Below are important issues and concepts about EDU 103: Educational Governance

Governance and leadership: Observations-boards in Action, Structure and Basic Principles, Definitions: Board Roles and Responsibilities, and Policy development. Policy is rules made by the BOE and monitored by the BOE. Governance is overseeing to make sure that the policy is implemented. NCLB is governance AYP Annual Yearly Progress every school is expected to improve each year for several years to ensure that the students are improving academically. Congress is the governing body of the NCLB policy. Policy and Law are almost synonymous. The triad of leadership: the goal is to find excellence at the apex build it into the base. The leader is at the left and the follower is at the right of the triangle.The people are the most important feature of the school district. Take away the people and you have no school district.

***The Leadership issue***

The goal rests on the leader and follower. If you are in a leadership position you have to have vision to communicate the vision and people must like their ideas. You believe in their ideas and you like the person. Two reasons why people follow you is the fact that they like you—they trust you and like your personality and they agree with your issues, and see the value of your ideas. These two ideas are important for creating change. Who are your informal leaders in an organization: when we are talking about leadership, we are talking about positive change, growth. Experts are considered informal leaders by virtue of their competence, What are the characteristics of these informal leaders: Articulate, Networking, Advocating for others who are attracted to them because they are well liked and they agree with the ideas of the leader; talent, motivating others by enthusiasm, active listening, being a veteran/experience, money for effective change, Please peruse the Scholar page in order to locate readings. Please peruse the Scholar page in order to locate readings.

Paradigm: Roles of Leader and Subordinate

If you are supposed to change policy on instruction than you have to do it based on research.

Goal

Get excellence at apex: build into foundation excel apex: build it into the and built

The Leader The Follower

Vision produces current reality:



To change our educational institution. How much time is appropriate? We have reason to believe that we should not be too patient.

This is another methodological shape where Dr. Maguire held a conversation about how leaders utilize their leadership skills previously held to ease the structural tension to change the current reality.

We should use our leadership skills to change because we would like to improve our system internationally because nationally only 61% of our students doesn’t graduate the high schools, in New York it is lower. It is suggested that we should be patient in our approach

***Creating leadership***

Leadership is about balancing continuity and change

On the one hand a leader has to preserve his/her core values and core purpose which should be balanced by the ability to change operations and changing specific goals and strategies.

Leadership is about

1. CHARACTER or about whom you are and what you believe.

2. KNOWLEDGE in building and sharing; people should get information and be enthusiastic about sharing that knowledge. As well as understanding change; there is no such thing as being status quo. You are either trying to improve or you are going downhill and getting worse.

3. ACTION: the third characteristic of being a leader is ACTION: being a good decision Maker.

***Governance and Policy:***

What is policy for? To change the educational system for the better.

What is governance about? To implement, oversee, and support those who are operating in the trenches.

Why do we disaggregate? To itemize the skills necessary to improve academic performance.

To improve academic performance or achievement we need more coaching, financial support, overseeing and supervising the systems approach in creating policy.

***Essential Questions:***

Why do school districts exist? To create competent citizens so they can

Why do school boards Exist? A legal governing body to run the district.

What does the data tell us? 85% of children

Education is the sin qua non of a successful life. Wall street Journal.

America’s Perfect Storm: a study carried out a couple years ago: Three forces changing our nation’s future.

Three slides. 1. Immigration 2. Graduation rate must increase because most people need a job need increased technology. 3.

Three issues: 1. Achievement disparities: skill gaps

2. Economics and college education

3. Demographics and employment opportunities.

We are seeing a great disparity between wealth and poverty

\the data: we have 4 million 9th readers but only 70% graduate: New York State has 64% Cities: 50% Minorities: less than the average of the cities. Most of the Kids not graduating are minorities.

Math and science is the bedrock of our achievement; we should be attending to math more. 80% of the fastens growing jobs demand competence in math and science.

We used to be good at helping some people to graduate, but now we have to prepare to graduate everyone.

What policies affect change?

**Highest level of Hierarchy? Has the legal authority: is the Constitution (I must be able to memorize.**

(Web-sites)

Us. Constitution and Declaration of Independence: mandates

Congress: puts this in the budget

Federal Agencies—implements the law.

