Textbook

***BEST PRACTICES, BEST THINKING, AND EMERGING ISSUES IN SCHOOL LEADERSHIP***

***Prologue***

“It isn’t your father’s school anymore,” to paraphrase a commercial. Many changes since the 1950’s have been documented on the “A Nation at Risk” (1983).The student body has experienced radical demographic shifts as a result: many languages spoken in the hallways across the country, changes in attitude and dress; today, public schools are being asked to become the social and learning engine of our democratic society. Also, Special needs students are apt to be identified as “other,” when referring to demographic information of students attending public school. Moreover, there is a level of accountability that never before existed. Assessment of student progress has evolved into high-stakes testing for students, principals, and schools. If the principal is to survive in his new role, he must cope with the changes, become aware of the issues facing education today, and be proactive to be truly effective. **This book will make students of educational leadership aware of critical educational issues.** School administrators need to be aware of media misrepresentation of school effectiveness. Teacher quality is another issue aligned with high student academic performance. Much of the synthesis on brain-based learning is (Sylvester: A Celebration of Neurons: An Educator’s Guide to the Human Brain, 1995), intended for teachers to understand the relationship between stress and learning as they are providing instruction, as they are undergoing the practice and transfer of new knowledge, and as they are providing differentiated instruction. Teachers have been able to establish sense and personal meaning, and foster a positive and supportive climate, oftentimes working in teams, the importance of being proactive-in order to enhance and actively influence education policy within our own profession. Principals practice in a crisis-filled environment. As Paul Houston illustrates, the Chinese symbol for crisis is made up of two sub-symbols: danger and opportunity. Prologue by William A. Owings & Leslie S. Kaplan Reference: Sylvester, R. (1995) A Celebration of Neurons: An educator’s Guide to the Human Brain. Alexandria, VA: Association for Supervision and Curriculum Development

***A Brief Look at the ISSLC Standards***

The high expectations for student safety & achievement placed on today’s school leadership are unprecedented. The principal’s role is changing; The Council of Chief State School Officers (CCSSO) has led a national initiative to create a common vision across the nation to ensure effective school leadership. Through the CCSSO-Sponsored interstate initiative, there is now a corresponding professional development in preparing principals for their “most demanding” roles in today’s society. Thus, a quality school leader promotes the success of all students by doing the following things: Developing a vision of learning shared and supported by the school community; advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth; last, the Principal treats everyone with respect and dignity, gets data from stakeholders before making decisions; values conflict resolution and consensus building; maintaining high expectation of effective instruction; and ensuring effective and efficient teaching and learning strategies. The principal addresses health and safety issues first; uses operations procedures that maximizes learning; uses effective problem solving skills and conflict-resolution skills, and shows flexibility in dealing with students’ learning needs. Responding to diverse community interests and needs and mobilizing community resources by building family partnerships. Acting with integrity, fairness and in an ethical manner. Understanding and responding to the larger political, social, economic, legal and cultural context, the principal understands and responds appropriately to changes in the larger society in ways that enhance student safety and learning. References: Council of Chief State School Officers (1998). Washington, DC: Author. Council of Chief State School Officers (2000). Collaborative development process for school leaders. Washington DC: Autho

***PART I:UNDERSTANDING SCHOOLS AND LEADERSHIP* CHAPTER I: CHANGING DEMOGRAPHICS—A CALL FOR LEADERSHIP**

BY: Bud Hodgkinson

Demographics, the study of cohorts, provide certain “givens” with which all educational leaders work. Today, most schools must address issues of racial and economic diversity; “Poverty, transience, and race have a pervasive relationship with school performance.” (Best Practices, page, 3). Leaders play a different role in a stable community than in one with high student turnover, etc, Leadership is an ambiguous term; it is almost impossible to predict that a particular person will become a leader in a particular situation. There are certain “givens” in which leaders must work. In the future, there will be fewer children and more elderly. Few people live well. When we think of developed nations we are talking of only 11% of the total population. When we discuss “globalization,” we are talking about only a handful of the more than 200 nations containing our species. Our species is either very rich or very poor. It is crucial that Americans and educators understand this, because schools will have to foster understanding through leadership in every public school that we have to interact globally, even though we have been isolationist for so long in our history. Census 2000: Implications For Schools: As residential patterns change, so do demographics, half the pop. Live in suburbs, a quarter in big cities, and a quarter in small towns and in rural areas. Transience creates one of the most severe educational problems. How do leadership training programs prepare prospective principals and superintendents? Poverty and Leadership: The gap between the rich and the poor in the U.S. is increasing. The school leader’s job is to rally everyone to “stay the course” and enthusiastically keep on trying hard, align curriculum to state standards and teach differentiated learning and use data to tell the story.

