principals. Wheter a technology program succeeds is greatly influenced by the way teachers and others think about teaching, learning, and the rle of technology.

Second, we discussed earlier the realization that each school or division has several teachers who have the potential to push technology implementation forward or can chose to stop it in its tracks. To increase the chance of keeping these teachers on board, focus your discussions on curriculum benefits rather than the technical aspects of technology. Emphasisizing the technical "bells and whistles" is not only counterproductive, but also has the tendency to alienate certain segments of the faculty. Instead, focus on using technology with existing instructional strategies used by faculty. And emphasize the power of technology to help us with our agreed on goals and objectives regarding student learning.

Thirdly,(and certainly not lastly) extensive teacher education (vs. training) in the integration of technology into the curriculum is not only needed but required. As discussed earlier, though training in basic technological skills is necessary, major emphasis should be placed on a more important aspect of using technology in education: addressing beliefs and dispositions about how technology can improve teaching and learning.

6.1.8 Concluding Thoughts

Concerning the resistant employee and disagreement in the organization, Champy (1996) states:

A culture that squashes disagreement is a culture doomed to stagnate, because change always begins with disagreement. Besides, disagreement can never be squased entirely - it gets repressed, to emerge later as a pervasive sense of injustice, followed by apathy, esentment, and even sabotage. (p. 82)

Innovation and change often freeze because principals and other leaders fail to learn from those who disagree with us. WE MUST CHANGE OUR THINKING ABOUT RESISTANCE: it is not only likely to occur but must be vieweed as necessary and a positive component of innovation and change. Diassagreement and resistance can make a positive contribution to the implementation of programs and ideas in our schools. Maurer (1996), in a book entitled **Beyond the Wall of Resistance,** reminds us:

Often those who resist have something important to tell us. People resist for what they feel are good reasons. They may see alternatives we never dreamed of (a la "Integrative Thinking,"

author's note). They may understand problems about the minutiae of implementation that we never see from our lofty perch atop Mount Olympus. (p. 49)

Herein lies the power of including the thoughts of all and the danger of heading off with a small group of like-minded teachers committed to the idea. In my experience with new programs and innovation, rarely has a small, select group of faculty had a significant influence on the resisters and saboteurs. To the contrary, such results have created further resistance between the in-groups and the out-groups.

6.1.9 References

Champy, J. (1996). **Reengineering management: The mandate for new leadership.** New York: Harper Business.

Gerstner, L. (1994). **Reinventing education: Entrepreneurship in today's schools.** New York: E.P. Hutton.

Lemke, C. (1998). **Technology in America's schools: Seven dimensions for guaging progress.** San Monica: Milken Family Foundation.

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Moss Kanter, R. (2001). **Evolve: Succeeding in the digital culture of tomorrow.** Boston: Harvard Bisness School Press.

Schlechty, P. (1997). **Inventing better schools: An action plan for educational reform.** San Francisco: Jossey-Bass.

Chapter 7

7. Assessing Teacher Performance

7.1 Assessing Teacher Performance[1]

Class Objectives

- To determine the rationale for employee performance evaluation.
- To identify the barriers to teacher evaluation.
- To develop strategies and steps for helping struggling teachers.

Assignments

- Re-read Hoerr's Chapter 6, **Evaluating Teacher Growth.**
- Supplemental reading below (Teacher Evaluation and the Use of Technology).
- Print off a hard copy of Teacher Evaluation Report and Performance Indicators (Rebore, 2007) CLICK HERE[2] and bring to class.
- Construct a written Memorandum for documentation purposes on a personnel matter. CLICK HERE [3] to access Guidelines for writing the memoranduum.

NOTE: The following is a chapter in **The Principal as Technology Leader** (2003) authored by Theodore Creighton, and published by Corwin Press. Though an apparent theme is technology implementation, this chapter is about "the assessment of teacher performance," and is applicable to all aspects of the role of the principal in the administration of personnel. As you read and reflect upon this material, I encourage you to substitute any of the many issues you deal with in your schools for the topic of technology implementation.

7.1.1 Importance of Assessing Teacher Performance

The tasks and responsibilities of a school principal, though often daunting, certainly include the assurance that "excellence in teaching" is the centerpiece of a division's agenda. Supervision of the instructional process is the "quality control" element of student learning, and teacher evaluation is an important element of that quality control, as well as an important element of of effective leadership by the principal. When a teacher is performing in a marginally effective manner and the principla does not confront the teacher with the problem, then the principal is also performing in a marginal manner (Smith, 1998). We currently appraise the performance of teachers for the following reasons, among others:

[1] This content is available online at <http://cnx.org/content/m19168/1.1/>.
[2] http://cnx.org/content/m19168/latest/teacher_eval_form.pdf
[3] http://cnx.org/content/m19168/latest/memoranduum.pdf

