ABSTRACT
        An introductory leadership course in an Ed.D. program
in Child and Youth Studies, a redesigned early and middle childhood
program at Nova University (Florida), is described. The course's
purposes are first, to enable professionals to understand the impact
of demographic, social, economic, political, and technological
transitions on the institutions of society, particularly the family
and youth, and second, to assist each student in developing active
and continuous learning experiences to provide him with tools to
become dedicated and proactive leaders. The course design
incorporated development of conceptual frameworks, principles of
adult learning, and information processing and reinforcement. The
course's three sessions consisted of: (1) an overview with focus on
strategic thinking and transformational leadership; (2) human
resources development and organizational development; and (3
contemporary social problems. During the course, each student
developed a three-year individual education plan. Links with the
subsequent leadership and specialization courses are explained. 10
references. (MSE)

Preparing Proactive Transformational Leaders
Ed.D. Program in Child and Youth Studies
Nova University
Cluster #34, Ft. Lauderdale, June 1989

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Introduction

The ultimate goal of doctoral education is to design
programs of preparation to promote improvement in the
quality of services that graduates provide in a variety of
contexts. In order to achieve that goal, persons with
extensive background and experience engage in research about
the preparation of professionals and the contexts in which
they work. These persons then translate that research into
learning experiences to assist students to attain a high
level of proficiency in order to provide statesman-like
leadership in their chosen field of endeavor.

The reports on education reform indicate that we must
revolutionize the field of education in a responsible and
thoughtful fashion. It can be done and it must be done.
Inquiries and research indicated that a new Ed.D. Program in
Child and Youth Studies (CYS) was needed. Research and
professional intuition suggested that Nova University's
Ed.D. Program in Early and Middle Childhood could be
redesigned by (a) strengthening the emphasis on proactive
leadership, (b) adding three areas of specialization, (c)
extending human development, and (d) making a few other
minor changes.

Students in CYS would begin by taking Leadership I intended
(a) to highlight mega conditions and the need for strategic
thinking and transformational leadership, (b) to discuss the
relationship between human resources development and
organizational development and have each student specify an
Individual Educational Plan for her/his doctoral studies,
and (c) to define a number of contemporary social problems.
Leadership I was based on the idea that each student would
benefit more fully from CYS if s/he had a better
understanding of (a) the type of leadership needed today and
in the future, (b) who s/he is now and wants to become in
the future, (c) the context and culture of the establishment
in which s/he works, and (d) the problems of today's era and
the complexity of issues of a limited number of problems.
Paralleling Leadership I was the opportunity to begin to
specialize in one of three broad areas: (a) School
Management and Instructional Leadership for Excellence -
SMILE, (b) Management, or (c) Special Services.

Faculty committed themselves to a "systems approach" of
tracking students to document "value added" to determine
the extent of growth for several areas of professional

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development. This new innovation included (a) refinement of the assessment of personal data variables at the front end of the program, (b) documentation of professional development in learning activities by each student and each faculty member, and (c) assessment of outcomes at the completion of the program. The last phase will also include an assessment of impact of the graduates at points after graduation. Figure 1 is a display of the research design.

Student Orientation to the Program

A student orientation to CYS was held on March 17-18, 1989. Students were provided with detailed information about the philosophy and the structure of the program. Students met with specialization faculty to review assignments and due dates. Students obtained a written set of instructions for Leadership I and one area of specialization, study guides, resource manuals, and textbooks.

Communication was essential for the study areas at the front end of CYS. The study areas involved are displayed in the diagram below.

Apr - June   Oct - Dec
        Apr ------- July - Aug ------- Oct
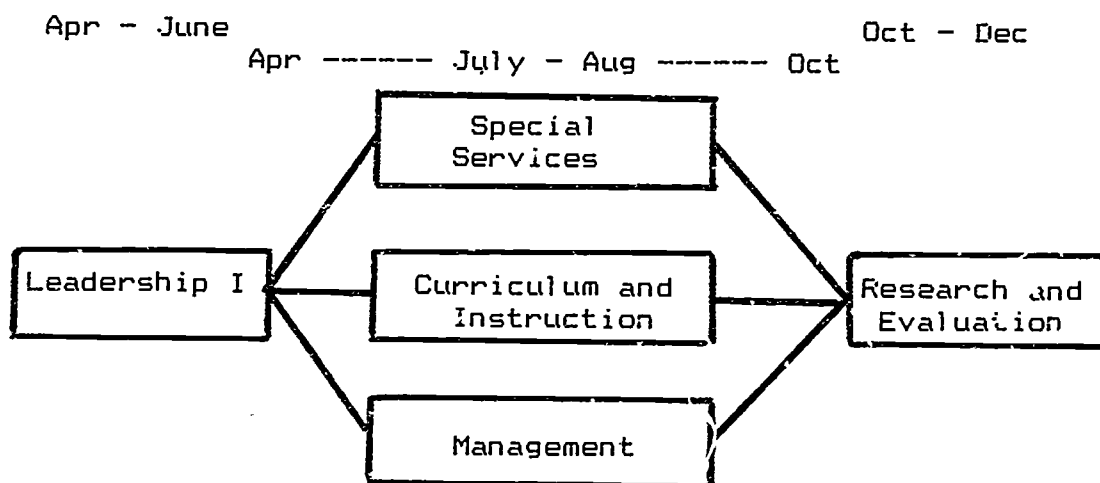
A memo to facilitate communications and coordination was distributed to faculty, staff, and the cluster coordinator after each session of Leadership I.

Leadership I

Refinement in Assessment of Personal Data Variables

Students are one of the major "inputs" in doctoral programs. Each student brings variations in genetic maps, imprints of culture that vary from state to state and region to region, impressions of early childhood through adolescent encounters, distinctive marks of undergraduate and graduate programming, and the reflections of many socio-demographic

Figure 1

PREPARING PROACTIVE TRANSFORMATIONAL LEADERS

IN EARLY AND MIDDLE CHILDHOOD

O   X   O

Inputs	Treatment	Outcomes
Cultural Background	Leadership I	Outputs:
State of Origin	Specialization I	Cognition
Undergraduate Major	Summer Institute I	
Graduate Major	Research and	Publication
Current Occupation	Evaluation I.	
Children	Practicum I	Policy
Sex	Human Dev I	
Age	Human Dev II	Political
Income	Human Dev III	Activity
Marital Status	Research and	
Religious Preference	Evaluation II	
	Specialization II	Scores:
Myers Briggs	Summer Institute II	MB
Kolb Learning Style	Political Processes	KLS
Hemisphericity	& Social Issues	H
Leader Effectiveness	Practicum II	LE
and Adaptability	Leadership II	
Description (LEAD)		Impact:

experiences. Information about the above-mentioned personal
data variables was collected at the onset of the program.
Figure 2 is the form used for the collection of personal
data variables. Figure 2a is the code for Personal Data
Variables. Figure 3 is the display of raw data for personal
characteristics other than test scores.

These "memories" help to shape a number of characteristics
that can be assessed through tests. The information can be
used to enhance learning. Tests administered in Leadership
I were: (a) a modified Myers Briggs which yields planning
style preferences, (b) Leader Effectivess and Adaptability
Description -- LEAD, and (c) Kolb Learning Styles Inventory,
and (d) Hemisphericity. The modified Myers Briggs yields
planning styles: Pragmatic Managers, Strategic Managers,
Pragmatic Humanists, and Strategic Humanists (1). The
Hersey and Blanchard LEAD test yields four basic leader
behavior styles: High Task - Low Relationship, High Task -
High Relationship, High Relationship - Low Task, and Low
Relationship - Low Task (2). The Kolb Learning Styles
Inventory yields the following preferences: Accomodator,
Converger, Assimilator, and Diverger (3). The Torrance
Hemisphericity test yields styles of thinking: Right
Hemisphere, Left Hemisphere, and Integrated (4). Figure 4
displays raw scores for these tests.

The new emphasis on proactive leadership is based on
research that suggests that leadership has three levels:
individual, organizational, and societal. The research
indicates that leaders are remarkedly well-balanced people
who embody four areas of competency: (a) vision, (b) the
ability to communicate that vision, (c) positive self regard
and (d) trust with associates.

The ultimate purposes of Leadership I are (1) to enable
highly trained professionals to comprehend the impact of
macro transitions (demographic, social, economic, political,
and technological) upon the institutions of society --
particular y the family and youth -- and (2) to assist each
student to develop a "contract" of active and continuous
learning experiences that will provide him/her with tools to
become committed and dedicated proactive leaders.

Several fundamental concepts were recognized in structuring
the study area: (a) development of conceptual frameworks,
(b) principles of adult learning, and (c) information
processing - reinforcement.