State Constitution: provides the nuts and bolts of how their own people will be educated as indicated by the Federal Constitution.

State Legislature

State Agencies

Local School Board. The school board member must be sworn in to uphold the constitution of the United States and the New York Constitution.

Even though we have these state standards, there is not a federal syllabus.

How would you determine the different states achievement: one suggestion would be to give a national exam? But then averages from the Scholastic Aptitude Test would be skewed because not all the states would participate.

India and china are countries we want to watch because their population is high.

Read an article about How Arne Duncan, secretary of Education is proposing 140 BILLION stimulus packages into the budget to renovate schools, prevent layoffs, and provide certified teachers.

The path of the money goes from the federal government to the state. But the problem is that when the money goes to the state their redirect the funds to where the money will go. Sometimes it is possible that the policy idea of federal government money will not get to its final destination—the local school board to give to the school district.

Teachers for America, Fellows Programs---Tell Arlene that if she wanted to be a teacher, she could actually be able to obtain a job, and go to college at the same time.

We do not have national standards: we have state standards that must be presented to the federal government in order to receive the funds.

The NYC schools are centralized: but now there is a push to go back to DECENTRALIZED school boards. Bloomberg is trying to run n for a third term to keep the status quo.

Now Livingston Street is empty and now Chamber Street runs the centralized show.

Article from the ADVISER: What would you do if….

The article wrote that Superintendent Riviera was charged with developing a technology plan for the school district to overcome the problem of decades old computers. Riviera recommended Streaming stream Software Company. In particular, Jeanine Tide felt so strongly about her opinion. The technology department members were fuming because they were not consulted in the decision making problems. One year (1) year later there were major glitches and the consultants were not helpful.

Anthony made the decision he said he did consul the technology department.

Said that he did not get paid. He said that the computers did work for a while, but people did sabotage the computers. Anthony said that there was public knowledge and the board should have looked at the website. Anthony said that he made a recommendation and the board should have researched my decision. They were supposed to decide.

We hired you based on the trust to implement our policy. I recommended a company and it was up to them. You say that you were reminded us again that you were a paid consultant.

A school board would take this issue and create a committee to research the steps necessary to create a policy about technology.

Board has a vision for the community and is representatives of the community. To accomplish their vision they must provide steps to accomplish their goals. What goals should be set? Answer: there should be some program for character development. Who works for BOE? Superintendent, clerk, and the attorney. But everyone else is under the auspices of the superintendent. Of Course, the board of education can bully the superintendent to make the recommendation. Now the board does vote yeah or near. What if the superintendent is insubordinate? But if the boe makes policy of honors economics, the superintendent can say well we do not have enough enrollments. Superintendent has the responsibility to implement the goals of the BOE. The superintendent—research and planning are first response. Then the superintendent from the research asks money for the program or the second step is implementing. Evaluate the operation of the program by ensuring to make the organization work. Evaluate means assessing the steps necessary to make the school work. The board does nothing else by makes policy. The Boe has two most important functions: to HIRE the Superintendent and to create policy. There are three areas of leadership that makes a good superintendent: character, knowledge, and action. Ideas are the focal point of policy. How do we go to from vision thru the cycle to improve leadership and administration?

Dr. McGuire handed out the Educational Leadership Policy Standards: ISLLC 2008. As adopted by the National Policy Board for Educational Administration of 12/12/ 077 Dr Murphy has implemented these for national accountability for administrators for the last fifteen years. We should amend them from time to time. Now we discussed. Them.

***Educational Leadership Policy Standards: ISLLC 2008***:

STANDARD #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders:

***Functions:*** A. collaboratively develops and implements a Shared VISION and MISSION.

B. Collect and use data to **identify GOALS**, assess **organizational effectiveness, and promote organizational learning.**

C. Create and **implement PLANS** to achieve goals.

D. Promote continuous and **SUSTAINABLE IMPROVEMENT**.

E. Monitor and EVALUATE progress and revise plans.

*The Operative Word in Standard 1 is: VISION*

Having a vision has a lot of steps to make it happen: you have to have people to work as a team, you have to have consensus. You have to strengthen the organization all the time—you need to approach your vision in a systems approach. –to implement the vision by appropriating money for the plans. All that is help that vision. In order to replace a physics you could plan effectively by hiring someone with two certifications, give incentives, hire people with good reputations.Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Nurture and sustain a ***CULTURE*** of collaboration, trust, learning, and high expectations. (We have to be nurturing of our teachers).