- Appraisal fosters the self-development of each teacher.
- Appraisal helps to identify a variety of tasks that the teacher is capable of performing.
- Appraisal helps to identify staff development needs.
- Appraisal helps to improve performance.
- Appraisal helps to determine the placement, transfer, or promotion of a teacher.
- Appraisal helps to determine if a teacher should be retained in the division or district. (Rebore, 2007, p. 221)

7.1.2 Evaluating Technology Use in the Classroom

I do not argue with our commitment to the appropriate use of effective teaching appraisal practices. What seems to be missing, however, is the inclusion of the same rigorous attention to evaluating technology use in the classroom. In addition, many educators mistakenly believe that effective technology integration correlates with how much hardware and software is available in the classroom and/or our labs. I will go even further and suggest that even the "use" of available technology by all students does not necessarily translate to effective technology integration. **It's reallly about how the teacher uses technology to support clearly defined learning objectives.**

Consider this: When we visit a classroom to observe a language arts lesson, do we measure effective teaching and learning solely by the number of language arts textbooks available and whether or not teachers and students are using them? Visiting an algebra lesson, are we staisfed with the teacher's performance if students are using the adopted text along with the new calculators purchased by the district? Certainly not, Why? **Curriculum and learning objectives** are in place for our language arts and math curriculums, and both teachers and principals are aware of them. I am not convinced that we evaluate the effective use of technology with the same rigorous kind of standards and learning objectives. Technology that does not advance student learning has little value in the classroom, and i suggest even "gets in the way" of other types of learning. Technology linked to standards and agreed-on learning objectives can help all students achieve at high levels.

7.1.3 So What Do I Look For?

If technology integration is not about hardware and software or even necessarlity the use of it, then what is it and what do I look for in a classroom observation? First of all, let's look at the research and utilize some resources already available to us. No need to reinvent the wheel.

CLICK HERE [4] to read the rest of Teacher Evaluation and the Use of Technology, along with the NCREL Learning and Technology Framework.

[4] http://cnx.org/content/m19168/latest/NCREL.pdf

Chapter 8

8. Making Meetings Meaningful

8.1 Making Meetings Meaningful[1]

Class Objectives

- Develop the ability to decide when and when not to have meetings.
- Create a Plan for a faculty meeting.
- Create an Agenda for a faculty meeting.

Assignments

- Re-read Hoerr's Chapter 8, **Making Meetings Meaningful**
- Supplemental Reading Below
- Conduct a web search for supplemental readings and information on the **kiva meeting model**
- Field Activity #3 and Peer Review Due
- PEER REVIEWERS, click here: Submit Peer Review of Field Activity #3 [2]

8.1.1 Supplemental Reading

Let me first begin with an editorial statement: "Be careful of concluding that meetings must be formal and planned. Most of a principal's meetings are spur-of-the-moment and often one-on-one." Let me share a short example provided by Howard Behar in **It's Not About the Coffee.**

Listen for the Meaning Below the Surface One time a person on my team came to me with a problem she was having at work. As she explained her struggles and feelings, I tried to figure out what exactly was bothering her. Her emotions were soon clear to me - or at least I thought they were clear - as she began to cry. I went around the desk to give her a hug and reassure her, thinking that was what she wanted and needed from me. But I had gotten the situation all wrong. She absolutely recoiled. She wasn't sad. She was angry. She didn't want be to do anything other than listen and acknowledge the truth of the matter. She went on to tell me the issues that were causing her grief. I had to wait and let **her** tell me what she meant. True listening is creating a space for people to tell you what they mean.

Please Hear What I Am Not Saying

"Don't be fooled by me. Don't be fooled by the face I wear. For I wear a thousand masks, masks that I'm afraid to take off, and none of them are real. Pretending is an art that is second nature to me, but don't be fooled..... Please listen carefully, what I'd like to be able to say, what for survival I need to say, but what I can't say." Charles C. Finn, from "Please Hear What I Am Not Saying"

[1] This content is available online at <http://cnx.org/content/m19178/1.1/>.

[2] http://cnx.org/content/m19178/latest/ http://fs3.formsite.com/tcreigh/form992678041/index.html

8.1.1.1 How To Create An Agenda

Creating an effective agenda is one of the most important elements for a productive meeting. Here are some reasons why the meeting agenda is so important. Click Here [3]

8.1.1.2 To Meet or Not Meet: That is the Question

The biggest waste of time is meeting when it's not necessary. You'd be surprised by how many of your weekly meetings can be eliminated when you decide to meet only when it's absolutely necessary. Here are some tips for deciding if a meeting is worth your time. Click Here [4]

8.1.1.3 6 Important Tips

Six Tips for More Effective Meetings. Click Here [5]

[3] http://cnx.org/content/m19178/latest/agenda.pdf
[4] http://cnx.org/content/m19178/latest/meet_or_not.pdf
[5] http://cnx.org/content/m19178/latest/6_tips.pdf

Chapter 9

9. Partnering with Parents

9.1 Partnering with Parents[1]

Class Objectives

- To assess existing parent involvement strategies used in your school.
- To recognize the difference between cooperation and collaboration.
- To recognize the difference between involvement and partnering.
- To recognize the difference between One-way and Two-way communication.