Development of Conceptual Frameworks. Research indicates
that human resources development is an additive process that
begins with conceptual frameworks which are modified by
concepts, ideas, factual information, and experiences.

Principals of Adult Learning. Research indicates that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

Information Processing and Reinforcement. Research indicates that persons retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, and 90% of what they do and say.

Several small group interactive learning experiences were included in the study area to help each student to maximize higher order cognitive and interpersonal skill development.

Leadership I consisted of three sessions: (a) overview with focus on strategic thinking and transformational leadership, (b) human resources development and organizational development, and (c) contemporary social problems.

Session #1. Strategic Thinking and Leadership.

Prior to the meeting of the first class, each student wrote a brief statement about the context in which s/he works, listed several problems that intrude on her/him, and wrote a paragraph or two about three or four problems. This assignment was sent to the faculty member one week prior to the first meeting of the cluster.

The first session of Leadership I was held on April 1, 1989. The faculty member began with an overview of the CYS Program, presented CYS program and student learning outcomes, and discussed the relationship of each study area to outcomes. The faculty member then discussed the goals for Leadership I stated on page 3 of the study guide and concentrated on the objectives for the first session stated on page 4 of the study guide.

The faculty member then reviewed the tools for Leadership I — study guide, textbooks, and readings and resources manual. The readings and resources manual contain information about units of the federal government, a list of national organizations, and a list of projects funded by the Office of Educational Research and Improvement of the U.S. Department of Education. The research and development centers, regional educational laboratories, and ERIC were explained. Each student was given a March through December 1989 calendar to help manage his/her time for the completion of tasks for multiple study areas.

The faculty member discussed the distinction between strategic thinking and operational planning. See Figure 5. Each student was given a packet of demographic, social, economic, political, technological, and values information. Detailed data were provided about Dade City and Miami

County. These data are particularly useful for students from that area, but also serve as a model for types of data and a way for formatting data. Additional materials made available included copies of The Futurist, The Kiplinger Florida Letter, American Demographics, Electronic Learning, Florida: The State and Its Educational System, and The First 100 Days: Children's Initiative. Significant concepts were highlighted in the textbook Society As Educator In An Age of Transition (5).

Each student completed a modified version of the Myers Briggs which yields planning styles: 2 Pragmatic Managers, 6 Strategic Managers, 7 Pragmatic Humanists, and 17 Strategic Humanists. See Figure 6. Students were divided into three groups based on planning style and asked to identify demographic, social, economic, political, technical, and value changes that are likely to occur by the time the class of the year 2000 graduates. See Figure 7. Groups reported on discussions.

Session #1 was concluded by reviewing significant concepts learned in session #1 and preparing for session #2. Each student was asked to synthesize and evaluate significant concepts and their implications and record them on a log. Figure 8 is a copy of the sheet to record significant concepts and their implications (6). Assignment #2 consisted of a paper on the student's stage of professional development and the stage of organizational development of the context in which s/he works. From this analysis each student developed her/his Individual Educational Plan (IEP).

Session #2. HRD and OD.

Students sent their systhesis and evaluation for session #1 and assignment #2 to the faculty member one week before session #2. The review of the students' synthesis and evaluation for Session #1 led to three conclusions. First, students had mastered the significant concepts such as the need for strategic thinking as a prelude to operational planning, leadership vs management, and transformational leadership. Second, students were very creative in interpreting significant concepts for their world of work when asked to think in terms of implications and applications. Third, the simple one page form worked well. The form was adopted for other study areas with minor modifications. A formative evaluation of the process at faculty meetings can refine this vital process to enhance student learning as well as provide content and process checks for faculty.

The morning of session #2, was dedicated to a discussion of dimensions of leadership — self, organization, and community; stages of human development, and stages of orgnizational development. Significant concepts in Secrets

of Effective Leadership by Fred A. Manske were discussed along with other materials assembled from other sources including the Center for Creative Leadership. Maximum synergism in an organization can be achieved when leadership has specified and communicated a vision and organizational development plan and human resources development plan is in harmony and synchronization with the vision. MS = OD + HRD.

Assignment #2 required each student to analyze her/his stage of development and the stage of development of the establishment in which s/he works. Papers were of high quality. Each student completed the Leader Effectiveness and Adaptability Description (LEAD) instrument which provides a profile based on dimensions of relationship and task. Students were divided into three groups based on LEAD scores to discuss significant concepts and implications about leadership. The High Relationship - Low Task group reported on person-centered priorities such as at-risk students, peer teachers, student self concept, school based management from the perspective of teacher empowerment. The High Task - Low Relationship group reported priorities primarily from the establishment perspective. The High Relationship - High Task group reported a balance of priorities that were both person-centered and establishment-centered.

The afternoon of session #2, was dedicated to dimensions of strategic planning emphasizing concepts in Guide to Strategic Planning for Educators by Shirley D. McCune. Perhaps her most significant concept is stages of school evolution: Stage 1 - Industrial Schools, Stage 2 - Improved Schools (Transitional), Stage 3 - Restructured Schools, and Stage 4 - Learning Communities. See Figure 9. The faculty member then reviewed the list of problems identified by students. Figure 10 is a list of problems.

Because cultural diversity appeared so often, in some form, that topic was elaborated on, approaching it from the positive perspective of "windows of opportunity". One megacondition of great significance in the 1990s will be cultural diversity. The U.S. can approach this problem from a planned or an unplanned perspective. From the planned perspective, harmony among the pluralistic peoples of this "nation of nations" could result in equality of opportunity and improved quality of life throughout the world through international trade of goods and services. From the unplanned perspective , the gap between the haves and have nots could deteriorate to increased hostility and war between the techno-peasants and superrich. See Figure 11. Students were divided into groups based on learning preference as measured by the Kolb instrument - Accomodator, Converger, Assimilator, and Diverger. See Figure 12.

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Students specified issues for a select few problems of their choosing, setting the stage for assignment #3.

Session #2 was concluded by reviewing significant concepts learned in session #2 and preparing for session #3. A few significant concepts and their implications were discussed to reinforce content and process. Preparation for session #3 included comments on paper #3, the five minute oral presentation (See Figure 13), and the final examination.

Session #3. Contemporary Social Problems.

Each student identified two problems of high priority, developed a detailed outline of issues for each of the two problems, and wrote a paper on the two problems. The systhesis and evaluation of session #2 and the paper were submitted to the faculty member one week prior to the meeting of the class. Each student distributed a copy of the outlines of their problems to the other students and made a five minute presentation on one or both of the problems.

One purpose of this activity is to help students "define the problem". Each student was able to hear a variety of approaches to defining a problem, see a number of different lists of issues for a particular problem, and hear diverse perspectives about specific isues.

A second purpose of this activity is to highlight the steps in problem solving and note the interralationship between the three sessions of Leadership I and the other learning activities in CYS. Each student was encouraged to start a file and collect data and information on high priority problems. Other steps in the problem solving process will be emphasized in other study areas. For example, what constitutes good research will be discussed in Research and Evaluation I.

A third purpose of this activity is to help each student acquire competencies in making an oral presentation to a policy body such as a House-Senate Committee on ..., and to make a concise presentation in a short period of time and to limit written material to an outline with substance.

While each student was making her/his presentation, members of the "House-Senate Committee on ..." rated each problem, assigning one-third with an "H" for high, one-third with an "M" for middle, and one-third with an "L" for low. Then, after all presentations were completed, each student rank ordered the top six priorities. See Figure 14.

As a final step in this activity, each student rank ordered 25 mega national problems identified in the 1988 election campaign (7). The purpose of this activity is to impress on

each student the need to develop the best possible proposal
for his/her problem so that it might have a better chance of
being worthy of support when contrasted to numerous domestic
and international problems. A list of national mega issues
is attached as Figure 15. Students can discuss their
rankings in small groups based on some method of grouping
such as their hemisphsericity scores.

Students then took their final examination. The final
examination required each student to synthesize the learning
progression of the three sessions in Leadership I,
discussing how each session is a necessary prerequisite for
the next experience. Each student was asked to describe the
integration and inter-dependency of each step in the total
process. The second part of the final examination for
Leadeship I asked each student to comment on how Leadership
I is a necessary prerequisite for pursuing the program in
Child and Youth Studies. A copy of the final examination is
attached as Figure 16.