ISLLC Questions: Standard I: what barriers to the school’s vision must be removed according to Hodgkinson?Standard II: How do leaders address the transient issues that affect student academic performance?Standard III: Which is the demographic issue most affecting an educational leader’s ability to effectively manage his learning environment?

Standard IV: which of Hodgkinson’s demographic issues provide additional challenges to educational **leaders’ collaboration with families?** Standard V: How do educational leaders keep their principles intact as they navigate their interaction with other less than savory individuals.Standard VI: How do educational leaders motivate their kids and advertise their success to others as they succeed in their approach to graduating?

**Chapter 2: Media and Political Misrepresentation of Public Education**

**By: Gerald W. Bracy**

Bracey provides evidence that the American media **are not providing readers with fair and accurate reporting about American Public Schools.** The shallowness, lack of objective analysis, and occasional distortion of data about U.S. public schools, combined with the media’s appetite for the negative, form a potent **one-two punch against schools**. On the up side, we now have the thoughtful, seasoned columns from Richard Rothstein appearing every Wednesday in the New York Times, as well as others across the country that try to present the truth as they have the evidence to write it. President Reagan entered the White House with an educational agenda of tuition tax credits, school vouchers, restoring prayer to the schools, and abolishing the U.S. Department of Education. One strategy to put this agenda into place was to hype the negative and ignore or suppress the positive. The first instance of this was a glorious treasury and distorted statistics called “A Nation at Risk.” Terrell Bell, Reagan’s Secretary of Education, did not want to form a commission or issue a report. As recounted in his memoir, “The thirteenth Man, he sought a “Sputnik-like event,” that would galvanize the Americans into retooling their schools. Unable to find or produce a crisis, he resorted to the commission-and-report route. (Bell, 1988). Many positive issues were suppressed because Reagan and later Bush wanted a crisis. (p. 19).

According to Bracey there is no correlation between achievement and international market competitiveness, as defined by the World Economic Forum WEF.

The fall off from grades four to eight stems from two sources. First, American textbooks are about three times as thick as those in other nations. TI<SS found that American teachers try to cover many more topics than those in other countries. The coverage is by necessity brief and shallow and doesn’t “take.” Secondly, American educators have traditionally considered the middle school years as the culmination of elementary school, a time for review and consolidation in preparation for high school. Even now, after years of pressure to accelerate math, only 15% of American 8th graders take algebra. Other countries introduce new material.

Conclusion: Although today’s education writers are providing increasingly fair, accurate, and objective reporting and analysis, the general public needs to remain highly critical of much that passes for education reporting. Political and corporate biases and private agendas often influence what media publish and broadcast about American public schools.

ISLLC Questions

Standard I: How does Bracey’s description of the media’s negative portrayal of U.S. public school education impact educational leaders’ ability to define and share a vision for learning with all members of the school community? How might educational leaders understand and address the media influenced community view of education as a barrier to enacting the school vision?

Standard IV: How might educational leaders who understand Bracey’s argument use this awareness to respond to the diverse community interests and needs and mobilize community resources?

Standard VI How might educational leaders who understand Bracey’s position use this information to effectively respond to the larger political, social, economic, legal, and cultural context while promoting the success of all students?

Lessons Learned from Part I Understanding Schools and Leadership: Chapter I Changing Demographics (A call for Leadership)Chapter 2: Media and Political Misrepresentation of Public Education

Educational leaders today face greater challenges than ever before. Population shifts, diverse populations, distrust of public schools, and specious statistics. Few people live well, increased student transience, increased gap bet/w rich & poor, makes leadership more demanding and complex. Leaders must initiate interventions to address educating diverse students, parents, teachers, businesses, and government agencies to sustain programs over time. Educational leaders need enhanced professional and personal knowledge and skills to successfully address student learning.

