

The Ohio Educational Leadership Collaborative Newsletter

Published Quarterly by the Ohio Council of Professors of Educational Administration

We believe in:

- Promoting research in educational leadership
- Providing information about educational leadership to university officials, governing boards, legislators, and the public.
- Establishing communities for collegial interaction on matters of program development and review.
- Studying needed legislation which will further the practices of professional educational leadership.

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OCPEA: Developing a Voice

When a legislator has a question that might impact the institutions that prepare school leaders, who do they ask? If the 22 institutions that offer school leadership degrees and licensure act independently from each other, is it left to the department of education to determine the direction of the field in Ohio? When a study such as *Educating School Leaders* (2005) by Arthur Levine is made public, where does a reporter go to get a reaction? And if there is no reaction, the reporter will write a story based on what Levine is inferring, right or wrong, minus a voice from the Ohio institutions. The Ohio Council of Professors of Educational Administration (OCPEA) needs to develop that voice, for program improvement, in order to have an influence on public policy, to share issues and resources, and to develop partnerships that can help promote the 22 institutions in Ohio and the work they are doing.

A single voice is needed among the OCPEA institutions for the collective improvement of our programs. It is important to bring our faculties together in order to share ideas, to debate issues, and to learn from each other. What do we collectively know about Bowling Green State University's satellite program, or Youngstown State's urban schools work, Cleveland State's First Ring, or the University of Cincinnati's partnership with the Cincinnati Public Schools to develop school leaders?

There are many other great programs being offered throughout the state, but we tend to work in a vacuum, and thus lose the opportunity to learn from each other and to help each other. We must all be ambassadors for our programs and for the good work we are doing.

A part of that strong voice needed to lead in the improvement of school leadership means developing close partnerships with school districts and with practitioner organizations, such as the Ohio Association of Elementary School Administrators (OAESA), the Ohio Association of Secondary School Administrators (OASSA), and national organizations such as the National Association of Secondary School Administrators (NASSP) and the National Association of Elementary School Principals (NAESP).

These partnerships will insure that our work has traction, that it has a direct effect on schools, and is sustainable. But to make the most of our opportunities, we must also develop strong partnerships with the Ohio Department of Education (ODE) and with the Ohio Board of Regents (OBR). It is difficult to have a working partnership with such groups on an individual basis. We need a collective body of institutions to develop a voice that can speak with these other groups. We have a new body, OCPEA, and now we must develop the voice for this group.

The need to develop a collective voice that can be heard by legislators, policy makers, and the citizens of Ohio is essential and urgent. This voice needs to be heard by legislators and ODE, not as a voice of conflict, but as a voice of developing a mutual understanding that can help Ohio move forward. The voice must be developed to inform legislators and to listen to legislators. The voice must also inform and listen to the OBR and ODE. The OCPEA institutions must work hand-in-hand with the principal organizations (OASSA and OAESA).

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Developing a Voice

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Together we can work for the improvement of school leadership, with the end result being the success of the children of this state.

The voice is needed to initiate policy and to inform about policy, to offer responses about outside studies, and to develop Ohio studies of programs. In this same arena, OCPEA needs to develop a statewide vision for the direction our institutions should move. What standards should we have for our educational leadership programs? What kind of educational leadership programs should we have? Can we step up and stand shoulder to shoulder with state legislators to improve schools and school leadership?

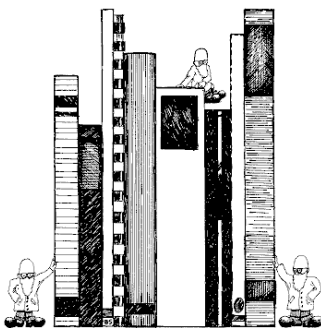
The groundwork has been laid, and the Ohio Council of Professors of Educational Administration has been formed. Now we must develop our collective voice for the common good of everyone involved in the improvement of school leadership.

Contributed by:
Ted Zigler, University of Cincinnati
Scott Sweetland, Ohio State University

Annual Conference Planning Completed

The plans for the First Annual OCPEA Conference are complete. The planning team collaboratively assembled a relevant and timely conference agenda, refer to Page 6.