The first part of the afternoon dealt with developing an
idea into a multi-year plan of action for the possibility of
writing a proposal that could be submitted to some agency
for financial support. An overview was presented that
started with forces that develop social consenus which
produce bills in Congress. The example used was the
Sputniks of 1957 and the Elementary and Secondary Education
Act of 1965 and the Higher Education Act of 1965. The
linkage was traced from bills to laws, to regulations, to
guidelines, to requests for proposals. The essential
elements of a good proposal were discussed. See Figure 17.
"Cultural Diversity" was used to develop a multi-year
proposal. See Figure 18. Protocols for evaluating
applications to the federal government's handicapped
programs were distributed and discussed. The relationship
between an establishment's long-range plan and a multi-year
proposal was discussed.

The second part of the afternoon was dedicated to strategic
thinking about education reform. Most students in Cluster
#34 are in education and many listed educational reform as a
high priority. Demographics, social economic,
technological, governmental-political, and values changes
were discussed for the 1980s and 1990s. See Figure 19.
Conditions of the basic units of US society -- home,
neighborhood, school, church -- were discussed. See Figure
20. These mega conditions served as a prelude to a
presentation on a planned approach for the Development of
Information Age Paradigms (DIALP). DIALP would build on the
1988 Republican platform and recent development. DIALP
calls for concentrated brainstorming on the use of
technology to enhance learning. The program would establish
six Research and Development Centers and 24 Demonstration
Projects to develop Partial Technological Deschooling Models

and then Learning Communities of the future. See Figures 21 to 26.

Session #3 was concluded with remarks about the need to continue the diary-log throughout CYS. For example, the intensive week long 1989 Summer Institute is built on Power On, the Congressional Office of Technology Assessment report on the application of technology to education (8). Each student should log the significant concepts from the Summer Institute and their implications to their world of work. Each student was asked to complete an extensive formative evaluation of Leadership I and mail it to the national lecturer. See Figure 27.

Leadership I grading practices are in Figure 28 and student grades are in Figure 29. An analysis of grades by assignment is presented in Figure 29a.

An overview of Leadership I is presented in Figure 30.

Conclusions

During Leadership 1 each student learned a great deal about macrotransitions and the need for strategic thinking and transformational leadership, about herself/himself and the context in which s/he works, and about problems and issues. Each student learned a great deal about about the challenges this nation faces, the relevancy of the building blocks of CYS, and what a strategic plan might look like for educational reform. Each student developed a three year Individual Educational Plan (IEP) and specified a few high priority problems of interest. Each student is on a journey that will take her/him through a series of learning experiences that ultimately leads to Leadership II in winter of 1992.

Along the way to Leadership II, each student will log in her/his diary and journal the significant concepts and implications. Some of the last steps on the journey will include Specialization II, Political Processes and Social Issues. In Specialization II, each student will more fully develop expertise in their field of choice. For example, students in SMILE will study the support requirements to implement and follow through on curricular plans developed in Specialization I. In Political Processes and Social Issues, each student will (a) learn political processes for programs for children and families; (b) examine current policy issues for their impact on children and youth; and (c) consider the process of creating, enacting, and implementing social and educational policies.

Leadership II will provide an opportunity for each student (a) to synthesize and to evaluate the learning progression of CYS, (b) to develop a vision of the future of social

services programs, and (c) to demonstrate proactive participation in developing proactive social policy programs for the next decade. Figure 31 is a CYS syntheis and evaluation.

The National Center for Higher Education Management Systems (NCHEMS) clasified outcomes as output and impact. Outputs consists of cognitive growth, publications, policies that are developed, political activity, and other identifiable products. Outputs also includes changes in test scores that can be attributed to program activities. Impacts consists of changes that occur as a result of outputs: change in student learning outcomes attributable to Nova's graduates, change in institutional functioning attributable to action by Nova graduates, change in establishmert responsiveness attributable to action by Nova graduates, etc.

Footnotes

1. I. B. Myers. <u>Manual: The Myers Briggs Type Indicator.</u> Palo Alto, CA: Consulting Psychologist Press, Inc., 1972.

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   Katharine C. Briggs and Isabel Briggs Myers. <u>Myers-Briggs Type Indicator</u>. Palo Alto, CA: Consulting Psychologist Press, 1977.

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   Bernice McCarthy. <u>The 4Mat System. Oak Brook, IL: EXCEL, Inc., 1980.</u>

3. Paul Hersey and Kenneth H. Blanchard. <u>Leader Effectiveness and Adaptability Description</u>. San Diego, CA: University Associates, 1973.

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5. Toby Fulwiler (ed). <u>The Journal Book</u>. Postsmouth, NH: Boynton/Cook Publishers, 1987.

6. Kenneth D. Benne and Steven Tozer (ed.). <u>Society As Educator In An Age of Transition</u>. Chicago, Illinois: The National Society for the Study of Education, 1987.

7. Fred A. Manske, Jr. <u>Secrets of Effective Leadership: A Practical Guide to Success</u>. Germantown, TN: Leadership Education and Development, Inc., 1987.

8. Shirley D. McCune. <u>Guide to Strategic Planning for Educators</u>. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

9. CIStems, Inc., Cultural Information Systems. P. O. Box 786, Madison Square Station, New York, New York 10159

10. Congress of the United States, Office of Technology Assessment. <u>POWER ON! New Tools for Teaching and Learning</u>. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1988.

Figure 2

PERSONAL DATA VARIABLES
Please Print Plainly

Last Name _____, First Name _____

Number and Street _____

City _____, State _____ Zip _____

Home Telephone ( ) _____
Work Telephone ( ) _____

Cultural Background _____
(White, Black, Hispanic, Asian, N. Am.)

State of Origin _____

Undergraduate Major _____
Masters Major _____
Current Occupation _____
If Educator, Grade(s) Level _____
Number of Children _____
Number of Grandchildren _____

Sex _____
M or F

Age _____

Income _____
1. — $19,999
2. — 24,999
3. — 29,999
4. — 34,999
5. — 39,999
6. — 44,999
7. — 49,999
8. — 54,999
9. — Above

Status _____
1. Single
2. Married
3. Separated
4. Divorced
5. Remarried

Myers Briggs Planning Preference
E   I   S   N   T   F   P   J

—   —   —   —   —   —   —   —

Kolb Learning Styles Inventory Scores
Concrete Experience Score _____
Reflective Observation Score _____
Abstract Conceptualization Score _____
Active Experimentation Score _____

Hemisphericity
Right _____
Left _____
Integrated _____

Leader Effectiveness and Adaptability Description
Quadrant 1 — High Task and Low Relationship _____
Quadrant 2 — High Task and High Relationship _____
Quadrant 3 — High Relationship and Low Task _____
Quadrant 4 — Low Relationship and Low Task _____

Figure 2a. <u>PERSONAL DATA VARIABLES CODE</u>

<u>PERSONAL DATA VARIABLES – INPUTS #1</u>

ST – Student
CB – Cultural Background
SO – State of Origin
UM – Undergraduate Major
MM – Masters Major
CO-L – Current Occupation,
      Level, Grade(s)

C – Children (Number)
G – Grandchildren
S – Sex
A – Age
I – Income (Combined)
S – Status (Marital)
R – Religious Preference

PDV code elaborations are on an attacked sheet.

<u>PERSONAL DATA VARIABLES – INPUTS #2</u>

ST – Student

<u>Myers Briggs</u>
E – Extroverted
I – Introverted
S – Sensing
N – Intuitive
T – Thinking
F – Feeling
J – Judgemental
P – Procedural

<u>Hemisphericity</u>
R – Right
L – Left
I – Integrated

<u>Kolb Learning Style</u>
CE – Concrete Experience
RO – Reflective Observation
AC – Abstract Conceptualization
AE – Active Experimentation

<u>LEAD</u>
1 – High Task & Low Relationship
2 – High Task & High Relationship
3 – High Relationship & Low Task
4 – Low Relationship & Low Task
a –
b –
c –
d –
T –

<u>TREATMENT VARIABLES – LEADERSHIP #1</u>

Sp – Specialization (SM, MG, SS)
#1 – Paper #1, #2, or #3
SE – Synthesis and Evaluation

OP – Oral Presentation
FE – Final Examination
FG – Final Grade

SM – School Management and Instructional Leadership for
        Excellence (SMILE)
MG – Management
SS – Special Services

Figure 2a.   **PERSONAL DATA VARIABLES CODE**

UNDERGRADUATE MAJOR - INPUTS #1

EA - Art Education
EC - Early Childhood
ED - Education
EE - Elmentary Education
EN - English
HE - Home Economics
MA - Math
Ma - Management
PE - Physical Education
PS - Psychology
SC - Science
SO - Sociology
SW - Social Work