Assignments

- Hoerr's Chapter 10, Partnering with Parents.
- Creighton's Chapter 6, Cooperation vs. Collaboration.
- Bring to class a Completed Hoerr's Figure 12 for your school building (p. 162).
- Discuss Field Activity #4 and Peer Review.

Field Activity #4
Your task for this field activity is to conduct a short **kiva meeting** focused on a particularly troublesome topic, with an Agenda. Use Hoerr's pp. 130-131 as a model. The purpose of the activity is to give you experience with developing a strategy to deal with potential meeting conflict (as opposed to waiting to deal with the conflict if it surfaces in the meeting). If you do not have access to a group of teachers or staff, it is appropriate for the purposes of this activity to use your class or a group of students.

Notes

- Your 2-4 page paper will include the following:
- How did you set up the meeting?
- What was the issue of conflict?
- Generally, how did it go?
- What advantages (and/or disadvantages) do you see with this strategy?
- What have you learned with this field activity?
- Include the Agenda with your report.
- Activity and Peer Review due next class session.

The Fog Index

1. Find the average number of words per sentence in your written message.
2. Count the number of words having three or more syllables.

[1] This content is available online at <http://cnx.org/content/m19182/1.2/>.

3. Add the two factors above and multiply by 0.4. This will give you the Fog Index. It corresponds roughly to the number of years of schooling a person would require to read the passage with ease and understanding.

Ubben and Hughes: The Principal, Creative Leadership for Effective Schools
Writing well requires careful consideration of who it is who will be receiving the message. You must also consider the multilingual nature of many school communities, but effectively conveying information in writing requires more than using the native language of the intended receiver; it requires using that language meaningfully. That dictates straightforward sentences, unemcumbered nouns and verbs, and common language. Simplicity, lack of clutter, and avoidance of jargon and pedagogical phraseology are required. And this can be done without talking down to people. Newspapers accomplish it daily. To test your messages for ease of understanding, subject them to the Fog Index shown below. The messages should not rely on someone having a high school education to understand them. The nearer the messages come to a sixth or seventh grade level, the better. (p. 67)

> NOTE: Ubben and Hughes: **"The previous paragraph, when analyzed using the Fog Index, reveals a 13th grade level. What did us in was a few sentences that exceeded 13 words in length. Are we bothered by this? Not much. This is a graduate school textbook. However, this note rates 5.6. Do you think it talks down to you?**

Most of our communication to parents is what Ubben and Hughes consider to be One-way communication. We must strive for Two-way communication, which results is a "yes" response to the following questions:

1. If the message was received, was it read (heard)?
2. If it was read or heard, was it understood?
3. If it was understood, was it understood in the right spirit?
4. If it was understood in the right spirit, will it be acted on in a positive way?
5. How do you know?

Chapter 10

10. Leading from Below the Surface

10.1 Leading from Below the Surface: Developing a Personnel Administration Practice Field[1]

Class Objectives

- To understand a **Personnel Administration Practice Field.**
- To begin developing a Personnel Administration Practice Field

Assignments

- Creighton Chapters 8 and 9, **Creating Leadership Behaviors** and **Implications for Practicing School Administrators.**
- Field Activity #4 and Peer Review Due
- PEER REVIEWERS, click here: Submit Peer Review of Field Activity #4 [2]
- Discuss Field Activity #5 (Exam). NO PEER REVIEW REQUIRED.

10.1.1 Field Activity #5

Designing a Leadership Practice Field. The purpose of this field activity is to design an action plan for **practicing** the administration of personnel and instructional supervision. Some further guidelines follow:

Notes

- Length of Field Activity #5 is "open" and will serve as the Final Exam.
- You will have four (4) weeks to complete this Field Activity # 5.
- Strategies you design for your practice field should be realistic and applicable to the situation.
- IMPORTANT: Recall the definition of a practice: "an activity that you do repeatedly to achieve a particular experience or outcome." Make certain that your Practice Field clearly identifies the "particular experience or outcome."
- Your Practice Field will be published individually and collective in the Connexions Content Commons.

