

**GEORGE MASON UNIVERSITY**  
**Education Leadership Program**

**Fall Term**  
**September 1, 2011 – December 15, 2011**

**EDLE 420—Organization and Management of Schools**

**Instructor:** Regina D. Biggs, Ph.D.  
**Phone:** 703.993.3633  
**E-mail:** rbiggs@gmu.edu

**Class Schedule Information**

**Meeting Time:** Thursday, 4:30 p.m. - 7:10 p.m.  
**Location:** Innovation Hall – Room 135

**Course Description**

**EDLE 420 – Organization and Management of Schools** – Students will study basic organizational theories and models of leadership and management of schools. The course content will explore theories and models of effective school leadership, with an emphasis on communication skills, system thinking, and personal and organizational change. Class discussions and activities will bridge theory with practical applications in school settings.

**Course Textbooks & Materials**

Smith, Stuart C. and Piele, Philip K., School Leadership: Handbook for Excellence in Student Learning, Corwin Press, 4<sup>th</sup> Edition, 2006.

Midlock, Stephen F., Case Studies for Educational Leadership, Pearson Education, Inc., 2011.

**Course Goals**

**Organization and Management of Schools** is intended to provide students with an opportunity to explore meanings of leadership in schools, the leader's role in school change and restructuring, and the ways school leaders make sense of school organizations. Students will explore how organizations function and the leadership choices within organizations. Furthermore, they will begin to develop a vision of their leadership principles and how these principles can impact their practices. These concepts will be examined within the larger context of American public education.

## **Student Outcomes**

To develop leadership competencies, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. At the conclusion of this course successful students should be able to:

1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Understand major perspectives for analyzing organizational behavior and outcomes in schools;
3. Understand the broad governance context of school leadership;
4. Understand state and national standards for school leadership performance and leadership dispositions; and
5. Analyze their own leadership skills and identify strategies for use to develop their leadership capabilities.

## **Relationship of Course Goals to Program Goals**

This course is intended to introduce students to theory and practice in school leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- enhance their oral and written communication skills.

## **Evaluation and Grading.**

### ***Attendance & Class participation – (15%)***

Students are expected to attend each scheduled class, actively participate in class discussions and to interact with the instructor and their classmates. It is expected that students will arrive on time and will notify the instructor, in advance, when an unavoidable conflict prevents the student from either arriving on time or being in attendance. Maximum credit for class participation will be earned by students who are present in the entirety for each class and who engage as expected on a consistent basis.

### ***Written assignments – (45%)***

For this class, students are expected to prepare a variety of written work products. These assignments will provide opportunities to develop leadership capabilities and to demonstrate an understanding of the application of organizational theory to schools. It is expected that written work will be edited prior to submission to address message, organization, voice, vocabulary, fluency, and conventions.

### ***Class presentations – (40%)***

Each student will make presentations to the class and receive feedback from their classmates and the instructor. Active audience participation is expected and demonstrated by providing constructive feedback to classmates to support continuous improvement. Making use of assigned time is a skill that will be emphasized. Therefore, presentations will often feature specified timelines to help students to develop their capacity to present a clear and succinct message within an assigned time period.

### ***Late Work***

Assignments are expected to be submitted on the due date. **Assignments will not be accepted after the due date.** Students may revise and re-submit papers to improve their performance. Such revisions will be accepted up to, but no later than one week after receiving feedback on the previous draft.

### ***Grading Scale***

A+ = 98 – 100 percent	C+ = 77 – 79 percent
A = 93 – 97 percent	C = 73 – 76 percent
A- = 90 – 92 percent	C- = 70 – 72 percent
B+ = 87 – 89 percent	D = 60 – 69 percent
B = 83 – 86 percent	F = 0 – 59 percent
B- = 80 – 82 percent	

### **College of Education and Human Development Statement of Expectations:**

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the service.