MASTERS MAJOR - INPUTS #1

AS - Administration/Supervision
CJ - Criminal Justice
CP - Clinical Psychology
CO - Counselor
CS - Computer Studies
EC - Early Childhood
Ec - Exceptional Children
EE - Elementary Education
Ee - English Education
EP - Educational Psychology
GE - Gifted Education
HE - Home Economics
LD - Learning Disabilities
LE - Learning Environment
ME - Math Education
PS - Psychology
RE - Reading
SC - Science
SS - Social Studies
SW - Social Work

Figure 3.   PERSONAL DATA VARIABLES -INPUTS #1

ST	CB	SO	UM	MM	CO-L	C	G	S	A	I	S
1	B	GA	SO	CJ	T-7	4	0	M	39	4	2
2	HH	HA	PS	PS	Res	3	0	F	38	9	2
،	B	GA	MA	ME	T-9	3	1	M	45	4	2
4	B	FL	EE	Ec	T-6	2	0	F	43	8	2
5	W	OH	SW	SW	Sp	0	0	F	34	7	2
6	W	FR	EN	RE	T-10	1	0	F	49	5	4
7	W	NH	EN	Ee	T-12	1	0	F	37	3	4
8	HC	FL	EE	EE	T-2	0	0	F	25	2	1
9	W	NY	PS	Ec	Sp	2	0	M	34	5	2
10	W	NY	Ma	EP	ST	2	4	F	67	7	2
11	W	NY	HE	HE	T-7	1	0	F	40	5	2
12	W	CV	PS	SS	T-8	0	0	F	33	3	1
13	W	NY	ED	GE	T-12	2	0	F	45	9	2
14	W	FL	EN	EE	T -6	3	0	F	44	1	4
15	W	NY	PS	PS	Sp	0	0	M	30	3	1
16	W	NY	EE	RE	T-K	0	0	F	37	9	2
17	W	MA	EP	CS	Adu	1	0	F	40	9	2
18	HC	HA	EC	EC	T-1	3	0	F	35	4	4
19	B	JA	SC	SC	T-10	3	0	M	43	5	2
20	B	FL	PE	AS	T-4	2	0	M	46	9	2
21	W	CA	EA	PS	Ent	2	0	F	43	8	2
22	B	GA	SC	CO	T-9	1	0	F	51	4	4
23	W	TX	PS	PS	Co	3	2	M	45	9	2
24	W	VA	EE	EL	T-1	4	0	F	37	5	2
25	W-NA	WA	EN	LE	T-6	5	1	F	45	3	4

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Figure 3a.   ANALYSIS OF PDV — INPUTS #1

Cultural Background		Place of Origin		Children		
White	15	New York	6	5	—	1
Black	6	Florida	5	4	—	2
Hispanic	3	Georgia	3	3	—	6
Native American	1	Cuba	1	2	—	6
		Haiti	1	1	—	5
	25	Jamaica	1	0	—	5
		Venezuela	1			
Occupation		France	1	Grandchildren		
		N. Hampshire	1			
Teacher 1-5	4	Ohio	1	4	—	1
Teacher 6-8	6	Massachusetts	1	3	—	
Teacher ?-12	7	California	1	2	—	1
Specialist	6	Texas	1	1	—	2
Other	2	Virginia	1	0	—	21
		Washington,DC	1			

Age		Income			Sex	
55+	1	—	$19,999	1	F — 18	
50-54	1	—	24,999	1	M — 7	
45-49	3	—	29,999	4		
40-44	9	—	34,999	4	Marital Status	
35-39	6	—	39,999	5		
30-34	4	—	44,999	0	Single	3
25-29	1	—	49,999	.2	Married	16
		—	54,999	2	Separated	0
			55,000+	6	Divorsed	6
	25				Remarried	

R = 25-67

M = 41

Figure 4. PERSONAL DATA VARIABLES - INPUTS #2

ST	Myers - Briggs E	I	S	N	T	F	P	J	Kolb L.S. CE	RO	AC	AE	LEAD 1	2	3	4	a	b	c	d	T	Hemisphi R	L	I
1	4	3	4	6	3	1	6	8	12	16	18	16	4	4	4	0						22	12	6
2	7	0	3	5	3	4	5	1	12	9	20	16	0	2	4	12						25	2	13
3	3	5	4	2	4	2	3	5	11	7	21	21	1	3	7	1						3	14	23
4	2	3	6	1	3	3	5	1	13	17	20	15	5	3	1	0						10	8	22
5	6	1	4	4	1	6	6	0	21	14	6	19	2	5	5	0						17	4	19
6	3	4	7	0	4	3	2	4	19	16	15	12	4	3	3	1						16	14	10
7	4	3	2	6	3	4	4	3	17	12	14	15	4	2	3	1						15	14	11
8																								
9	5	2	1	7	1	6	3	1	13	15	18	12	0	5	7	0						5	4	31
10	1	6	4	4	0	7	3	4	10	16	18	10	2	6	3	1						11	8	21
11	5	2	3	5	3	4	3	5	19	11	12	17	1	9	2	0								
12	3	4	2	4	3	4	2	3	21	16	10	17	2	2	4	0						19	9	12
13	0	2	2	6	4	3	4	3	19	15	15	9	-2	-3	5	6						10	12	13
14	6	1	1	6	4	3	1	5	12	7	18	18	3	2	4	3						21	9	10
15	7	0	2	5	2	5	1	6	22	8	15	16	0	6	5	1						14	8	18
16	7	0	3	5	3	4	4	4	15	9	15	17	2	7	2	0						15	4	21
17	5	2	1	6	5	2	3	3	8	11	23	18	2	6	4	0						17	14	9
18	5	2	6	1	1	5	1	5	18	8	18	19	1	9	2	0								
19	3	4	4	3	1	5	2	5	13	10	19	20	0	-1	6	9						9	6	25
20	6	3	4	1	6	1	4	3	14	13	22	17	3	4	4	1						19	10	11
21	6	1	3	5	2	6	2	6	20	13	10	16	0	8	3	1						16	2	22
22	5	2	6	2	2	5	0	6	19	14	17	16	7	3	2	0						6	5	29
23	0	7	7	1	1	6	3	4	19	13	15	18	3	5	4	0						13	16	11
24	7	1	1	5	0	7	2	5	14	22	17	14	2	5	5	0						14	14	12
25	7	0	3	5	0	7	5	3	18	9	10	18	0	6	5	1						17	5	18

Figure 4a. <u>ANALYSIS OF MYERS BRIGGS</u>

		Pragmatic		Strategic		
		5+	1-4	1-4	5+	
Manager	5+		1	1		1
	1-4	1	1	4	1	7
Humanist	1-4	1	6	10	2	19
	5+	2	7	18	5	32

Figure 4b. <u>ANALYSIS OF LEAD</u>

	E	I	S	N	T	F	P	J
8								1
7	5	1	2	1		3		
6	4	1	3	5	1	5	2	3
5	5	1		7	1	3	3	6
4	2	3	7	2	5	4	4	4
3	4	4	5	2	4	5	6	6
2	1	6	4	2	3	2	5	
1	1	4	4	4	5	2	3	3
0	2	4		1	3		1	1
H	7	7	7	7	6	7	6	8
M								
L	0	0	1	0	0	1	0	0

Figure 4c. ANALYSIS OF KOLB LEARNING STYLES

	Accomodator		Diverger		Total
	2	5	1	2	10
	2	1	1	1	5
	2	2	1	3	8
	1	1			2
	Converger		Assimilator		
Totals	7	9	3	6	25

	CE	RO	AC	AE
20+	4	1	5	2
15-19	10	7	14	18
10-14	10	10	5	4
0- 9	1	7	1	1
Total	25	25	25	25
H	22	22	23	21
M	15	15	16	16
L	8	7	6	9

Figure 4d. HEMISPHERICITY

	Right	Left	Integrated
30			1
25-29	1		2
20-24	2		5
15-19	9	1	3
10-14	6	8	9
5- 9	3	8	2
0- 4	1	5	
H	25	16	31
M			
L	3	2	6