Some Further Suggestions

- Though you are encouraged to be creative and produce a practice field that is applicable to your chosen topic and focus, I am including a couple models for you to read and inspect for possible formats.
- You have a model to follow if it fits with your plan: A Leadership Practice Field, Creighton, Chapter 8.
- Another model that might be helpful: Schools and Data Practice Field [3]

[1] This content is available online at <http://cnx.org/content/m19173/1.1/>.
[2] http://cnx.org/content/m19173/latest/ http://fs3.formsite.com/tcreigh/form992678041/index.html
[3] http://cnx.org/content/m19173/latest/s_and_d_practice_field.pdf

Chapter 11

11. The "Missing Piece:" Induction Programs

11.1 The "Missing Piece:" Induction Programs[1]

Class Objectives

- To review recruitment and selection.
- To emphasize induction influences employee performance.
- To create a **building level** induction program.

Editorial
Revisit some of our first discussions about traditional and formal Personnel Administration Texts. Here again, a "below the surface" piece is missing - Induction. Most emphasize Recruitment, Selection, and Termination, but say little about Induction Programs. In my experience, even with the best of Recruitment and Selection strategies and processes, we are still faced with termination issues. Would you buy into the fact that perhaps it all comes back to ineffective (or neglected or missing) induction programs? Would you further buy into the position that perhaps we would encounter less and less problems with termination if we had more effective induction programs in place? Hummm... TC

Assignments

- Reread and pull out any information useful from Roger Martin's Opposable Mind.
- Read Ubben and Hughes, Staffing the School.
- Read what Starbuck's has to say about Induction programs and strategies.
- Begin to create building level induction program - Due next class session.

Click Here to access Ubben and Hughes, **Staffing the School: Recruitment, Selection, and Termination Processes.** [2]

Click Here to access Starbuck's Howard Behar's **Build Trust: Care Like You Really Mean It.** [3]

Click Here to download **New Teacher Induction Activity.** [4]

[1] This content is available online at <http://cnx.org/content/m19185/1.2/>.
[2] See the file at <http://cnx.org/content/m19185/latest/recruitment.pdf>
[3] See the file at <http://cnx.org/content/m19185/latest/trust.pdf>
[4] See the file at <http://cnx.org/content/m19185/latest/induction_activity.pdf>

Chapter 12

12. Legal, Ethical, and Policy Issues

12.1 Legal, Ethical, and Policy Issues[1]

NOTE: Special Session: Guest Speaker, Dr. David Alexander; Legal and Policy Issues

NOTE: Special Session: Guest Speaker, Dr. Wayne Tripp; The Termination and Grievance Process

Assignments

- Induction Program Activity Due
- Discussion of Field Activity #5

[1] This content is available online at <http://cnx.org/content/m19174/1.1/>.

Chapter 13

13. Setting the Stage for Staff Development : Uniting Constructivist Teaching and Learning Environments

13.1 Setting the Stage for Staff Development : Uniting Constructivist Teaching and Learning Environments[1]

Class Objectives

- To weigh the effectiveness of our traditional staff development programs.
- To consider contructivist teaching and learning methods as a way to improve staff development.

Assignments

- Read Creighton Chapter 5: Setting the Stage for Staff Development
- Reread Hoerr's Chapter 7: Facilitating Creativity and Teamwork
- Bring to class, a list of the different staff development methods and strategies used in your school or division. Include methods you might like to see added.

13.1.1 Results-Driven Education

Results-driven education has required us to change the behaviors and/or attitudes of teachers and staff. Even in our own administrative language, we talk about effective administrators not only requiring knowledge and skills, but now dispositions or beliefs. What is the connection or relation to programs of professional development in technology? Our staff development efforts must address changing the way people think or what they believe about technology. We must move beyond the belief that its function is word-processing or to serve as an electronic blackboard. Attempts to change teachers' beliefs or thinking about something is not only difficult, but often makes resisters more resistant and saboteurs more likely to participate in sabotage activities.

13.1.2 The Systems Approach

Thanks to the recent research of such folks as Peter Senge (1996), we're involved in systemic thinking and planning and concerning ourselves with the interrelatedness of all aspects of our school or district. Thus,

[1] This content is available online at <http://cnx.org/content/m19198/1.2/>.

an innovative technological development such as the Internet has ramifications for the Science department as well as the Language Arts program. Obviously, it also has ramifications to the home and other points in the community. Again, does the systems approach to education administration have a relationship to technology staff development? I suspect that all of us agree that the essence of a systems approach is its interconnectedness across the netire organization (i.e., school district). Continue this thinking as we look at how technology should blend in with all aspects of our teaching, learning, staff development, community relations, and so forth. This draws attention to the importance of including all members of our school community in the process.