## EDLE 420—Organization and Management of Schools

### COURSE SCHEDULE

Date	Topic(s)	Content	Assignment
09/01/11	<ul style="list-style-type: none"> <li>• Introductions – Norms – Expectations</li> <li>• Diagnosing Dilemmas: Deconstructing Case Studies</li> </ul>	Midlock, Case 2-2: <i>Kindergarten and the Twins</i>	1. Read and Prepare for Discussion Smith & Piele, Chapter 1, <i>The Landscape of School Leadership</i> and Chapter 4, <i>Leadership Styles and Strategies</i>
09/08/11	<ul style="list-style-type: none"> <li>• Reflections on the Landscape of School Leadership</li> <li>• Fullan’s Leadership Framework</li> <li>• Case Analysis and Discussion</li> </ul>	Midlock, Case 4-1: <i>Evaluating the Reading Curriculum</i>	1. Read and Prepare for Discussion: Smith & Piele, Ch. 3, “ <i>Portrait of a Leader</i> ”  2. Prepare case analysis Midlock, Case 6-6: <i>Let My Son Graduate</i>
9/15/11	<ul style="list-style-type: none"> <li>• Portraits of Effective School Leaders</li> <li>• Case Analysis and Discussion</li> <li>• <b>Case Analysis 6-6 Due</b></li> <li>• Review of the Personal Best assignment</li> </ul>	Midlock, Case 6-6: <i>Let My Son Graduate</i>	1. Read and Prepare for Discussion: Smith & Piele, Ch. 6 & 8, “ <i>Ethical &amp; Cultural Leadership</i> ”
\	<p><b>Personal Best Paper Due</b></p> <p>How Do We Assess Leadership Values?</p>	Midlock, Case 2-7: <i>State Tests and Ethics</i>  Case 3-10: <i>Office Politics</i>	1. Read and Prepare for Discussion: Smith & Piele, Ch. 9&12, “ <i>Accountable &amp; Political Leadership</i> ” 2. Print and bring a copy of a local school’s Report Card (NCLB) <a href="https://p1pe.doe.virginia.gov/reportcard/">https://p1pe.doe.virginia.gov/reportcard/</a>
9/29/11	<b>Personal Best Presentations</b>	<p><i>No Child Left Behind</i> – History and Future Implications</p> <p>Midlock, Case 5-5: <i>Jake’s Classroom Management</i></p> <p>Review of Local School Report Cards</p>	1. Read and Prepare for Discussion: Smith & Piele, Ch. 11, “ <i>Distributed Leadership</i> ” 2. Print a copy of an Assistant Principal’s job description 3. Schedule an Appointment to Interview an Assistant Principal