Figure 5

STRATEGIC THINKING

INTERNAL

AUDIT

VISIONS:
ALTERNATIVE
SCENARIOS

1. 21st CENTURY
2. 1990s - 2nd HALF

PREFERRED
SCENARIO

EXTERNAL

ASSESSMENT

OPERATIONAL PLAN

ACADEMIC AFFAIRS
STUDENT AFFAIRS
INSTRUCTIONAL ADVANCEMENT
BUSINESS AFFAIRS

ANNUAL IMPLEMENTATION PLAN
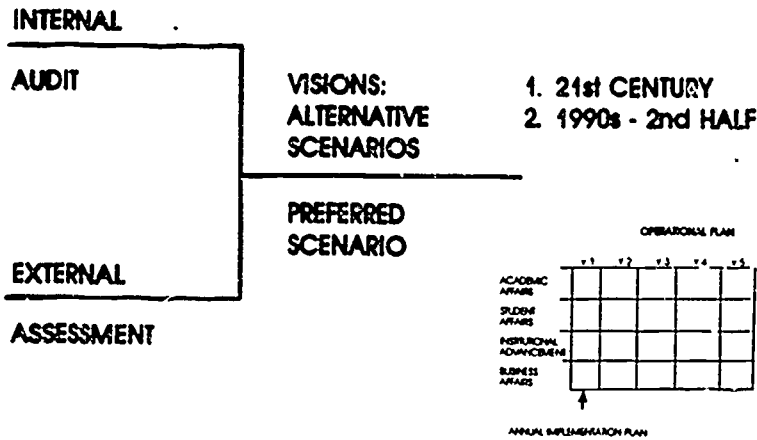
OPERATIONAL PLANNING

A Framework For Specifying Opportunities And Threats

VARIABLES	Opportunities	Threats
Demographic		
Social		
Economic		
Political		
Technological		
Information		
Values		

STRATEGIC THINKING

INTERNAL
AUDIT

EXTERNAL
ASSESSMENT

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

VISIONS — ALTERNATIVE SCENARIOS

A PREFERRED SCENARIO
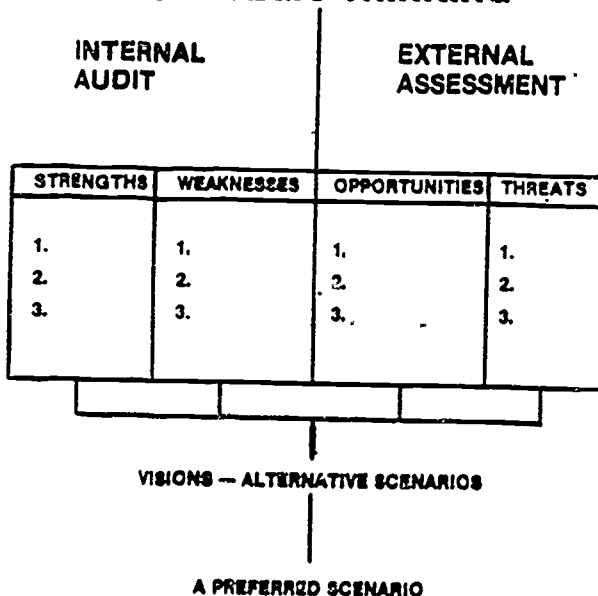
VISIONS OF THE FUTURE

	1985 Postindustrial Society	1995 Early Technical Society	2008 Advanced Technical Society	2020
HEALTH AND HUMAN SERVICES				
BUSINESS AND INDUSTRY				
GOVERNMENT AND MILITARY				
EDUCATION AND TRAINING				

22

PRAGMATIC MANAGER

STRATEGIC MANAGER

Figure 6

PRAGMATIC HUMANIST

STRATEGIC HUMANIST
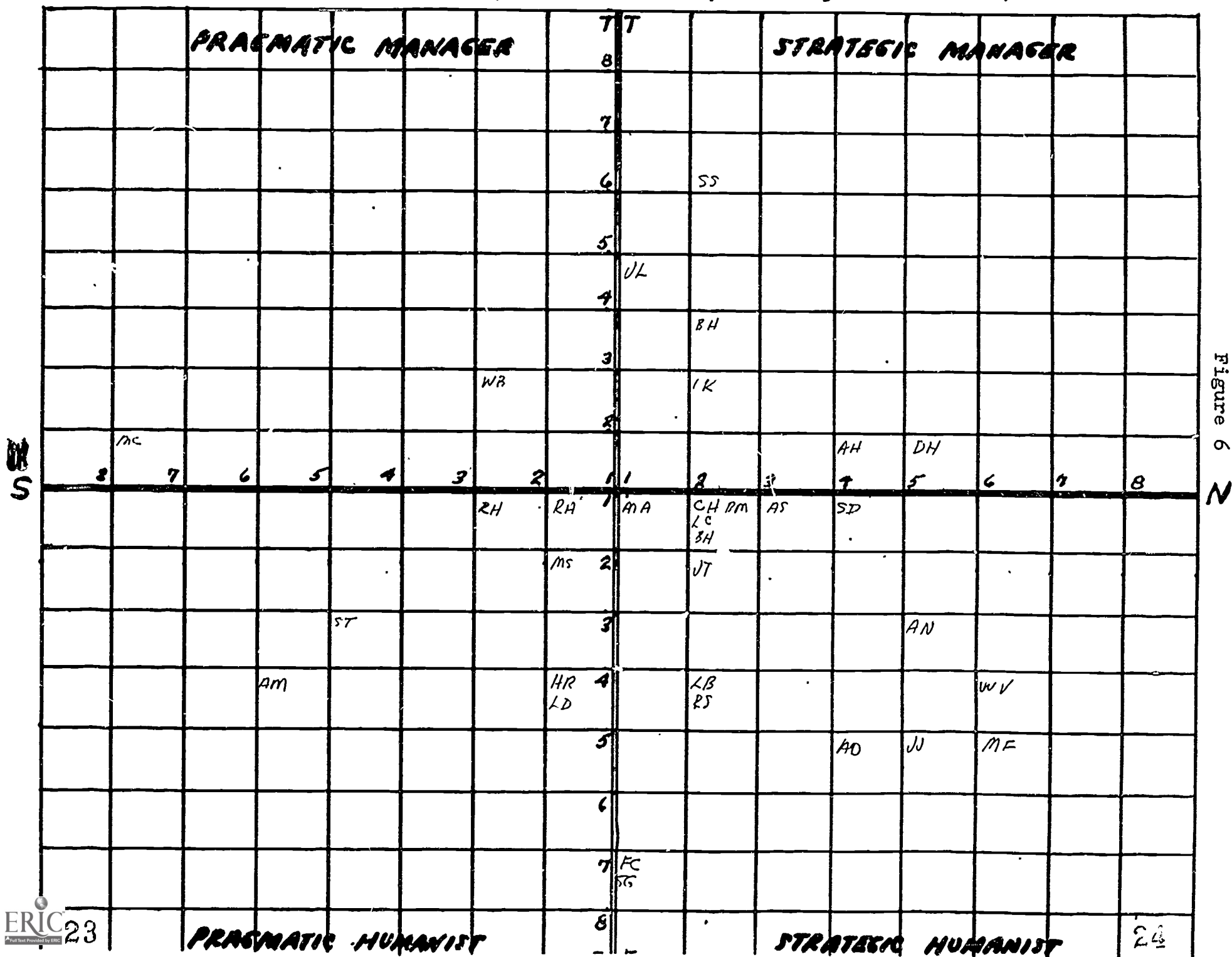
Figure 7

High School Graduating Class of 2000

<u>Year</u>	<u>Grade</u>	<u>Demo., Soc., Econ, Pol., Tech, Change</u>
1988-89	1	
1989-90	2	
1990-91	3	
1991-92	4	
1992-93	5	
1993-94	6	
1994-95	7	
1995-96	8	
1996-97	9	
1997-98	10	
1998-99	11	
1999-2000	12	

Study Area _____ Session & Date _____

Significant Concepts	Implications & Applications

Figure 8

26

27

Figure 1-8
Stages of School Evolution

Stage 4.

Learning

Communities

Stage 3.

Restructured

Schools

Stage 2.

Improved Schools

(Transitional)

Stage 1.