1. Create a comprehensive, rigorous, and coherent curricular program.
2. Create a personalized and motivating learning environment for students.
3. Supervise Instruction
4. Develop Assessment and accountability systems to monitor student progress.
5. Develop the instructional and leadership capacity of staff
6. Maximize time spent of quality instruction
7. Promote the use of the most effective and appropriate technologies to support teaching and learning.
8. Monitor and evaluate the impact of the instructional program.

***The operative word or advocating word in standard 2 is CULTURE***.

How are we going to evaluate the administrator: How are we going to evaluate myself and what do I need to do in order to improve my performance?

STANDARD #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Management (standard 4: operative word is collaborating) 5: integrity or character for standard 6: cultural context. Six how do outside agencies contribute to the school and academic performance of schools.

***Functions:***

1. Monitor and evaluate the management and operational systems
2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
3. Promote and protect the welfare of students and staff
4. Develop the capacity for distributed leadership
5. Ensure teacher and organizational time is focused to support quality instruction and student learning.

STANDARD #4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community community resources.

1. Collect and analyze data and information pertinent to the educational environment.
2. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
3. Build and sustain positive relationships with families and caregivers.
4. Build and sustain productive relationships with community partners

STANDARD #5: An Education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

***Functions:***

1. Ensure a system of accountability for every student’s academic and social success
2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
3. Safeguard the values of democracy, equity, and diversity.
4. Consider and evaluate the potential moral and legal consequences of decision-making.
5. Promote social justice and ensure that individual student needs inform all aspects of schooling.

STANDARD #6: an education leader promotes the success of every student by understanding, responding to, and influencing the political social economic, legal and cultural context.

***Functions:***

1. Advocate for children, families, and caregivers
2. Act to influence local, district, state, and national decisions affecting student learning.
3. Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

***1: Systems Thinking in our workbook> The Key Work of School Boards: A Guidebook***.

The National School Boards Association Chapter 1: the key wok of the school boards is to promote student achievement is the primary agenda for the school boards. This is not trivial. The school board has the oversight role that is different from the traditional role. Before they tried to be a part of progressive efforts to ensure clean government, **NOW the new** role was to share responsibility for how well schools and students perform. Now all students are the focus of the board. The technology revolution, made boards to learn t think and behave differently, and employ different strategies for teaching and organizing instruction.

Outline---Presentation

***Systems thinking: Chapter 1:***

***Introduction:***

1. Key work of school boards is to promote student achievement.
2. The oversight role has changed from ensuring clean government to sharing responsibility for student performance.
3. The new role of education deals with personal, social, and economic success of all students.
4. Technological advancement and modern educational opportunities requires schools to employ different strategies for teaching and learning.
5. Local boards are leaders of P.E.
6. Boe must align resources and culture of the system to support work of Principals, teachers and students.
7. Boe must hold schools accountable, articulate ed. Mission, and garner public support, and resources. To achieve the mission.
8. The national School Boards Association has developed a framework called the key work of school boards.
9. Outlines 8 areas: 1. Vision, 2. Standards, 3. Assessment 4. Accountability 5. Alignment 6. Climate 7. Collaborative relationships 8... Continuous improvement.
10. Systems thinking must be utilized to id, assess, and benchmark quality organ,
11. Systems thinking are a body of principles, methods, and tools for understanding these interactions.
12. No right answers, everything is connected to everything else. One power is to learn to anticipate unintended results.
13. Key work is to foster systems thinking.

Vision and Mission:

1. Vision is what we want to be
2. Seeks to shape events (not let them happen)

history

1. Declaration of independence
2. Martin Luther King’s I Have a Dream speech
3. JFK’s space exploration

Mission

1. One level: mission of an org. is that it is created to do
2. To capture and reflect the core values and beliefs that guides the organ. And its members in pursuit of stated aims.
3. Definition: to shape the future, one child at a time, through a community partnership dedicated to excellence in teaching and learning.
4. Important features include short succinct and memorable statements.