Date	Topic(s)	Content	Assignment
10/06/11	Communication, Coordination, and Collaboration	Develop interview questions for Assistant Principals ----- Challenges, Surprises, Misconceptions, Frustrations, and Rewards	<ol style="list-style-type: none"> <li>1. Interview Assistant Principal</li> <li>2. Prepare Transcripts for Discussion and Review</li> </ol>
10/13/11	<ul style="list-style-type: none"> <li>• Day in the Life of the Assistant Principal –</li> <li>• <b>Panel Discussion</b></li> <li>• Individual Presentation Topic Assignment Review</li> </ul>	Interview Transcripts	<ol style="list-style-type: none"> <li>1. Read and Prepare for Discussion: Smith &amp; Piele, Chapter 15, Instructional Leadership</li> <li>2. Prepare Case Analysis Midlock, Case 2-1: <i>An All Day Field Trip</i></li> </ol>
10/20/11	<ul style="list-style-type: none"> <li>• <b>Case Analysis 2-1 Due</b></li> <li>• Learning Focused Communities – Leading for Learning</li> </ul>	Midlock, Case 6-9, <i>A Parent's Concerns About the Technology Curriculum</i>	<ol style="list-style-type: none"> <li>1. Read and Prepare for Discussion: Smith &amp; Piele, Ch. 16 &amp; 17, <i>Communication And Engaging the Public</i></li> </ol>
10/27/11	Communicating and Engaging the Public	<p>Midlock, Case 3-12, <i>The Principal Has Turned the Faculty Against You</i></p> <p>Case 6-4, <i>The Dumpster Incident</i></p>	<ol style="list-style-type: none"> <li>1. Read and Prepare for Discussion: Smith &amp; Piele, Ch. 18, <i>Managing Data for Decision Making</i></li> </ol>
11/03/11	<ul style="list-style-type: none"> <li>• Data – Driven Decision Making, How to Make it Work for Students</li> <li>• <b>Presentations: Platform of Beliefs</b></li> </ul>	Data Management and Use – Lessons from the Field	<ol style="list-style-type: none"> <li>1. Read and Prepare for Discussion: Smith &amp; Piele, Ch. 19, <i>Allocating Human, Financial &amp; Physical Resources</i></li> </ol>
11/10/11	<ul style="list-style-type: none"> <li>• How to Manage Human, Financial &amp; Physical Resources</li> <li>• <b>Presentations: Platform of Beliefs</b></li> </ul>	<p>Midlock, Case 3-15, <i>Implementing a Zero Based Budget</i></p> <p>Individual Presentation Topics</p>	<ol style="list-style-type: none"> <li>1. Read and Prepare for Discussion: Smith &amp; Piele, Ch.14, <i>Instructional Leadership</i></li> <li>2. Prepare Case Analysis Midlock, Case 2-8: <i>The Uncompromising Math Teacher</i></li> </ol>
11/17/11	How to Monitor Progress and Achievement	Midlock, Case 2-8, <i>The Uncompromising Math Teacher</i>	Finalize Current Topic Presentations
12/01/11	<b>Presentations on Current Topics</b>	Presentation Feedback Document	
12/08/11	<b>Presentations on Current Topics</b>	Presentation Feedback Document	Assignment: Reflections on Learning
12/15/11	<ul style="list-style-type: none"> <li>• Reflection, Review, Next Steps</li> <li>• <b>Reflections on Learning Due</b></li> </ul>	Course Evaluations	

## ASSIGNMENTS

### **(1) Personal Best – 20 %**

***Goal: To examine your personal leadership style by describing and analyzing a personal best leadership experience through the production of a written composition coupled with an oral presentation.***

This assignment borrows an exercise from James Kouzes' and Barry Posner's book, *The Leadership Challenge*. Kouzes and Posner wanted to know what people did when they were at their "personal best" in leading others. They assumed that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. As a part of their studies of leaders and followers, they asked leaders to write a personal best case, as an exercise to identify and analyze themes in evidence in leaders' behavior.

In preparation for writing your personal best case, think back over experiences where you exhibited leadership. Choose one that you consider to be a *personal best* -- a time when you performed at your peak as a leader. As you reflect on the experience, ask yourself the following questions:

- What characterized the situation? Who was involved, what were the issues?
- How did you know you knew what course of action was needed, and what motivated you to get involved?
- How did you get everyone on the same page?
- How did you challenge yourself and others?
- How did you foster collaboration? How did you build trust and respect?
- What principles and values guided you and others? How did you set an example?

These questions will help you to describe your *personal best* experience. To complete the paper, utilize Michael Fullan's Framework for Leadership as an analytic tool to examine the following:

- In what ways did you excel as a leader in the situation you described?
- What might you have done differently to enhance your performance?
- What lessons did you learn about leadership from the experience?

This is a short paper (4-5 pages), which should be typewritten and double-spaced. Come prepared to present your case.

## Rubric for *Personal Best Case* Assignment

<i>Levels:</i>					<b>Score</b>
<i>Criteria:</i>	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	
<b>Thesis &amp; introduction</b>	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose in introduction	Evidence of thesis can be found in a clear introduction to the paper	Establishes thesis in introduction and maintains clear purpose via suitable voice and tone	
<b>Description of personal best case</b>	Description of the case is largely missing or wholly inadequate.	Description of the case is incomplete or poorly constructed	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."	
<b>Case analysis</b>	Analysis is unrelated to the case, is largely missing or wholly inadequate.	Analysis is weak or incomplete, or superficially considers the Fullan framework.	Fullan's framework is used adequately to assess how the case exemplifies effective leadership.	Fullan's framework is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	
<b>Implications for leadership development</b>	Conclusion and implications are largely missing or wholly inadequate.	Lessons relating to future actions and/or personal leadership development are superficial	General lessons are presented relating to future actions and/or leadership development	Lessons are derived relating the need to develop specific leadership dispositions and/or proficiencies	
<b>Organization of paper</b>	Paper lacks logical progression of ideas	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper includes logical progression of ideas aided by clear transitions	Paper is powerfully organized and fully developed	
<b>Mechanics</b>	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	