Industrial

Schools

Figure 9

Figure 10

PROBLEMS - CLUSTER #34

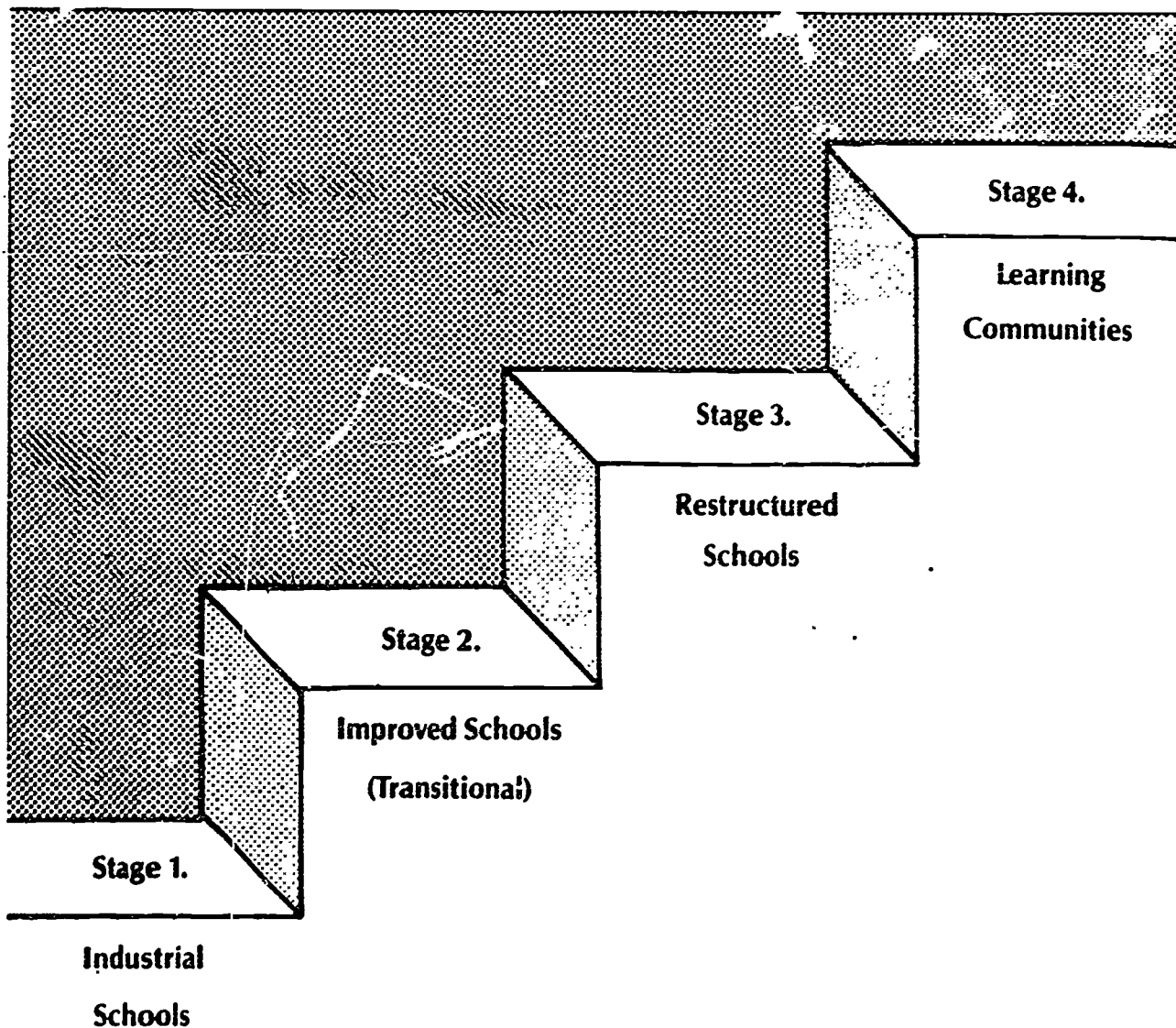Lack of cultural orientation workshops for personnel

Cultural diversity. communications

Bilingual counselors

Child care and transportation

Attendance, tardiness, absenteeism, at-risk, dropout

Alienation, low self-esteem, low test scores. failure

Parent involvement, support, apathy, interest, training

Teacher burn out. regeneration, morale, lack of power

Drugs. substance abuse. violence, guns

Transition from 7-8-9 school to 6-7-8 middle school

Isolated minorities

Placement. scheduling based on readiness, language

Use of contemporary technology

Load, overcrowding, space, financial, political, materials

Gifted and talented, honor students, borderline gifted

Cheating, grade consciousness

Differentiated curriculum, program requirements

Support staff

Flexibility, early intervention, learning styles, options

Personnel training, recruitment, retention (tch & admin)

Disables and handicapped

Reading, math, and science skills

Abuse

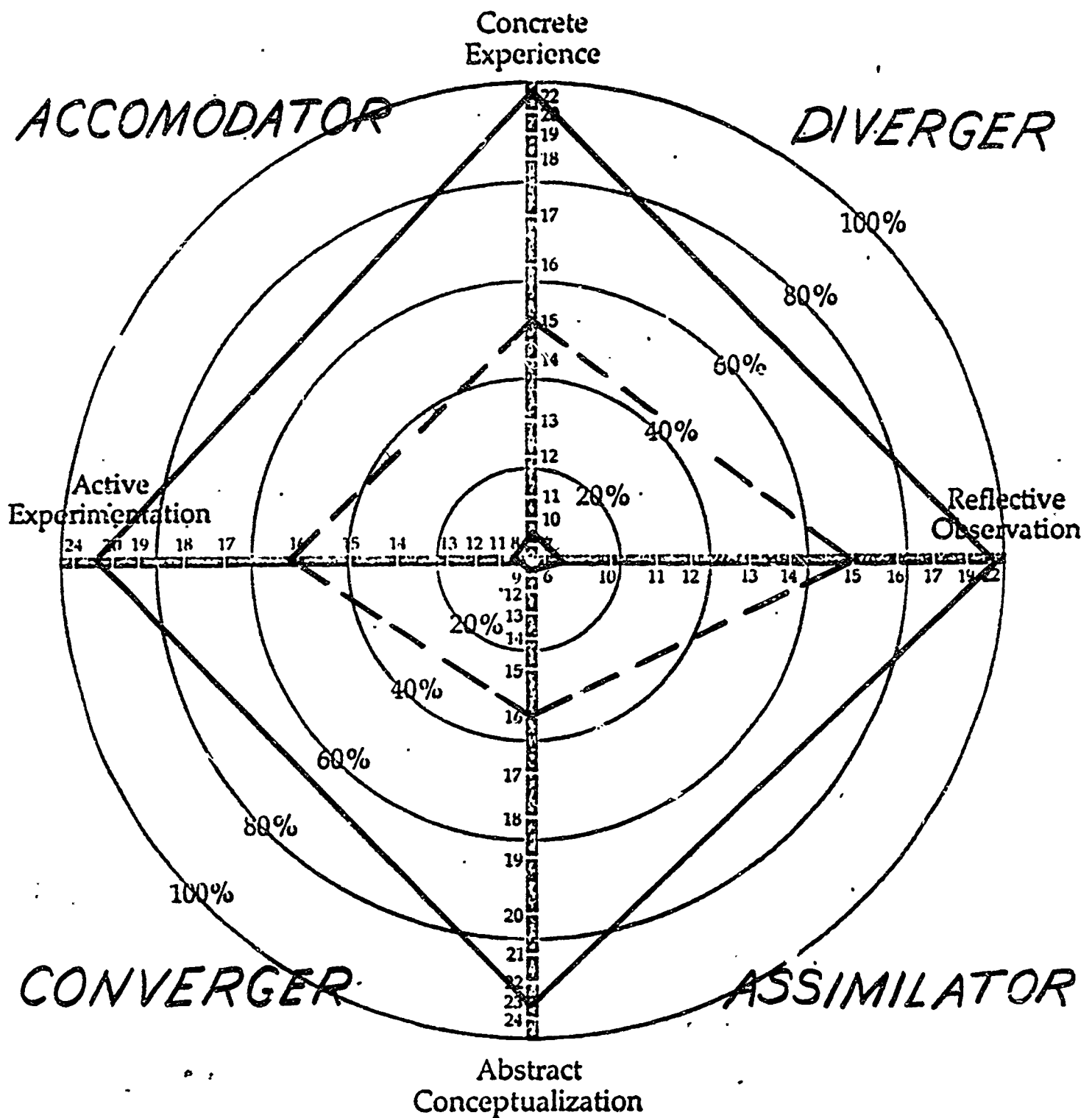English for Speakers of Other Languages (ESOL)

Figure 11

CULTURAL DIVERSITY

A. Assessment of Service Area
1. Demographic and Social Characteristics
2. Country of Origin
3. Attitudes, Beliefs, and Values
4. Perception of America, State, and Community

B. Audit of Establishment (School, Social Service Agency)
1. Mission Statement
2. Governance
a. Board Composition
b. Policies
3. Primary Programs
4. Support Programs
5. Staff (Hiring, Orientation, Inservice, Appraisal)

C. Preservice Preparation of Personnel
1. Core General Education Requirements
2. Major Field Requirements
3. Professional Requirements

D. Inservice Activities
1. Hiring Orientation
2. Throughout the Year

E. Learning Experiences
1. Curriculum (Single Discipline or Interdisciplinary)
a. Social Sciences (History, Sociology, etc)
b. Languages
2. Co-curricular
3. Parental Involvement

F. Developing A Plan of Action - moving from cultural destructiveness, blindness, and incompetence TO cultural competence, proficiency, and responsiveness.