**Part II Leading Change:**

**CHAPTER III: Implementing Change At the Building Level:**

**By Michael Fullan**

Schools need to have or develop the principals’ and teachers’ capacity for Leaders and teachers to work together over time while simultaneously attempting, monitoring, and refining improvements. They need program coherence to focus selectively and integratively on critical areas. In addition, schools, need resources of time, materials, ideas, and expertise. Finally, principal leadership is key to causing the other factors to improve. Moreover, support from agencies outside the school including the district, regional, and state agencies and the community also impact school change.

Text: Implementing consists of using new materials, engaging in new behavior and practices, and incorporating new beliefs. (fullan, 2001a). 1. Schools must do a better job of teaching the young. Moreover, policymakers and citizens have demanded large-scale reform involving all or most schools, not just an innovative few. Still there are perplexing problems. Datnow and Stringfield (2000) talk about the problems of initial and continuing implementation.There are five factors dealing with implementation: knowledge, skills and dispositions of individuals, professional community, program coherence, technical resources, and principal leadership. ***CHAPTER 3:*** Implementation at the Building Level:(1)Student AchievemntInstructional Quality: Curriculum Instruction Assessmentchool Capacity: Teach, Know, ProfCom, ProgCoher,Tech.Res,Principal Leadership policies and Programs on Professional Development Knowledge, Skills and Dispositions refer to the individual capacity of teachers. One can enhance this by hiring teachers with desired traits and/or professional development or both. Remember not to have too much multiple innovations colliding. Thus, one needs program coherence, by becoming more selective, integrative, and focused on those areas critical to the mission. Schools need Technical resources, time, materials, and expertise. And finally, principal leadership to enhance individual development. Professional community, program coherence, and access to resources.

Conclusion: In summary: to achieve greater implementation that affects student learning, we need strategies that will increase the number of schools engaged in successful reform. The good news is that there is a growing focus on developing leaders at many levels. In Leading in a culture of change Fullan identified five crucial mind and action sets that leaders in the 21st century must cultivate. A deep sense of moral purpose, knowledge of the change process, capacity to develop relationships across diverse individuals and groups, skill in fostering knowledge creation and sharing, and the ability to engage with others in coherence making amidst multiple innovations. Implementation will always be at the heart of the new developments, and the building level will always be where the implementation buck stops.

ISLLC Questions

Standard 1: According to Fullan, how does the educational leader promote the success of all students through a vision of learning that builds school capacity?

Standard 2: How does the educational leader promote the success of all students by working at the building and district levels to manage the organization, operations, and resources?

Standard 3: According to Fullan, factors external to the school exist. How does the educational leader promote the success of all students by recognizing and working with these external factors? What are these?

***Chatper 4:* Challenges to Leading and Sustaining School Change**

By: William Patterson

Educators need a foundation for change that is shared by those implementing it. Patterson relates that after seven years of implementing mastery learning as principal of is school, he left his position there; within the next few years, the school dropped the program completely. Patterson notes that without a clearly articulated philosophy and vision for change, the program would have failed even had the building and central office remained. In his next school in Denver he made sure he began planning by collectively identifying the philosophical basis for making decisions about the school and creating a document to guide their efforts in the short and long term. They developed a consensus around belief statements and their implications for daily practice within their classrooms.

In the early 1980’s the A Nation At Risk report ushered in a new round of pressures to improve schools in the U.S. Mastery learning was the approach that some schools were implementing, so we sent a district wide team of teachers and administrators to visit the Johnson City School District in southern new York, a district that had gained national attention for effectively using the mastery learning approach for several years. Then we decided to move ahead with mastery learning program in our school. By the third year we completely transformed into a mastery learning school. Meanwhile we saw our students respond well to the increased expectations, although some struggled to 75% in every class and in every unit of instruction. The teachers started to request more contact time with students. Students began to request to stay after school as long as teachers would stay with them, but the teachers were wearing out.