## (2) Educational Platform – 20 %

*Goal: To consciously clarify the values set that will inform your practice as an education leader.*

A platform can be defined as a declaration of the principles that inform the thinking and actions of an individual or collective group. It generally encompasses strongly held beliefs that guide the actions of the believer. According to Sergiovanni & Starrat, (1998 & 2001) leadership development tends to be shaped by a personal set of beliefs, opinions, values, and attitudes coupled with administration knowledge and skills to provide a foundation of practice. This set of educational values and beliefs has come to be known as an educational platform.

While most school personnel possess an educational platform, the tenets of such may not be consciously explicit. Therefore, those aspiring to become school leaders benefit from writing their own educational platform in preparation for the rigor of school leadership practice. Moreover, early awareness of one's educational platform is necessary not only for school leaders but also for teachers. As Sergiovanni and Starrat (1998) affirm, "Unless teachers and supervisors uncover their platforms, they will not establish a base of mutual understanding that is necessary to ground their collaborative efforts"

To prepare your educational platform:

1. Identify three or four core beliefs that are important to you when you think about *teaching, learning, and leadership*.
2. For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
3. Expand on each belief by including a few principles that describe what the belief means and how it appears in school practices, i.e. what are people actually doing when this belief is manifested in behaviors.

Come prepared to make a **presentation** of your educational platform in the context of the following scenario:

Assume you were just hired as assistant principal at the Great American School, and the principal asked that you introduce yourself at the next faculty meeting by talking about your perspective as a school leader. Hence, consider what kind of first impression you want to make for your new faculty. What is important to you? How will you lead? (**Note** – the principal runs a tight meeting – **you have three minutes!**)



## Educational Platform Rubric

Levels:	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	<b>Score</b>
<i>Criteria:</i> <b>Attention to Audience</b>	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
<b>Clarity</b>	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
<b>Presentation Length</b>	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
<b>Content</b>	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	
<b>Speaking Skills</b>	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	

### **(3) Case Study Analysis – 15%**

***Goal: To develop skill and practice analyzing and resolving school based dilemmas.***

Education leaders are required to resolve school based dilemmas everyday. Students will learn how to disaggregate situational variables identifying key issues, relevant principles, players, and decision options. Assignments will allow students to individually and collaboratively engage in creative problem solving and to critique how decisions impact student outcomes.

### **(4) Panel Discussion – 15%**

***Goal: To develop an understanding of the role and responsibilities of an education administrator in the context of the school environment.***

For this assignment students will work collaboratively to develop interview questions for use discussion with a school administrator. Students will schedule an interview with a school administrator to gain a first hand understanding of their role in action. After the interview students will transcribe their interviews and will be assigned roles on a panel discussions to examine common themes in evidence.

### **(5) Presentation on Current Topic – 30%**

Education leaders are frequently called on by various constituencies to discuss, explain, defend, and/or advocate for a wide range of topics of interest to the school and wider community. As an education administrator you will frequently be asked to speak on topics about which you may have only a passing knowledge and minimal if any preparation time. Accuracy and clarity of message, as well as communicating within a specified time line is the expected norm.

For this assignment students will be randomly assigned a topic from the *Individual Presentation Topics* List. You may use Power Point, overheads, hand-outs, group participation or any other format that will contribute to the topic selected. Knowing your audience and what will appeal to them is part of planning the presentation.

Your presentation should be at least 15 but no more than 20 minutes in length.

## **Individual Presentation Topics**

### **1. First General Faculty Meeting**

You, the recently appointed principal, will make a presentation at the opening general faculty meeting (beginning of the school year). In preparing for this presentation, you will consider those priorities that you will highlight as well as the personal/professional information about your background that faculty may need to know.