2006 Conference Planning Committee members were:
Carol Engler (Ashland);
Grant Hambricht (Wright St.);
Anita Varriti (Kent);
Ted Zigler (Cincinnati);
Lisa Shoaf (John Carroll);
Barb Hansen (Muskingum); &
Jim Allen (Antioch McGregor).



Ohio Standards for Principals: Implications for Pre-Service Programs

On Friday, March 24, 2006 OCPEA and the Ohio Department of Education met to discuss the development process, alignment, and writing of the state's new principal standards. The group also discussed the implications for pre-service programs and process recommendations. The meeting took place at the Ohio School for Deaf in Columbus. Twenty-five educational administration professors representing various Ohio colleges and universities attended this information and discussion session. The information in this article was taken from the handouts created by the presenters and provided to the professors attending the meeting.

The first presentation by Larry

About Our Organization...

The OCPEA membership consists of professors, adjunct professors, graduate students, retired professors, and supporters of school administration preparation programs across Ohio.

In July 2005, OCPEA became one of six state organizations officially affiliated with the National Council of Professors of Educational Administration (NCPEA).

Call for 2006-07 OCPEA Officers

All OCPEA members interested in serving as an officer for 2006-07 should contact Dan Raisch at:

dan.raisch@notes.udayton.edu.

Offices available are: President-Elect, Secretary, Treasurer, and Membership Chair. Elections will be conducted at the annual OCPEA conference at Ashland University's Main Campus on October 6.

Johnson and Lee Miller addressed the standards development process. The development of Ohio Standards for Principals responds to Senate Bill 2 requiring the development of standards connecting what teachers and principals should know and be able to do with established expectations for students. The development process involved:

- selecting educators across the state to participate in the development of standards;
- facilitating the standards writing process and development;
- engaging the public in reviewing the standards at various intervals; and,
- selecting national reviewers to provide feedback.

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Myths and Poor Policy Affecting the Future of School Superintendents

Across the country, state policymakers are acting to weaken professional standards for school superintendents. Nine states no longer require a license for this position and among the remaining 41 states, over half (54%, including Ohio) have provisions for waivers or emergency certificates and 15 states (37%, including Ohio) sanction alternative preparation programs for licensure (Feistritzer, 2003). Sadly, this trend toward de-professionalizing the most influential position in public education is being fueled by myths and unless it is curtailed, it will seriously damage our public education system.

The public's ambivalence toward treating superintendents and other educators as professionals is not new. Public school administrators always have faced the seemingly contradictory expectation that they make critical decisions based on professional knowledge and that they be held politically accountable to the community for those decisions (Shedd & Bacharach, 1991). Numerous authors (e.g., Bauch & Goldring, 1998; Darling-Hammond, 1987; Strike, 1993) have attributed this conflict to the inherent tensions between participatory democracy and pedagogic professionalism. Whereas democracy institutionalizes distrust, professionalism relies on trust (Sykes, 1991). Scholars who have examined this issue (Wirt & Kirst, 2001; Zeichner, 1991), however, conclude that accommodations can and should be made to alleviate these tensions.

Eliminating state licensing is justified if the knowledge base considered essential for practice is proven to be fraudulent or irrelevant (Kowalski, 2004). Recognizing this fact, the anti-professionists (those who seek to eliminate state licensing)¹ have attempted to convince state policymakers that school administrators are simply organizational managers. Equally noteworthy, they claim that traditional

preparation and licensing are actually deleterious because they are unnecessary criteria preventing highly qualified non-educators from becoming school administrators. To bolster their lobbying efforts, the anti-professionists have perpetuated the following myths:

- There is a critical shortage of superintendents.
- There is a cadre of former military officers and corporate executives who would become superintendents if spared the indignity of taking education courses.
- Professional preparation for school administration is unnecessary.