We then established a 8 period block schedule, one that today is used frequently across the country. Teachers demonstrated how quickly and successfully a strategic change couldl take place if they were truly committed to it. The faculty and I worked for the next four years, massaging, the mastery learning system, working with students to help them reach at least 75% and smoothing out the blocdk schedule wrinkles. When I left the school dropped the mastery schedule and returned to 60% passing grade.What happened? I had been principal for 11 years, we had been implementing the changes during the last 6 years before I left. Most of what we accomplished was dismantled fairly quickly. Even though the faculty and I developed a strong and trusting relationship; over the years, they felt that much of the pressure to move to mastery learning came from outside the high school. 2 things were missing: 1. We had not as a staff determined on what basis to develop a high school on the DU campus. 2. Revolved around the difficulty in staying with the program once a course of action had been decided. Even the most sincere staff can become discouraged when the blips on the screen occur, and the day-to-day challenges of school life present themselves. We decided that we needed a blueprint ofour beliefs, beliefs that we would use as a foundation for discussion whenever we encountered those challenges. A school philosophy is worth nothing unless it is a living document that is represented in the day-to-day operationsof the school, its teachers, and its administrators. They must be revisited each year to determine if we are implementing those belief statements into the teaching and learning process. One of the biggest problems in using belief statements to guide a program is finding the time and the enthusiasm among more experienced teachers to continually revisit them. If an environment is going to be strong, it is going to be3 intentional and planned, then the entire staff mus participate in determining what the environment must look like, how to make it happen, and how to maintain it. Students will not assist in creating a positive school environment unless they seethat the staff is dedicated to move in one direction. Regardless of how the statements are kept alive, they must be a planned and ongoing part of the school culture. Change is difficult--maintaining change is more so. Having a great idea is insufficient. There must be a foundation for change that is shared by those people implementing the change. Establishing a system of beliefs and their implications is one way to ensure as much as possible that change is grounded in something substantial-that something exists independent of the current problem or of the personalities involved that will allow substantive change to occur and become part of the school culture. Conclusion: commonly developed and shared belief statements about what a school should value and look like in daily practice provide essential criteria for short and long term decision making. Planning for school change can develop a consensus around its members’ philosophical foundations and then place them in continually revisited living documents to sustain their direction or efforts. ISLLC QUESTIONS: Standard I:How does the educational leader facilitate the development, articulation, implementation, and stewardship of a vision that is shared and supported by the school community? Why did the vision fail once the educational leader left? How does the educational leader eventually identify and remove barriers to implementing the school vision? What lessons does the educational leader learn about sustaining a shared school vision? standard 2:How does the educational leader promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth?How does the educational leader gather more data and information about the situation from varied stakeholders before making decisions? How does the educational leader show value for conflict resolution and consensus building? How does the educational leader maintain a culture of high expectations? What caused the high expectations to collapse in his former school?How does the educational leader show knowledge of assessment strategies andmultiple opportunities to learn (for faculty as well as students).?How does the educational leader value team process and stakeholder involvement for making decisions? Standard 4How does the educational leader respond to community interests and needs and mobilize community resources? Standard 6 How does the educational leader promote the success of all students by understanding, responding to nad influencing the larger political, social, economic, legal and cultural context? ***CHAPTER 5 THE NEW EFFECTIVE SCHOOLS BY: GORDON CAWELTI OVERVIEW:*** Public education has a high priority on political agendas and has undertaken standard-based reform because of unsatisfactory student achievement. Cawelti recently studied 6 (six) successful school districts from low income families and what these schools were doing to attain high levels of student achievement. Findings included the following: restructuring for greater accountability (decentralizing authority for change to the building level and holding principals and teachers accountable for improving student achievement; making central office leaders into mentors rather than controllers; focusing on clear and important standards, and making use of the knowledge base about teaching and learning.

Public education’s number one issue is unsatisfactory student achievement. After “A nation at Risk in 1984, education became a high priority on political agendas. Business leaders and those in higher education have articulated the need for this reform, citing high school graduates’ lack of basic skills. Politicians and critics of public education note low rankings of U.S. students on international test comparisons. As a result, school leaders in every state find themselves in the midst of the so-called “standard-based reform” movement, which has compelled them to focus instruction on the state-established curriculum and to improve student scores on tests designed to measure how well studens meet those standards.