STANDARDS;

1. Performance
   1. High expectations
   2. Specific
   3. Clearly defined
   4. Tied in realistic ways to expectations of community
   5. Tied with economics and social landscape.
   6. Understand what tests require, how linked to state standards
   7. When board understand standards they can affect students, teachers, and community
   8. Standards must be broadly focused to include social and personal skills of students in addition to academic knowledge.
   9. Organizing standards through benchmarking

2 board of education

1. Most important responsibility of board is to establish standards
2. After they are responsible for curriculum
3. Identifying and using instructional strategies

Assessment

1. Definition: is central to key work of BOE is to promote outstanding student performance based on clearly delineated standards.
2. Next: determine how well student are doing in meeting those standards.
3. Two reasons for emphasizing assessment: information informs

And forms the individual and organization

1. To determine what is needed to improve instruction
2. Teachers need accurate and informed decisions
3. Using information to determine feedback and guide instruction.
4. Peter Senge says: the learning organization receives information about how they are doing and use the information to survive and thrive and thrive in changing circumstances.

Accountability

1. Local districts
   1. Being held accountable for student performance
   2. School boards were oversight bodies whose role was to hire superintendent and ensure that the management of the school was efficient and effective.
   3. Now: this demarcation was good for industrial age. But fell rapidly during information age : now no longer credible
2. Information age
   1. 25% for college
   2. And rest for factory work
   3. Other factors include civil rights,
3. Last 20 years rigorous graduation requirements and performance standards turned on accountability.
4. Accountability in business is bottom line in education is student achievement.

VI>.Collaborative relationships:

1. **Changing schema from competition** to Collaborative Relationships
2. Expression of competition: 1. Winning isn’t everything, it’s the only thing.” “Paddle your own canoe.” Survival of the fittest.”
3. New twist; while competition is important COLLABORATIVE RELATIONSHIPS are more effective than individual effort. Team effort: football, basketball.

Information age: Relationships are important;

1. Teachers teach well
2. Students perform better.

School boards:

1. Gauge quality of relationships
2. Take affirmative action to promote better relationships.
3. Must collaborate with business and political leaders
4. Establish positive relationships with constituency to create productive partnerships
5. Increase willingness to make pol. And financial decisions to enable successful schools

Collaboration

1. Occurs when people come together to contribute to the solution to a problem or the creation of new and better ways of achieving desired results.
2. Based on trust and mutual respect
3. Paying attention to conditions for students and teachers.
4. Deals with how people are treated
5. Taking initiative to inform pol. Leaders about success and (shortcomings?)
6. Giving political leaders recognition they deserve when they act in support of school.
7. Seeking advice from bus.leadrs aobut what the students need to know and be able to do to be successful in the “real world.” (authentic learning).
8. Seeking advice about greater efficiency.

Networking(Stakeholders)

1. Business community
2. Higher education
3. Community leaders
4. Political leaders

VII>. **CONTINUOUS IMPROVEMENT**

The single orientation that most clearly defines the effective modern Organization.

1. Paying attention to the quality of what we do.
2. Goal is to be 1% one percent better in ten areas of the operation.
3. KAIZEN-Japanese for taking whatever the product or process and making it better.
4. Never satisfied with the status quo
5. An objective that can never be accomplished.

School boards

* 1. Believe in continuous improvement
  2. Ask probing question toward that end about existing practices
  3. Affirm/not micromanage
  4. Questions are means by which board can encourage the superintendent and staff to develop habit of continuously seeking ways to improve
  5. Adopt a customer focus/ students and teachers

Edward Demming: quality management

1. Architects of quality management
2. Everyone in organ. Is customer and has customers
3. Central question: Whom do I serve? And who serves me?
4. Answering them brings focus to purpose and focus to the work we do

School systems

1. People carry out endless daily routines
2. Everyone must consider district’s mission and goals
3. Drivers, teachers, administrators, school boards, superintendent relationships
4. Collaborative relationships foster a climate where high achievement is fostered and valued.

Climate and Culture:

Alignment:

**My thesis statement might be: To survey the comparison of new middle school models to traditional Junior High Schools in Suffolk County as it relates to the new 8th Grade ELA and math New York State Assessments. Middle school models.**

Ask 25 students what do they do which make them feel confident. The answer to that question remains that the students feel confident about doing things with their peers about applying what they learned in authentic situation.