In truth, universities historically have produced more educators than were needed (Bliss, 1988). Though applicant pools have declined over the past 25 years, they remain relatively high (research shows average applicant pools to be about 20). Moreover, there is no compelling evidence that de-regulation will induce prominent non-educators to become superintendents. And even if this occurred, there is no evidence that these individuals will highly effectively in this demanding position (Kowalski, 2003).¹ Condemnations of professional preparation are nested in the hypothesis that generic management skills, regardless of the context in which they were acquired or previously applied, are easily transferable to schools (Kowalski, 2004). As an example, Hess (2003) brazenly referred to Thomas Sergiovanni's distinction between corporate management and educational leadership as a "simple-minded dichotomy" (p. 4).

The case for deregulation has been erected on mix of conjecture and anecdotal evidence, the latter acquired exclusively from big-city school districts. Normative practice for superintendents in Ohio and other states is not defined by urban practitioners. Less than 2% of the nation's school systems have 25,000 or more students but 71% enroll fewer than 2,500 students.

Sadly, this trend toward de-professionalizing the most influential position in public education is being fueled by myths and unless it is curtailed, it will seriously damage our public education system.



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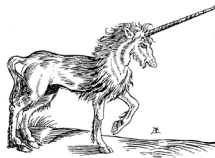
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www.cehs.wright.edu/ocpea

Myths and Poor Policy...

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Even more noteworthy, 48% of all districts enroll less than 1,000 students (National Center for Education Statistics, 2002). If deregulation succeeds, political appointees will be able to assume the most influential position in public education; alas, many of them will be neither competent managers nor professional educators. And unlike non-traditional superintendents in Los Angeles or Chicago, they will not have hundreds of support personnel to compensate for their lack pedagogical knowledge.



Professors of school administration have a responsibility to dispel the myths that are threatening our public schools. We must act collectively to demonstrate why school administrators should be professional educators. Even more important, we must take the initiative to reform our programs to ensure that future superintendents can be education leaders, competent managers, astute statespersons, effective problem solvers, and skilled communicators.

Contributed by:
Theodore J. Kowalski
Kuntz Family Chair in Educational
Administration, University of Dayton

¹ Examples of the anti-professionist views can be found in the following two publications: Broad Foundation & Thomas B. Fordham Institute. (2003) and Hess, F.M. (2003). Both are listed in the references.

¹ For a detailed analysis of the supply of qualified superintendents, see Kowalski (2003) listed in the references

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Implications for Programs

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The principal standards writing team was comprised of three central office staff, seven principals, four teachers, and five higher education members (CMSJ, OU, UC, XU, YSU). The assigned task was to write a set of standards serving to guide the development and growth of school administrators. These standards were required to be clear, reflective of best practices, and measurable. Thus, the following indicator levels were included in the standards' development to serve as a gauge for continued growth and development: *Proficient, Accomplished and Distinguished*.

Some examples of the standards' purposes are to:

- serve as a guide to reflect and improve on effectiveness;
- inform higher education and professional development programs the content and requirements of pre-service training and development;
- delineate expectations; and,
- advance the leadership capacity of educators.

Bob Beebe, Ted Zigler, and Lucy Ozvat discussed the references and resources the committee referred to when writing the standards as well as the alignment of the standards in relation to the ISLLC and ELCC standards. Committee members were provided readings from authors such as Barth, Fullan, Cotton, Waters, Marzano, & McNulty to name a few. Sally Grubb from the Mid-continent Research for Education and Learning, served as a facilitator to the process and provided the committee with 30 years of achievement-related leadership studies.

The research was intended to build upon and extend the 184 Indicators and 6 ISLLC Standards. The research identified 66 Leadership Practices (Indicators) and 21 Leadership Responsibilities (Standards). Seventeen of the 66 Leadership Practices that were found are not included in the ISLLC Indicators. The 66 practices were clustered in 8 areas of leadership responsibility: Affirmation; Contingent Rewards; Curriculum, Instruction &

Assessment; Flexibility; Outreach; Relationships; Situational Awareness; and, Visibility. These findings led to first order and second order change strategies and are addressed in Ohio's Principal Standards.

Lastly, Larry Johnson and Marilyn Troyer facilitated group discussion of the implications for pre-service programs and process recommendations. Two committees were formed as a result of this discussion. One committee will work to align the systems for reporting to the Ohio Department of Education and NCATE. The second committee will work to create candidate assessments for measuring the new indicators. If you are interested in serving on one or both of these committees, please contact OCPEA President Carol Engler at drcengler@aol.com.