**New Research on Effective Schoools and Districts**: many scholars contend that the school must be at the center of change efforts to improve student achievement. The early work of Larry Lezotte, Ron Edmonds (1979) and Wilbur Brookover produced the Five (5) Factor theory or the Effective School Correlates” More recently Cowelti studied six schools serving significant numbers of students from low-income families and reported on what these schools were doing to attain high levels of student achievement. The studies continue to show the importance of principal’s leadership, the need for focus on instruction and frequent assessment, the need for everyone to hold high expectations for all students, and theneed for teachers who are deeply committed to educating economically disadvantaged students. More and more teachers are working on TEAMS that regularly examine information about how well their students are doing as they seek ways to improve.Great leaders do just two (2) things; they decide what todo, and then they seek support to get things done.The findings of Cawelti’s studies fell into the categories of 1. Restructuring for greater accountability, 2. Focusing on clear and important standards, and 3. Making use of the knowledge base about teaching and learning.For example: in the Brazosport Independent School District in Texas, the use of quality tools and an intense focus on high expectations, good instruction, andfrequent assessment have essentially eliminated this gap in achievement normally found between minority children or those from low-income families and white or high-income students. It is important to note that the growing recognition and conviction that all students can learn undergirds all successful activities and changes. When this belief is shared y many people, chances for success greatly improve. **Restructuring for Greater** **Accountability**: Even after leaders have made decisions, others often respond sluggishly and incompletely. In the districts we visited, each had undertaken one or more of the following changes in order to correct this lack of incentive and clarify who was responsible for improvement. 1. Decentralized authority to the building, making it obvious that the principal and staff were to be held responsible for improving student achievement. It increased principal’s accountability for resource allocation. 2. Increased reliance on the team structure as the basis for making plans to mpro e student achievement, including the annual plan for improvement submitted to the central office, 3. The outsourcing of food services and benefits management as a means of increasing the focus of instruction. 4. Increased choices for parents, including providing tuition for private schools if parents were not satisfied with the school to which their child had been assigned. 5. More team use of instructional information about performance to analyze student achievement of particular students on particular instructional objectives. 6. A change in the role of central office leaders from controlling, monitoring and supervising to acing more as change agents, mentors, consultants, and advisors. The net effect of these changes is that they refocused efforts on student performance, and made it clear that the principal and staff are the ones accountable for improved results. There are many schools ahead of the success curve. However, they must be cognizant and alert for excesses, omissions, and misdeeds.

**FOCUS ON HIGH** **STANDARDS:** Leaders are expected to guide discussions about how well test results in reading, mathematics, and writing reflect what goals or standards for schools ought to be. School leaders need to be developing more comprehensive indicators of success than those measured by the state. Schools need success indicators for qualities today’s students need as they prepare for tomorrow’s world. For example< most jobs today require some degree of skill with computers, yet none of the districts we visited had tests for these skills that had to be passed for promotion. Certainly, a balanced program of general education will include attention to the arts, science, social studies, and health, but assessments in these subject areas are mot prominent at the high school level and virtually nonexistent at the elementary level, except for in a few states such as Maine and Kentucky.

Using the Knowledge Base for Improving Instruction:

The most important question to ask about any pending change is the extent to which it will improve the daily instructional life of most students. In and of themselves, working in teams, setting standards, decentralizing, doing more testing, or changing from a controller to a mentor role will have no effect on classroom instruction. The difficult job is to bring teachers reliable information and provide the time to discuss, analyze, practice, and ultimately make use of new teaching strategies.

Conclusion: The new effective school incorporates multiple considerations, including restructuring for accountability, more focus on a limited number of standards, and better use of research-based teaching practices. The knowledge base is not as precise as some would like, but that is true in other professions such as medicine; and we cannot afford to wit for it to be more conclusive. Leaders need to make decisions about what they are going to undertake in their school or district to improve achievement, and they must realize that the larger task today may be getting support for whatever is decided. The ultimate test in many districts will be the leader’s ability to develop a set of shared beliefs about the potential all students have for high achievement on goals important to their parents, employers, and politicians.

