

Assignments

Seminar Session One: Leadership

Standard Addressed: Learner-centered leadership and district culture.

Skills and Knowledge:

1. The student will assess personal leadership style and map professional growth.
2. The student will develop a shared vision for the school district that focuses on teaching and learning.
3. The student will understand how to involve stakeholders in planning processes.
4. The student will conduct of analyze a school or school district climate survey.

Activities:

1. Complete the LPI Self and distribute five LPI Observer instruments for completion. Score the instruments and develop a growth plan using the information from the completed instruments on the format provided in the Participant's Workbook. Complete and submit a written analysis of the results of the assessment and comment on your areas of needed growth.
2. Write or modify your school district's vision statement to reflect a commitment to teaching and learning. Share the statement with your superintendent for feedback. Reflect on how you might use the vision statement to mobilize district resources to achieve the vision.
3. Complete a "personal best" leadership exercise for discussion during the seminar session.
4. Select a book on leadership that is meaningful to you. Read the book and be ready to lead a group discussion on it.

Reading for the seminar:

The school superintendency, chapters 2 & 3

The anguish of leadership, all

Selected book on leadership

Seminar Session Two: School district governance

Standard Addressed: Learner-centered policy and governance

Skills and Knowledge:

1. The student will provide leadership in defining board/superintendent roles and working relationships.
2. The student will demonstrate an appropriate knowledge of legal issues affecting education.
3. The student will analyze/develop district policies that improve student learning and district performance.
4. The student will audit school district management practices.

Activities:

1. Complete a board effectiveness audit and make recommendations for improvement.
2. Present a plan for coordinating the activities of several social service agencies in the district that will contribute to the achievement of school improvement needs.
3. identify at least five key community leaders, justify the selection of each, and discuss their potential roles in school improvement in the district. Prepare an analysis of this power structure in the district and share it with the superintendent and with seminar members.
4. Discuss Smoley's recommendations for improving school boards with your superintendent. What are his or her thoughts about the recommendations. How would s/he proceed to implement them. Submit a summation in writing for the seminar.

Reading for the Seminar:

The school superintendency, chapters 5,6,8,& 9.

Effective school boards, all.

Seminar Discussions:

Prepare summation of current research and best practice in one of the following areas:

Involving stake holders in district decisions

Dealing productively with issues of race, ethnicity, and gender

Assessing the impact and performance of charter schools

Evaluating the effectiveness of the districts internal and external communication plan.

Alternatives/supplements to standardized testing for assessing student achievement

Seminar Session Three: Organizational leadership and management

Standard addressed: Learner-centered organizational leadership and management

Skills and Knowledge:

1. The student will gather, analyze, and use data effectively in decision making.
2. The student will resolve problems using appropriate problem-solving skills and techniques.
3. The student will understand how to manage physical plant, equipment, and support systems efficiently.
4. The student will use technology to enhance school district operations.

Activities:

1. The student will participate as a member of a team in a problem solving exercise using appropriate data and problem solving skills.
2. The student will perform a management audit for his or her school district using phase one of Dembroski (1998) the **Management Audit** and develop a plan of improvement based on the results of the audit.
3. The student will identify an area of school district operations, e.g. transportation, facilities maintenance, risk management, and present recommendations for improvement which implements appropriate technology

Reading for the Seminar:

The school superintendency, chapters 9 & 11

"Nuts and bolts," in Spillane & Regnier, The superintendent of the future.

Seminar Session Four: Ethics and leadership

Standard Addressed: Learner-centered values and ethics of leadership

Skills and Knowledge:

1. The student will gain a better understanding of their personal values and ethical platform.
2. The student will be able apply the standards in the Code of Ethics and Standards of Practice for Texas Educators to a given situation.
3. The student will explain and defend the contribution of public education to the maintenacne of a democratic political system.
4. The student will understand the necessity to maintain personal physical and mental health.

Activities:

1. Complete the Ethical Orientations Self-test (pgs. 277-79) of .
2. In teams of two, present the material from a chapter in Rebore using the following guidelines: (1) discuss the major concepts presented in the

chapter; (2) contrast the selected reading from the chapter, indicating where you agree and where you disagree with the authors and why; and (3) highlight the knowledge, dispositions, and performances specified in ISLCC Standard 5 relevant to the chapter.

Reading for the Seminar:

The ethics of educational leadership

Reflective Writing:

Prepare a case study involving an ethical issue you have encountered in your professional life. Using ISLLC Standard 5, analyze the issue, explain how it was resolved, and evaluate that action in light of the behaviors specified in the Standard.