13.1.3 Constructivist Teaching and Learning

The third trend affecting staff development in education is likely the most significant and the one we need to address the most in our planning of staff development programs for technology. Constructivism presents the notion that learners (young and old) build knowledge structures in their minds rather than have the knowledge implanted by the teacher.

What is this thing called constructivism really? Constructivists view instruction less as a process in which knowledge is communicated to learners; and more a belief that knowledge is an active process of construction by the student. Jacqueline Grennon Brooks (1990) helps us understand the real meaning of constructivist teaching as she talks about reinventing the wheel:

Although constructivism as a guiding principle in education is receiving more attention today than in the past, much confusion persists over its message and its implications. Suppes (1989), a critic of what he calls the romanticism of this approach, asks, "What are you going to do, reinvent the wheel? (p. 909). The answer is "yes." In the ideal educational setting, students will reinvent the wheel, reinvent long division, rediscover horrors of war, and reinvent government. (p.71)

Constructivists believe students are active seekers and constructors of knowledge – and students bring their own individual goals and curiosities to the classroom (Brooks & Brooks, 1993; Fosnot, 1989; Piaget, 1954). Thus, traditional teacher-centered instruction of predetermined plans, skills, and content is inappropriate (Brooks & Brooks, 1993, as cited in Nicaise & Barnes, 1996).

Another ingredient of constructivist teaching involves the opportunity of students to have social discourse and interaction. A discussion of constructivism would not be complete without the reference to Vygotsky (1978), the now-famous learning theorist who suggested that cognitive development depends on the student's social interaction with others, where language plays a central role in learning. So, focusing on these ideas, the teacher's responsibilities involve creating classroom environments where students think, explore, and construct meaning, while including opportunities for students to have social interaction.

So, What Does All This Have To Do With Technology Leadership and Effective Faculty Development Programs?

First of all, we have reason to suspect that many of our classrooms exist today still focusing on the more traditional practice of teachers disseminating knowledge with the expectation of students magically absorbing that knowledge and the ability to regurgitate back to us in some form of standardized test. Two questions must concern the principal as technology leader: (1) How prevalent are constructivist learning strategies in our classrooms presently? and (2) How can technology be used as a tool to support and encourage constructivist principles of learning?

We must visit the present dialogue in this regard. As constructivism has furthered our understanding of learning theory, many educators (including your author) believe computer technology can be used to continue and further enhance effective teaching and learning in today's classrooms. Others (Pepi & Scheurman, 1996) present a convincing argument stating "electronic technologies often are not used in ways consistent with constructivist principles of learning, and no reason exists to believe they will be in the near future" (p.231). Honestly, my experiences show support for the first part of their statement – technologies are not often used in constructivist ways. The excitement and encouragement are however, that technologies have the potential for such support, and with appropriate instructional leadership by principals, technology can be an effective catalyst for educational reform.

13.1.4 The All-To-Often Occurring Practice

Let's take a look at how we see technology being used in many of our classrooms. Remember one of our earlier questions – How prevalent are constructivist learning strategies in our classrooms presently?

Rather than report on my observations of classrooms in several states, let's address this question by setting forth a few key concepts of constructivism. As you read through them, answer for yourself whether or not the use of technology in the classroom takes any of these concepts into consideration.

Concept #1
The teacher must first help students build a foundation of skills and knowledge, but simultaneously allow and encourage students to use their creative abilities to solve real-world problems with the acquired skills and knowledge.

Concept #2
Students and teachers collaboratively negotiate both the means of instructional strategies and the content of the course.

Concept #3
Teachers approach instruction with two or three main ideas, rather than a long list of skills and objectives to be covered. And those few ideas are 'explored" rather than "covered."

Concept #4
Social discourse is important in learning: social interaction with others with language playing a central role.

Concept #5
The role of the teacher changes from information provider and test creator to guide and problem and task presenter.

Unless your experience and observations are different from mine, I suggest that the current use of technology in the classroom takes few, if any of these concepts into consideration. Instead, we see excessive use of drill and practice, absence of student interaction, and the lack of real-life problem solving activities. In more cases than not, the student at the computer is so far away and disconnected from the teacher that they could well be in different rooms.