ISLLC QUESTIONS:

Standard I

According to Cawelti, great leaders do two things. What are these and how doe the leader develop, articulate, and implement a vision of learning that is shared andsupported by the school community?

Standard 2

How does Cawelti suggest that an educational leader build a school culture and instructional program conducive to student learning and staf professional growth?

What was the impact on Brazosport School District in Texas from following this practice?

Standard 4:How does Cawelti suggest mobilizing the community to support the academic success of all students? ***CHAPTER 6: POLITICS AND EDUCATION: A CONUNDRUM FOR SCHOOL LEADERSHIP,BY: GERALD ITIROZZIVe VIEW:*** Public schools are public and must be held accountable. Reform and political intervention have been constants in American public education during the past century. Specific current political events impacting public school reform include the following: title I of the elementary and Secondary Educaton Act ESEA 1965 (cornerstone of President Johnson’s War on Poverty). Title I sought to improve the academic achievement of low-income students, stating that all children could learn a challenginig curriculum and expecting school leaders to assure that it happened: equity and excellence had gecome goals of public schools: the “achievement gap” is a persistent pressure point that needs to be addressed: Individuals with Disabilities Education Act (IDEA) 1975 IDEA promising parents that every child with a disability would receive a free appropriate, and equal education (FAPE: Fee Appropriate Public Education). The government promised to pay 40% of the costs but only pays 12% and A Nation at Risk, 1983, (This report seriously questioned the quality of our schoolds and made suggestions for increased rigor for graduation requirements, a restructured day, improved teaching, and accountability).

Reform and political intervention in american public education have been constants during the past century, taking on many forms and offering many promises. I often ask audiences of educators, “ Do you feel reformed yet—is it over?” A sory attributed to Claude Pepper, the legendary congressman frm Florida, makes the point of “staying power” of reform. Supposedly, when Pepper died he asked the Lord,” will we ever have universal health care?” God’s response was, “Yes, but not in my lifetime!” Educators might consider reform the same way.

The reality is that reform should be viewed as favorable—if it truly addresses many of the stagnant practices and outdated methodologies that permeate theteaching and learning process. Public education is rooted in the political arena. The word public makes it so. In fact, a major share of state funding, goes directly to public schools. Funding of our nation’s education system is often at the center of the local and state budget process with thefinancial impact hitting the taxpayers. This issue has been exacerbated by changing demographics, which portray senior citizens as the fastenst frowing block of U.S. voters.

At no other time have there been so many financial resources, legislative mandates, federal intervention initiatives, and business/coporate interventions to shape the direction of U.S. public education. The most important political pressure points can be traced to SIX (6) KEY EVETS:

1. The 1965 ENACTMENT OF TITLE 1, WHICH IS NOW A MAJOR COMPONENT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)
2. THE 1975 ENACTMENT OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
3. THE 1983 PUBLICATION OF A NATION AT RISK
4. THE GOALS 2000 INITIATIVE OF THE MID 1980’S
5. THE STANDARDS MOVEMENT OF THE MID 1990’S
6. THE ACCOUNTABILITY/HIGH-STAKES TESTING INITIATIVES OF THE PAST FEW YEARS.

Taken individually, each has been a catalyst for reform. Taken collectively, they have become a coalescing force that has transformed the political landscape of public education.

1. **TITLE I OF ESEA 1965**

ORIGINALLY KNOWN AS CHAPTER 1, it is the nation’s largest federal elementary and secondary program, with a present apportionment of 8.6 billion. The focus of the program is to improve the academic achievement of low-income children, and was a cornerstone of President Johnson’s “war on poverty.” Title I makes a bold and challenging statement that all children can master a challenging curriculum and meet high academic standards-with the expectation that school leaders can provide the vision and skills to see these goals, and equity and excellence have become thegoals for all of our nation’s schools. Pressure point is to close the achievement gap between low-income and high-income students.