Once the Ohio Standards for Principals were written, they were shared with national reviewers who were asked to provide feedback to the committee. Kenneth Leithwood (August 2005) offered, "Without these levels of expertise, you would really not have 'standards,' only categories of leadership practices, much like ISLLC, which are not very helpful at all until you add something like assessments. I also commend you for providing behavioral anchors for each level." Arthur Levine (August 2005), a critic of some educational administrative preparation programs shared, "The distinctions of proficient, accomplished, and distinguished in mastery of higher order skills, knowledge and achievements is very appealing. This career progression is very important."

Each Principal Standard is broken down into various Elements with a description indicating the proficient, accomplished, and distinguished indicators for each element. If you have questions regarding the new standards or the process in which they were written, please contact a member of the writing committee, such as Bob Beebe (rjbeebe@ysu.edu) who is also an OCPEA Board Member.

Contributed by:
Lisa Shoaf.
John Carroll University

Ohio Principal Standards

Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving those goals.

Standard 2:

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Standard 3:

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Standards 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being.

Growing OCPEA Membership

OCPEA has 72 members (60 full-time professors and 12 adjuncts / friends.)

Fifteen of the 22 Ohio institutions in Ohio offering educational administration degrees have become institutional members. It looks like our spring mailing paid off as we picked up 30 new members!

Ohio Council of Professors of Educational Administration - First Annual Conference -

Friday, October 6, 2006
Ashland University
Redwood Hall
9:30 a.m. to 3:00 p.m.

Conference Agenda

- 9:30–10:00** **Registration/Continental Breakfast**
- 10:00–10:05** **Welcome:** Dean Frank Pettigrew, College of Education, Ashland University
- 10:05–10:30** **Keynote Speaker:** Dr. Susan Zelman, Ohio Department of Education
- 10:30–11:15** **Session I: Implications of the New Ohio Principal Standards** with Dean Larry Johnson, Ted Zigler – University of Cincinnati; Robert Beebe – Youngstown State University
This session will provide an overview of the new Principal Standards adopted by the Ohio Educator Standards Board. This overview will include an explanation of the writing process, an examination of the new standards in comparison with the Interstate School Leaders Licensure Council (ISLLC) and Educational Leadership Constituent Council (ELCC) standards, and the possible implications for the licensing institutions.
- 11:15–noon** **Session II: NCATE & TEAC** with Dean Tom Lasley; Associate Dean Dan Raisch; & Carolyn Ridenour – University of Dayton; Lucille Ozvat – Ohio Department of Education
This session will be on NCATE, TEAC and ODE standards as related to licensure issues. The panel will review the process that University of Dayton experienced in determining whether to stay with NCATE or to make the transition to TEAC.
- Noon– 1:15** **Lunch/ OCPEA Board Meeting**
- 1:30–2:15** **Session III: Alternative Licensure** with Paul Williams & Deb Morin – Cleveland State University; Ted Zigler – University of Cincinnati; Kathleen Jorissen & Julie Edmister – Bowling Green State University; Don Schmidt & Barb Crist – Hamilton County Educational Service Center
This session will examine two pilot projects funded by the Ohio Department of Education to provide education and support for the newly formed 'Alternative Principal License,' as written in law and adopted by the legislature. Presenters will provide an introduction to the framework for the Alternative License, one institution's efforts in the development of an alternative licensure program, plus implications for Ohio Council of Professors of Educational Administration institutions.
- 2:15–3:00** **Session IV: Value Added Assessment** with Ted Zigler & Kent Seidel –University of Cincinnati
This session will provide an explanation of value-added assessment using the Bill Sanders Value-Added Model that will be used by Ohio. Presenters will lead a discussion of how educational administration faculty can work with their students and area administrators to help with the understanding of value-added measures, and practical uses of the data.
- 3:00** **Closing Remarks/Adjourn:** Carol Engler, OCPEA President

Conference Registration Form, Directions to Ashland University, and other OCPEA information:
www.cehs.wright.edu/ocpea