13.1.4.1 A Caution to the Principal as Technology Leader

Although our understanding of learning has changed dramatically, the role of the computer in learning has pretty much remained the same – as a tutorial aid, comprised mostly of drill and practice activities. Herein lies the caution! Research seems to indicate that "technology has not radically changed the way we teach; instead, most technology mirrors traditional instructional pedagogy"(Nicaise & Barnes, 1996, p. 205). "Most uses of technology are still based on the oldest learning theory of all, the master-apprentice, one-on-one tutorial, with monitor substituting for teacher as the tutor" (Callister & Dunne, 1992, as cited in Pepi & Barnes, 1996, p. 231). Critically looking at our appetite for computer technology, Pepi and Barnes warn:

As much reason exists to believe that computer technology will reinforce and maintain the traditional role of the teacher as to believe it will become the agent of positive institutional reform. An inherent danger in accepting technology as the catalyst for educational restructuring is that such a view enables us to ignore a more fundamental problem facing our schools, namely bad teaching. (p. 231)

13.1.4.2 Implications for Technology Leader and Staff Development

A major role for the principal as instructional leader (and technology leader) is to provide appropriate staff development programs that allow teachers to enhance skills and remedy deficiencies (Rebore, 1998, p. 163). As the principal evaluates and supervises teachers, staff development programs are essentially the vehicle for effective instructional use of technology. The all-to-common practice of the "let's have a workshop" continues to make a bad situation worse.

Before we proceed with creating technology staff development programs, we must also agree to the importance of support and supervision during the implementation of new programs. Educators (Glatthorn, 1995; Rebore, 1998) point to the fact that a major reason why teachers perceive professional development

activities as ineffective is because they receive little support for implementing newly acquired skills and ideas, and a lack of supervision during implementation.

13.1.5 Can Technology Support and Encourage Constructivist Practices?

Considering our second question, first recall the basic principles of constructivist teaching and learning. Let's begin to interconnect technology to the picture as we begin thinking about effective teacher development programs. Teachers can use technology to engage students in more meaningful learning than is presently occurring in many classrooms today. Technology can assist with providing meaning to students in a social context accompanied by interaction between the learner and other people. With careful planning of professional development programs, principals can successfully fulfill their significant and powerful role in improving teaching and learning.

To assist us in creating appropriate technology staff development programs for our schools, we will visit an American Association for Curriculum Development document (ASCD, 1993) entitled, In Search of Understanding: The Case for Constructivist Classrooms. Of particular interest is an article written by Grennon Brooks and Martin Brooks, entitled, Becoming a Constructivist Teacher, which outlines 12 descriptors of constructivist teachers. These descriptors can serve as a framework for the design of effective technology staff development programs.

Descriptor 1

Contructivist teachers encourage and accept student autonomy and initiative. Though we contend that students should be given the freedom and choice to explore concepts and information on their own and take responsibility for their own learning, much evidence exists that this is not truly the case in many classrooms in regard to the use of technology. Too often, computer assignments consist of passive drill and practices activities with little opportunity for students to display autonomy and initiative.

Descriptor 2

Constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials. This descriptor focuses on the students using real-world data and other information to generate their own explanation and inferences about existing problems in our world. When teachers encourage students to wrestle with their own interpretation of existing phenomena, students must move beyond the usual practice of drill and practice, providing opportunities to analyze, synthesize, and evaluate. Observing the common software used in many classrooms, one notices a lack of opportunity for students to experience multiple perspectives or critical thinking.

Descriptor 3

When framing tasks, constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create." Much of what transpires in today's classrooms involves multiple choice, such as asking students to select the correct answer from a list of options. Correct answers are provided quickly and too willingly by teachers. Observing what happens in the classroom in regards to the use of technology reveals a similar practice. Students have little opportunity to predict or create their own interpretation of solutions to problems or endings to stories. Analyzing, interpreting, predicting, and synthesizing are mental activities that require students to make connections, delve deeply into texts and contexts, and create new understandings (Brooks & Brooks, 1993)

13.1.5.1 The Remaining Descriptors of Constructivist Teachers

As you work with your plans for technology staff development, consider the other 9 descriptors of constructivist teachers set forth by Brooks & Brooks. Including these descriptors in your planning assures an emphasis away from traditional drill and practice activities and more toward an environment where students can use their creative, intellectual abilities to solve real-world problems. The remaining 9 descriptors are as follows:

Descriptor 4

Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.

Descriptor 5

Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.

Descriptor 6
Constructivist teachers encourage students to engage in dialogue, both with the teacher and with one another.
Descriptor 7
Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
Descriptor 8
Constructivist teachers seek collaboration of students' initial responses.
Descriptor 9
Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
Descriptor 10
Constructivist teachers allow wait time after posing questions.
Descriptor 11
Constructivist teachers provide time for students to construct relationships and create metaphors.
Descriptor 12
Constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model, published by Atkin and Karplus (1962). This model involves three steps: (1) teacher provides open-ended opportunity for students to question and interact with the material, (2) teacher introduces concepts aimed at focusing students' questions, and (3) teacher provides for concept application which encourages students to work on new problems based on the concepts previously studied. The traditional teaching model avoids the discovery phase until last, with usually only the brighter students participating. Moving the discovery step up front allows for students of all abilities to experiment early on with ideas, hypotheses, and discovery.
An Example of Staff Development for Teachers in Technology: Linking Technology and the 12 Descriptors of Constructivist Teaching
So how do we use technology to encourage students to use such higher order thinking skills? More importantly, how do we help teachers understand and value the connection? Allow me to present a staff development program used in a south-eastern Idaho school district, as they focused on using technology to encourage the components of constructivist teaching and learning. The following example is an actual staff development module used with K-8 teachers during the 2000-2001 school year.