**2. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

The dilemma for school leaders is that Congress has not met its fiscal obligation to support the program. Congress is providing only 12% of its obligation and local and state budgets are providing 88% of special education costs. This reality places a major and overous financial burden on school leaders to meet the escalating cost of educating children with special needs. Congress made a strong moral statement and political commitment to our nation’s disabled citizens, but the statement rings hollow without the funding to back it up.

**3. A NATION AT RISK**

It shook the foundations of public education. It called into serious question the quality of our schools, demanding higher academic standards, m ore rigorous high school graduation requirements, a restructured school day and year, and improved teaching and accountability for educational leaders to bring the reform agenda to fruition. The report warned the “the education foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation.” (page 6 of the report) the staying power of A Nation At Risk is evident to this day, as shown by a significant increase inhigh school graduation requirements, a rush to institute state standards, a national movement to improve teacing, and the promotion of assessment and accountability.

**4. Goals 2000:** President George H. W. Bush convened a national educational summit in Charlottesville, Virginia, attended by the nation’s governors, selected by policy gurus, and corporate leaders. The outcome of the summit was an agreement on educational goals for our nation’s schools. This far-reaching legislation became the framework for President Clinton’s educational reform agenda, and was a driving force in the administration of Secretary of Education Richard Riley. The Goals 200- legislations became a catalyst especially for states to implement the established goals nad assess their attainment.

**5. STANDARDS:** The standards movement is rooted in the garden of politics, as legislators andp;policymakers have been largely responsible for driving te agenda to develop rigorous academic standards. Inherent in this paradigm shift has been a greater emphasis on holding school superintendendents accountable in knee deep in state-mandated programs and initiatives. This political direction also impacted school districts’ curricula, instructional methodologies, professional development, assessment models, and leadership training. In addition, the state-driven standards movement has caused districts and schools to direct and redirect their financial resources as they align their program to the new standards.

**6.High-stakes testing:** against the backdrop of standards-basd education, there has been as aligned political will to assess the extent to which the standards are being achieved. Of particular note has been the emphasis on high-stakes testing.—which means that a single test determines whether a student graduates from high school, or is promoted to the next grade. This emphasis on accountability has placed enormous pressure on school leaders. The reality is that the school districts, and the school within the district, ar eth efocal points of accountability----placing the superintendent and the principal in the spotlight. Just Key observation is the leadership in the spotlight of accountability. The key observations is that the leadership roles within a school district are more easily identifies is that the leadership roles within a school district are more easily identified as the positions to which responsibility and accountability can be affixed, as opposed to more closely scrutinizing the performance of classroom teachers. The political nature of testing and accountability has a firm foundation in the business community where performance analysis, profit margins, and a “bottom line” mentality are commonplace. Corporate America has bgeome a significant player in the political process ofr holding schools accountable. The reliance of the business world on date-driven decdision making is reflected ina corporate adage, “In God we trust; all others bring dat. ***CONCLUSION:*** There are other initiatives that could be cited to make the point that the national public policy and politics have dramatically driven the educational agenda for the past 35 years. In addition, there are numerous state-driven policies and legislation that have sought to reform public education. It should also be noted that the “political campfire” has been fueled by the escalating debate regarding the need for competition with other public schools. The rising tide of privatization initiatives (e.g. vouchers, school choice, Edison Project, magnet schools) has heated up the discourse among policy gurus and legislative leaders to hold public schools accountable, and to allow educational otions for students who afre in failing schools. The privatization of American public education looms as the centerpiece of political resolve over the next 20 or 30 years. The legendary congressman from Massachusetts, Tip O’Neil once said, “All politics are local.” While local control still borders on being sacrosanct in the United States, the political power-especially that of the local school board of education—has eroded. The new focus of power has shifted to the nation’s statehouses, and witnessed a greater involvement at the federal level. This shift must be clearly understood by school leaders as they chart a course fo their schools and districts. When individuals state that public education should be divorced from politics, they are simply not in touch with the real world. Our nation’s economic growth, democratic way of life, military strength, international standing and social fiber are inextricably linked with the quality of its public schools: ***ISLLC QUESTIONS:*** Standard 6: Why does Tirozzi believe that politics will take an even more important role in education? How does Tirozzi recommend that educational leaders respond to and influence to larger political, social, economic, legal, and cultural context of educational reform? **LESSONS LEARNED FROM UNIT II chapters 3,4,5,and 6.**Leading change is a new role for principals. The heightened public emphasis on school accountability hands principals the final responsibility for student achievement. To do this, today’s principals are expected or understand how to restructure their organizations and how to make better use of the knowledge base to improve teaching and learning. These responsibilities for organizational change mark a significant transition in the principal’s role from te traditional school operations manager to that of activist instructional leader.It is a position that require additional preparation, professional and personal resources, and time.