You have just been appointed (within the past three weeks) to this position and you have not had the opportunity to meet most of the faculty. In fact, you have yet to meet one of your experienced assistant

principals who has been on annual leave since your first day on the job in your new office, approximately one week ago.

## **2. Presentation to School Board—Safe Schools**

You have recently been asked by the superintendent to address the school board relating to the school system's focus on safe schools. The school board is interested in hearing about your priorities and strategies for ensuring that students will be taught in a safe and secure learning environment.

You are aware that several well-publicized gang incidents dominated the news during the final two months of the last school year. These incidents occurred at the school to which you have just been appointed principal. (You have been on the job for several months now.) This will be your first formal opportunity to address the school board.

## **3. Presentation to School Board—Extracurricular Programs**

The local school board has recently discussed its plans to consider reductions to the secondary school's extracurricular programs. Among items discussed were the possible elimination of some of the "non-revenue" producing sports, as well as an overall reduction in the number of games/contests for some of the programs (TBD).

The superintendent has asked you, the activities director at the high school, to make a presentation to the school board that addresses the benefits of extracurricular programming. The superintendent has suggested you rely more on hard data and less on emotion as you prepare your report, as the local school board members have been subjected to a great deal of name-calling and criticism by some members of the community for daring to tackle such a controversial issue.

## **4. Panel Presentation for Department of Education Video**

You, the director of instructional services, have been asked by the superintendent to participate in a state-sponsored panel presentation on the recently adopted statewide testing program. Each panel presenter will be allowed twenty minutes of uninterrupted time to address how his/her school system is working with teachers and students to ensure success on these new high stakes tests. You will be expected to focus on best practices within your school district—what is working and why. Following the presentations, the moderator will direct questions (live audience) to individual panel members. The entire program will be taped for distribution to all school districts.

As a three-year veteran in your school district, you have worked to implement a number of instructional changes that appear to have had a positive impact on teaching and learning. Your school district was selected to participate as a result of two consecutive years of high test scores.

## **5. Speech to Local Chamber of Commerce**

You, a new assistant principal, have been invited to make a presentation to the local Chamber of Commerce. The Chamber has a history of being very supportive of the local schools and their efforts to

improve education. Several very influential members, however, have recently removed their children from the public schools and have chosen other alternatives (home schooling and private schools).

The Chamber president, a strong supporter of the public schools, has asked you to speak at the quarterly meeting on the merits of public schooling. The president has invited you because of your good work during your first few months on the job as the newest assistant principal in the local school district.

## **6. Presentation at Local Church**

You are a recently appointed assistant principal, and you have been invited to make a presentation at a church-sponsored forum on education that focuses on minority student performance. Several of the more influential church members have been vocal critics of the school district's "failure to address minority student needs and to prepare them for higher education."

It is a matter of record that minority students have not performed as well as their majority peers on state and national tests. It is also true that minority students are being suspended and expelled at a rate that exceeds majority students. Your principal has advised you to be well-prepared for this presentation, as a number of minority parents are preparing to attend and participate in discussion at the conclusion of your presentation.

## **7. Presentation to PTA Council**

You, the school principal, have been asked to address the school district's council of PTA presidents on the block-scheduling program that has been implemented in many of the region's secondary schools. You are a proponent of block scheduling, as you served on the steering committee that explored this as an option and subsequently recommended its approval to the superintendent.

You are aware that a number of the council members are not as convinced as you that block scheduling is making a positive difference in the academic lives of students. The superintendent has met with you and suggested that you carefully prepare a well-balanced presentation with both pros and cons of the block-scheduling program.

## **8. Presentation to the School Board—Teacher Salaries**

As the science department chair at your school, you have been asked by colleagues to address the school board at its annual budget public hearing. Your presentation will focus on the need to improve teacher salaries and benefits.

You are concerned that experienced teachers are leaving the school district for other opportunities such as teaching in other school districts or jobs in the private sector. You are also aware that salaries have not kept pace with the rate of inflation during the past few years. Furthermore, there is a growing lack of trust in the school board and central administration as new programs are adopted and new schools are being built, while teacher compensation appears to be a low priority.