The purpose of this professional development module was two-fold: (1) to focus on the relationship between technology and constructivist learning principles and (2) to actually use technology as the medium for delivery of the professional development to the district's teachers. The method of delivery was an asynchronous online course developed collaboratively by the building principal and a university professor in education leadership, who together monitored and guided the course delivery. The course was entitled, Uniting Technology and Constructivist Teaching and Learning Environments, offered to school faculty as a 3-credit master's level course. Involving the principal actively and regularly was viewed as a requirement to gain the knowledge and understanding along with the school faculty.

The Internet platform used was Blackboard, a sophisticated software platform that encompasses course management including: (a) posting of assignments and readings, (b) discussion forums, (c) links to the WWW for additional research and reading, and (d) an assessment component, all accessible anytime of the day or night via an Internet connection. Obviously, teachers chose to enter the course both during times at school and others at home. This provided the flexibility usually absent in professional development programs.
First few weeks:
To develop a knowledge base of constructivist theory and principles, teachers read numerous articles posted in the course assignments area. Additional readings were assigned detailing the Atkins and Karplus learning framework (Descriptor 12). The over-riding course objective of the program in the first few weeks, was to actually model the first step of the learning framework: providing an open-ended opportunity for students (teachers) to interact with purposely selected materials and to generate questions and hypotheses from working with the readings. An important activity during this time was the opportunity for teachers to post their questions on discussion boards so others could make comment and assist in the formulation and refinement of questions and hypotheses.

Teachers were paired in small groups (2-3) and asked to have further interaction (via email and private discussion area) regarding the nature of constructivist teaching and learning. The specific direction given by the course instructors (principal and professor) was to identify the differences between traditional and constructivist instruction, and have serious dialogue about whether or not each had strengths and weaknesses in the area of technology?

Discoveries made during this initial step one of the course included a realization that constructivist teaching does not involve a complete change in how teachers deliver instruction, and much of what they considered 'traditional" could be incorporated into a more "constructivist" delivery. For example, the traditional lecture format is a crucial component of the first step in the framework: presenting material and information that provides an opportunity for students (teachers) to question and explore their thoughts. The group discovered the importance of presenting a prior lesson in a traditional lecture format before sending students to computer workstations.

Middle few weeks:

During this time the course content and direction focused on step 2 of the learning cycle: introduce concepts more complex and sophisticated that perhaps were involved in the discussion and interaction of the first few weeks. The goal was to move to the next higher level, and demonstrate how technology can assist in this transition. The following concept was introduced (again, online) to the teachers, having a direct implication to school leadership:

Technology use in the classroom can influence and be influenced by leadership. Leadership itself may be transformed as a result of interaction with technology and staff. Presumably, leaders will fosters the effective use of technology in our schools. How can the educational leader (i.e., principal) determine how technology is used, what it can do, and ultimately, its contribution to student performance? (Bruce J. Arolio, Leadership Quarterly, 2000)

This introduction of concept was guided by several objectives, encouraging teachers to:

1. interact with the principal regarding the role of leadership in technology;
2. consider the concept of leadership and technology influencing each other; and
3. draw attention to the support (financial and philosophical) necessary from leadership if technology is to have an impact on teaching and learning.

One teacher's interaction with the principal on the discussion board stated:

"I think technology implementation can suffer from too much leadership as it can from too little. Sometimes a principal displays total control over technology because it is his or her agenda. Often, principals don't solicit input from staff. At one end you may have the principal who does not accept the role of leadership with technology implementation and appoints a person or committee (often non-instructional) to control the use of technology. At the other end, you may have a principal with her own agenda, diverting technology from serving the needs of the entire staff and student body."

Last several weeks:

Recall step 3 of the Atkins and Kurplus learning cycle: concept application. Before I address concept application, let me remind my readers that the first two steps of the learning cycle (discovery-concept introduction) most often involves several repeating sequences of each before moving on to concept application.

During concept application, students (teachers) work on new problems with the potential for evoking a fresh look at the concepts previously studied (Brooks & Brooks, 1993). The culminating activity for the course involved teams of three (2 teachers, 1 principal) designing an instructional unit in any content area implementing the use of technology. Included in the design were references to each of the 12 principles of constructivist teaching and activities covering each. Notice that the principal's role was crucial and perhaps a bit overwhelming: the principal participated as a member of each of the small groups.