G. International Trade (Occupational Preparation)
1. Language
2. Politics
3. Values and Attitudes
4. Law
5. Education
6. Religion
7. Technology and Material Culture
8. Social Organization

Figure 12
LEARNING STYLE PROFILE

Norms for the Learning Style Inventory

Identifying Your Learning-Style Type

It is unlikely that your learning style will be described accurately by just one of the four preceding paragraphs. This is because each person's learning style is a combination of the four basic learning modes. It is therefore more meaningful to describe your learning style by a single data point that combines your scores on the four basic modes This is accomplished by using the two combination scales, AC − CE and AE − RO. These scales indicate the degree to which you emphasize, respectively, abstractness over concreteness, and action over reflection.

The grid below has the raw scores for these two scales on the crossed lines (AC − CE on the vertical and AE − RO on the horizontal), and percentile scores based on the normative group on the sides. By marking your raw scores on the two lines and plotting their point of intersection, you can find which of the four learning-style quadrants you fall into. These four quadrants, labeled Accommodator, Diverger, Converger, and Assimilator,

represent the four dominant learning styles. If your AC − CE score is −4 and your AE − RO score is ÷8, you fall strongly into the Accommodator quadrant. An AC − CE score of +4 and an AE − RO score of +3 would put you only slightly into the Converger quadrant. The closer your data point is to the point where the lines cross, the more balanced is your learning style. If your data point is close to any one of the four corners, this indicates that you rely heavily on one particular learning style.
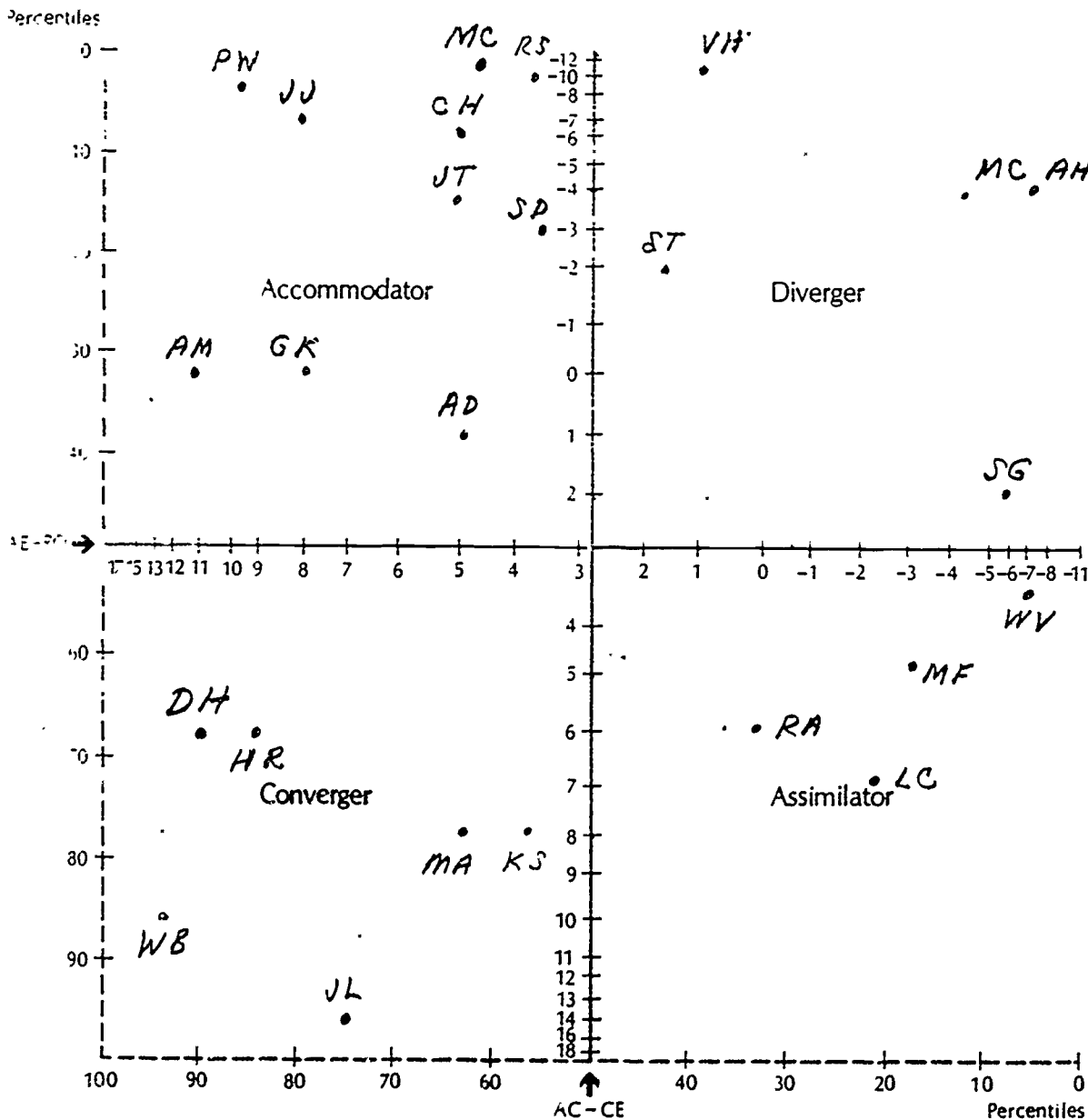
Figure 13

	Name
	Topic

PRESENTATION

	High 5	4	3	2	Low 1
Opening Statement					
Address the Group	___	___	___	___	___
Identifies the Problem	___	___	___	___	___
Specifies Representation	___	___	___	___	___
Problem and Issues					
Data and Information (%)	___	___	___	___	___
National, Regional, Local	___	___	___	___	___
Plan of Action					
Sequence of Steps	___	___	___	___	___
Research	___	___	___	___	___
Intended Outcomes	___	___	___	___	___
Resources (Personnel, Space, Physical, Fiscal)	___	___	___	___	___
Concluding Statement	___	___	___	___	___
Support Materials					
Handout	___	___	___	___	___
Visuals	___	___	___	___	___
Process					
Eye to Eye Contact	___	___	___	___	___
Delivered from the Heart vs Read	___	___	___	___	___
Total Rating	___	___	___	___	___

Figure 14. PROBLEMS

	Problems	H, M, L	Priorities

Problems

1. a. Children having children
   b. Student alienation
2. a. Haitian children
   b. Homeless in South Florida
3. a. Retaining at-risk students
   b.
4. a. Cultural diversity
   b. Census
5. a. Suicide
   b. Children of alcoholics
6. a. Child abuse
   b. School dropouts
7. a. AIDS
   b. Alcoholism
8. a.   ----
   b.   ----
9. a. Early childhood education
   b. Respite care for handicapped children
10. a. Parental apathy
    b. High school dropouts
11. a.
    b.
12. a. At-risk
    b. Child abuse
13. a. Subpopulation of gifted
    b. Gifted females
14. a. Teacher burnout
    b. Learning disabilities
15. a. Child abuse
    b. Suicide
16. a. School reform
    b. Computers
17. a. Dropouts
    b. School reform
18. a.   ----
    b.   ----
19. a. School dropouts
    b. Child abuse
20. a. AIDS
    b. Disruptive behavior
21. a. Sexual abuse
    b. Educator burnout
22. a. Teenage pregnancy
    b. AIDS
23. a. Satanic cults and adolescents
    b. Adolescent anti-social behavior
24. a. Children of the homeless
    b. Children of divorce
25. a. The middle school
    b. The interdisciplinary team

H, M, L   **Priorities**

1. School dropouts
       77 points
2. Child abuse
       66 points
3. Children w/children
       43 points
4. AIDS
       36 points
5. Suicide
       32 points
6. Cultural diversity
       27 points
7. Drug abuse
       26 points
8. Homeless children
       25 points

Figure 15

MEGA - ISSUES

Rank Order the Followir

_____ an overhaul of medicare

_____ commuter gridlock

_____ overdeveloped suburbs

_____ gap between rich and poor

_____ increase in white collar crime

_____ feminization of poverty

_____ defense burden sharing with allies

_____ ethics in government

_____ environmental pollution

_____ business tax incentives

_____ toxic waste disposal

_____ workplace safety

_____ affordable housing for the homeless

_____ waste in government spending

_____ the AIDS epidemic

_____ quality of education

_____ availability of child day care

_____ privacy in the information age

_____ foreign arms deal

_____ war on drugs

_____ international terrorism

_____ foreign ownership and investment in the U.S.

_____ increased services for the elderly

_____ teenage pregnancy

_____ needs of children in crisis

Figure 16

FINAL EXAMINATION

LEADERSHIP I

Human development is an additive process which begins with conceptual frameworks to which persons link concepts, ideas, and bits of factual information. Through systematic nurturing from a variety of sources, a learner is able to modify conceptual frameworks or develop completely new ones. In addition, research indicates clearly that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught. Thus, if an adult learner is provided with a conceptual framework and a process, a student should be able to maximize higher order cognitive development -- analysis, synthesis, and evaluation.