It should be noted that you have applied for two assistant principal vacancies and are awaiting word as to whether or not you will be interviewed. This will be your first opportunity to make a presentation to the school board.

### **9. Presentation to Elementary School Parents—Academics at the Middle School**

You, the middle school assistant principal, have been asked by the elementary feeder school principals to address the elementary school parents about the academic program at the middle school. The parents are concerned because eighth grade SOL scores have been lower than fifth grade scores since the first year the tests have been given.

Several of the parents participated in a study group to look at options for middle school organization. The majority of them have expressed a preference for a more traditional academic program; the elimination of teams is a topic of intense feelings with the parents being evenly divided. You are a strong advocate for teams and the pure middle school model.

It should be noted that you are being considered for one of the elementary feeder principalships when the principal retires in June.

### **10. Presentation to Special Education Parents—Modified Diploma or Regular Diploma**

You, the middle school assistant principal in charge of special education, have been directed by the principal to meet with special education parents to give an overview of the types of diplomas available to special education students. You need to be clear and specific about the differences between the two diplomas and the timeline for deciding which diploma to pursue.

Be aware that you have recently been assigned to supervise special education because the previous assistant principal did not meet timelines or treat parents respectfully. The parents are not knowledgeable about the law, but they are angry with the school about how they feel their children have been labeled and the lack of information they have been given.

### **11. Presentation to the School Board—Adoption of A New Reading Program**

You, a newly selected elementary principal, have been asked by the superintendent to explain to the school board the advantages and disadvantages of a phonics-based basal reading program and a balanced literacy program. Prior to being selected as a principal, you were a successful reading teacher. You chaired the committee that made the recommendation to the superintendent to adopt a balanced literacy program.

The school board has been strongly lobbied by a group of parents to adopt a phonics-based basal reader program. This group has threatened to go to the press if the school board adopts a balanced literacy program.

It should be noted that you have not yet reported to your new school. The majority of the parents who support the phonics-based basal reader program are from your new school.

## **12. Presentation to the Tax-Payers League—ESOL Budget**

You, the recently appointed director of ESOL, have been asked by the superintendent to address the Tax-Payers League about the ESOL program. The League has been highly critical of the bilingual component of the program. It has taken the position that children should receive instruction in English only. The League plans to testify at the upcoming school board budget hearing advocating a cut in funds for the ESOL program based on the League's English only stance.

It should be noted that in your school district only 20% of the residents have children in the schools. The local tax rate is high because the jurisdiction has historically supported a high per pupil expenditure. The Tax-Payers League has been gaining support for its school budget position because of the high taxes and small number of residents with school-age children.

## **13. Presentation to the School Board—Half-day vs. Full-day Kindergarten**

You, a newly appointed elementary principal who most recently served as a high school assistant principal, have been asked by the superintendent to address the school board about the differences between a half-day and a full-day kindergarten program. The school board has included funds in its budget to phase in full-day kindergarten in all of the schools over the next three years. There is a group of parents opposed to this change and many are parents from your school.

It should be noted that there were concerns in the community about appointing a high school assistant principal to an elementary principal position. Some school board members also questioned your appointment. The superintendent used your experience as a family and consumer science (FACS) teacher who taught child development classes as a factor in your selection.

## **14. Presentation to Parents—Creating a Magnet Year-Round School**

You, an elementary principal with one year's experience, have been asked by the superintendent to make a presentation to the school board on converting one of the district's elementary schools to a year-round school. There is federal magnet school funding available to make the change and to fund the first year. This is your first presentation to the school board.

It should be noted that the superintendent wants to convert your school to the year-round magnet. Before you accepted your current position, you lived and worked in another state and your children attended a year-round school. As a parent, you were dissatisfied with several aspects of the year-round school program.

## **15. Presentation to Parents—Transition from High School to College**

You, the newly appointed high school assistant principal, have been asked by your principal to address the parents of the seniors at your school. The parents have become increasingly concerned that the school is not preparing their children for the transition to college. They have expressed concern about academic rigor, course offerings and extracurricular opportunities.