Constructivists believe students (teachers) should work on problems and situations simulating and representing authentic tasks. For this reason, teachers in the course were asked to implement the instructional unit in the classroom during that current semester. The assessment would involve a post-discussion with the principal and teachers at the end of the implementation phase.

13.1.5.2 Design Effective Technology Staff Development Programs

Hopefully, displaying examples of how we tie constructivist principles to the use of technology in the classroom will help you as you begin to plan staff development activities in your own school. Though we may be in agreement about the value and strength of constructivist learning theory, we must be cognizant of the fact that staff development programs must match individual school site needs with available resources utilizing an effective delivery method. Obviously then, we must guard against adopting "canned" methods or strategies for the development of technology staff development programs. Only through assessing the needs of your staff, their expertise and deficiencies, then considering your available resources, can you hope to create a method of delivering appropriate and sustaining professional development in technology.

Think for a moment about the existing staff development methods used in your school or district. If they are anything like the methods observed in most schools, they are heavily focused on workshops, with an occasional outside speaker from a nearby college or university. We have a tendency to select activities without considering how this activity helps to meet the goals and objectives of our school. Existing technology staff development is no exception. Much consists of "hit and miss" workshops related to hardware and/or software, with little tie to instructional theory and even less of a tie to what will help students achieve. Before we leave this thought, let me present the National Education Association Research Division's suggested 19 methods of staff development program delivery:

1. Classes and courses
2. Institutes
3. Conferences
4. Workshops
5. Staff meetings
6. Committee work
7. Professional reading
8. Field trips
9. Travel
10. Individual conferences
11. Camping
12. Work experience
13. Teacher exchanges
14. Research
15. Professional writing
16. Cultural experiences
17. Professional association work
18. Visits and demonstrations
19. Community organizational work

Using our model of connecting technology use to constructivist teaching, will you agree that the list above provides many more opportunities than we thought available for designing effective, productive, (and fun) staff development programs for the use of technology to improve instruction.

13.1.5.3 Concluding Thoughts

David Pepi and Geoffrey Scheurman from the University of Wisconsin (1996) draw three parallels existing between Hans Christian Anderson's (1949) tale, The Emperor's New Clothes, and our headlong rush to maximize the use of computer technology in public school classrooms. Remember the story?

Two charlatans hoodwinked the Emperor and his court by claiming they could weave the most beautify cloth in the world. Interested in keeping them with the gold metals and silk threads they claimed they needed to weave the magnificent cloth. As the weeks passed, the weavers called for more and more gold and silk thread. Instead of using any of the gold or thread for weaving, they squandered the money on themselves. When presenting the "non-existent" clothes to the Emperor, they explained it had magical powers, one of

which could be seen by ordinary folks. It took a child, free of the burden of self-doubt to shout, But the Emperor has nothing on at all!!!(Andersen, 1949, p. 41)

Pepi and Scheurman's three parallels to our use of technology in schools are:

1. Like the Emperor, education has a long history of gravitating toward the latest fashion, often at great cost to the profession and those it serves;
2. Just as in the weaving of magic cloth, computer technology takes money. With money comes power, and power can corrupt (consider the percentage of money allocated for technology in our operating budgets); and
3. The lure of computer technology has a magic air about it. Faced with silvery disks with rainbow hues and an abstract highway that makes the yellow brick road seem mundane, the uninitiated may find it hard to question the legitimacy of the movement, much less say no or whoa to it. (p. 230)

Closing this chapter on staff development with a quote from Philip Schlectly's Inventing Better Schools (1997) seems appropriate:

Whether the present demand that our schools be restructured will be positively responded to remains to be seen. But I am confident of one thing: without leaders who will stay the course and without staff developers who understand what leads men and women to the frontier in the first place and what these men and women need to keep on going, all our efforts to reform our schools will fail. (p. 220)

Chapter 14

14. Diversity and Equity

14.1 Diversity and Equity[1]

Class Objectives

- To distinguish between Diversity and Equity.
- Explore the many kinds of Diversity existing in our schools.
- Form the link between Diversity and the Administration of Personnel.

Assignments

- Reread Hoerr's Chapter 9: Celebrating Our Differences.
- Prepare a 3-5 minute presentation on "What the Principal Can Do to Address Diversity and Equity as They Relate to the Administration of School Personnel."

[1] This content is available online at <http://cnx.org/content/m19169/1.1/>.

Chapter 15

15. Putting It All Together: A Personnel Administration Practice Field

15.1 Putting It All Together: A Personnel Administration Practice Field[1]

15.1.1 Final Examination

Each student will give a 10 minute Presentation based on their Final Examination: **The Development of a Personnel Administration Practice Field.** Hard copies are also due this class session.

[1] This content is available online at <http://cnx.org/content/m19192/1.1/>.

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