As Gordon Cawelti observes, “Great leaders do just two things—they decided what to do, and then they seek support to get things done. As leaders in an era of hih accountability, principals must effectively address people and task factors in the change process. Influencing others’ beliefs and actions requires a broad complement of leadership skills. Principals must assist teachers and communities to identify and act on clear and important goals about teaching and learning. As fulcrums for change, principals bring together the vision, people, resources, and actions into a cohesive force that makes a positive difference for students and teachers. Today’s principals must deeply understand the change process and deftly integrate ideas about the nature and directions of the desired changes, the people who must genuinely comprehend and commit their efforts to put them into practice, and the actions that willmake improvements happen. As they do, principals bring coherence to the many aspects of school improvement. They understand and clearly express where they are leading the school. They recognize the complexity of change and how to effectively facilitate the ideas, people, and actions over the long term to best advantage.

As instructional leaders, principals must help teachers focus on student achievement. Effective principals bring clear and important goals BEYOND those demanded by the state, and access reliable information, experiences, and the knowledge base about teaching and learning. Principals become the “teachers of teachers,” helping faculty use instructional practices that reflect a reliable knowledge base. Their common goal is to help all learners reach high standards required for high-stakes achievement as well as for fuller personal, civic, and career effectiveness in tomorrow’s world. School leaders must transform their school culture if practices to enhance teaching and learning are to become ingrained parts of daily school life. The school culture reflects its members’ values, beliefs, and behaviors. Without creating a school climate that supports the desired changes, no improvements will last. Building school culure takes frequent nurturing. New teachers need thoughtful induction into the belief and behavior network. Mature teachers need reinforcement and renewal of import ant beliefs and practices to keep them growing. Faculties need celebrations to commemorate their progress and achievements. Without a supportive environment where they truly believe and feel commitment to the changes, teachers may comply with administrative expectations; but they will rately make the innovations part of their own professional repertoire. School leaders of change must structure and direct the ongoing process of teachers’ vision sharing, “buy-in” skill building, and acting on behaviors if real classroom behavior changes that benefit students’ learning are to occur. Clearly, leading change requires principals to have certain essential personal qualities. They need ample emotional, physical, and intellectual energy for continuously thinking about where they are going. They must maintain a strong focus on the beliefs and practices that will turn the desired changes into realities for teachers and studens. As leaders, they need keen people skills to help key stakeholders understand, embrace, and act on personal commitments to the shared goals. Moreover, change leaders require a long-term view to repeatedly create and renew followers who will act in good faith on their common goals, when classroom doors close. Finally, it is important for principals as leaders of change to accept their responsibilities as public educators, accountable not only to the taxpayers and parents for effectively educating students to meet high standards. Principals also have the obligation to educate their communities about teaching and learning and to be proactive participants, influencing their teaching and learning and to be proactive participants, influencing their local, state, and national educational agendas. With their expertise and experience, principals can thoughtfully inform and influence the educational reform discussion. As research studies continue to show, principal leadership is an essential component for effective schools. ***PART III:TEACHING AND LEARNING:* Chapters 7 (Curriculum and Instruction: Critical and Emerging Issues for Educational Leadership By: Robert J. Marzano)Chapter 8: (Enhancing Teaching: By: Linda Darling-Hammond)Chapter 9: Teacher Quality: By: Laura L. Sagan)Chapter 10: Using Technology to Change School Learning Culture: By: Alan November)Chapter 11: Integrating Technology Into Instrucitonal Design: By Frank M. Betts)Chapter 12: Professional Development in Instructional Technology: By Richard W. Shelly).*Chapter VII (7):Curriculum and Instruction: Critical and Emerging Issues for Educational leadership***