You are aware that, over the past few years, students from your school have reported that they felt less prepared for freshmen English classes than their classmates from other school systems. There have been an increasing number of students who have had to take a non-college level math class during freshman year. Some students have learned from admissions counselors that if they had participated in more extracurricular activities they would have been admitted to a college with more prestige.

#### **16. Presentation to Community Investment Group**

You, the principal of a middle school in an affluent community, have been invited to address a community investment group about your school and its needs. The perception is that your school and its students have no needs because of the wealth in the community.

Most community members are unaware that there are 40 students in your school from a Section 8 housing complex. These students have many needs, from computer access to medical attention. All but one of the students receives free lunch. Your school has no breakfast program. These are the only students in the school, with the addition of a few special education students from a cluster program, who receive free lunch.

#### **17. Presentation to the School Board—Elimination of Elementary Art, Music, Physical Education and Counselors**

The local school board has recently discussed its plans to consider reductions to the elementary art, music, physical education and counseling programs. Among the reasons discussed is the three-year decline of SOL scores and parent complaints about the guidance curriculum.

You, the director of elementary instruction, have been asked by the superintendent to address the school board about the benefits of the elementary art, music, physical education and counseling programs. The superintendent has suggested you rely on research about the intellectual and/or health benefits of each discipline in your presentation. The school board has taken the position that all programs must show positive and improving results on the SOL/NCLB report card.

#### **18. Presentation to Principals—Introduction of Site-Based Management**

You, the newest principal in your school district, have been asked by the superintendent to describe the benefits of site-based management to your principal colleagues. The superintendent has been directed by the school board to institute site-based management in the schools.

The principals' organization is considering taking a vote of no confidence in the superintendent because they are opposed to site-based management. They think it will cause them to lose control of their schools. The superintendent brought you into the school district from a neighboring school district that has site-based management. He thought that your recruitment and appointment would help him with his relations with the school board.

### **19. Community Forum—Finalist for Principal at New School**

You have been informed that you are one of three finalists for the new principalship at Model **ES/MS/HS** (your choice). The central office director of human resources has notified you that you will have 20 minutes to present yourself at a community forum. Parents, students, media representatives and the general public will be invited to attend. Following your presentation, the director of human resources will solicit input from those attending and compile it for the superintendent.

The new school is located in a recently developed planned community. As the first principal, you will be expected to have excellent community relations skills as you work with parents and their children to establish priorities and a sense of belonging in this new environment. Statistics reveal that many of your parents are affluent, well-educated and are new residents to this part of the state.

### **20. Press Conference—SOL Scores Drop after School Boundaries Are Redrawn**

You, an assistant principal who has been on the job one year, have been asked by the superintendent to accompany your principal to a press conference about the 20-point decline in SOL test scores since the school board redrew the boundaries for your school. The neighboring school, which also has been redistricted, had a 10-point increase in SOL test scores. You are in charge of the testing program, including the remediation component. The scores for your white and Asian students have remained about the same, but the scores for your African American and Latino students have dropped precipitously. You will be making the initial part of the presentation to the press and will be followed by the principal.

The principal has never used data to analyze the school's performance and does not understand why everyone is so upset. He has been under fire from the NAACP for insensitivity to minority students. He refuses to put up signs in Spanish even though the school population is now 20% Latino.

It should be noted that the superintendent is considering removing the principal and putting you in the job for the remainder of the school year, and possibly next year.

---



## Rubric for Presentation on a Current Topic

<i>Levels:</i>					
<i>Criteria:</i>	<b>1 falls below expectations</b>	<b>2 approaching expectations</b>	<b>3 meets expectations</b>	<b>4 exceeds expectations</b>	<b>Score</b>
<b>Attention to Audience</b> (20%)	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
<b>Clarity</b> (20%)	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
<b>Presentation Length</b> (20%)	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
<b>Content</b> (20%)	Thesis is unclear and information appears randomly chosen	Thesis is clear, but supporting information is disconnected	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	
<b>Speaking Skills</b> (20%)	Monotone; speaker seemed uninterested in material	Little eye contact; fast speaking rate, little expression, mumbling	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	