Leadership I provided each student with the opportunity to obtain insights about the macro transitions in society and the distinction between strategic thinking and operational planning. As a second step, each student was provided information about transformational leadership, human resources development, and stages of organizational development. Then, each student was asked to describe her/his stage of development and the stage of development of the unit in which s/he works as a prelude to developing a plan of action. As a third step, each student specified two problems and related issues that intrude on her/him at work.

First, synthesize the above learning progression. Review the steps and discuss how each is a necessary prerequisite for the next experience. Describe the integration and inter-dependency of each step in the total process. Second, comment on how Leadership I is a necessary prerequisite for pursuing the program in Children and Youth Studies.

Identification of Societal Needs and Review of Proposals Continuum

Figure 17

Domestic

Education
Drug Abuse
Health Care
Crime
Local Government

1. Rationale
2. Objectives
3. Methodology
4. Evaluation
5. Budget

Key:
HB = House Bill
SB = Senate Bill
PL = Public Law
RFP = Request For Proposals

37   38
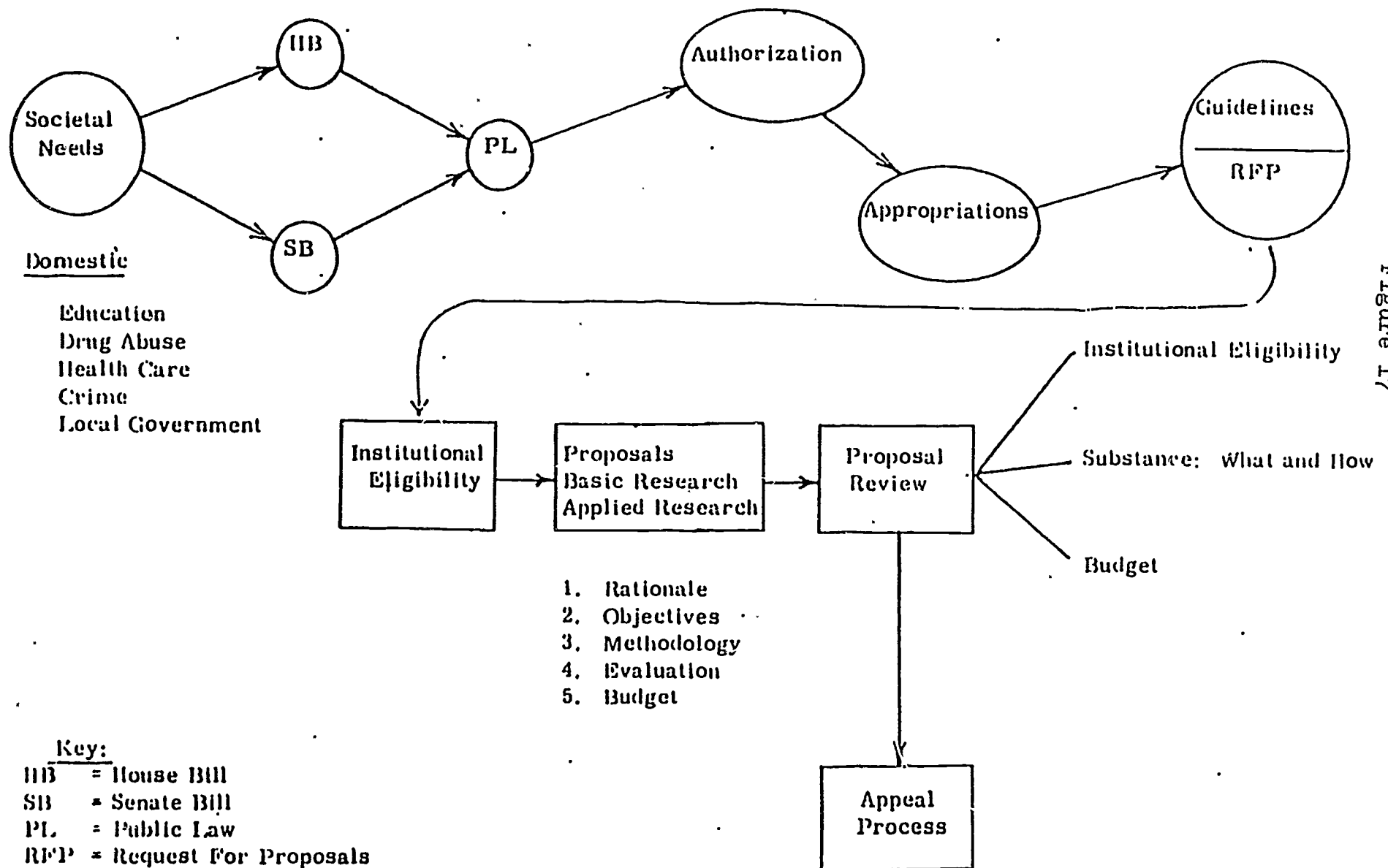
CULTURAL DIVERSITY

	Year 1	Year 2	Year 3	Year 4	Year 5
Assessment of Service Area					
Audit of Establishment					
Preservice Preparation					
Inservice Activities					
Learning Experiences					
Establishment Plan of Action					
International Trade					

Figure 18

Figure 19

1990s: Transition To An Advanced Technical Era

1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000

Demographic

graying of America

graying of America

graying of America

cultural diversity

cultural diversity

cultural diversity

Social

Decade for Children and Youth

Special groups –
    – elderly
        – Native Americans
            – Afro-Americans
                –Hispanics :
                    – Asians

Economic

Europe 1992   Central America CM   Emergence
    Canada-US-Mexico   North & South America CM   of Global
        Limited South American Common Market   Integrated
            Pacific Rim Common Market   Western Asia CM   Economy
                Limited USSR & China CM

Increase in number of   LBOs of   MNCs vs
    multinational corporations   MNCs   Nations

Technological   Miniaturization of Electronics
Superconductors & Advanced semiconductors
    Communications & Information Technologies
        Fiber Optics, Optics & High-definition TV
            Biotechnology, Chromosome Mapping, & Pharmaceuticals
                Body parts – mechanical & animal
                        Aeronautics
Energy

Governmental Planning/Political
            Critical Points of Intervention
        1   2·   3   4   5   6
1990-1991   1992-1993-1994-1995   1996-1997-1998-1999   2000
    (1, 3, and 5 = Platform)   (2, 4, and 6 = First 100 Days)

Use of electronic highways for proactive advocacy
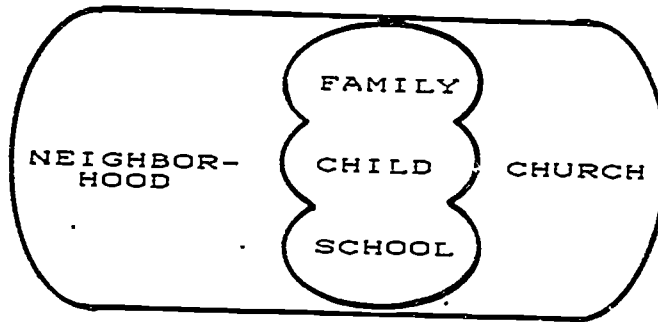Goal setting and leadership development projects

Values
Traditional

New Values

New Values

41

Figure 20

FAMILY

CHILD

CHURCH

NEIGHBOR-
HOOD

SCHOOL

TODAY

FAMILY

NEIGHBOR-
HOOD

CHILD

CHURCH

SCHOOL

Home, Smart Home

CHILDREN'S BEDROOM
Motion sensors monitor children or elderly pet.

HALL

MASTER BEDROOM
Security videoscreen displays floor plan of house; sensors indicate intruder's presence.

Television transmits proper aura to dish antenna.

HOT TUB

KITCHEN
Oven and other appliances activated by phone.

Fire sensors call for help and flash room lights.

Video camera

Door admits only those with recognized codes.

LIVING ROOM
Lights and heating adjusted via sensors throughout house.

If repairman strays from work area, house calls police.

House calls repairman if heat control in tub signals trouble

GARAGE

Electronic pet door

HALL

TV and stereo are muted as telephone rings.

Dishwasher asks for hotter water; house adjusts furnace and water heater for max efficiency.

BASEMENT

Washing machine tells TV monitor that wash is done.

WINE CELLAR
Door opens only to adult's code.

Burglar alarms on doors and windows turn on as bedroom lights are switched off.

NEWSWEEK NOVEMBER. 3.1986
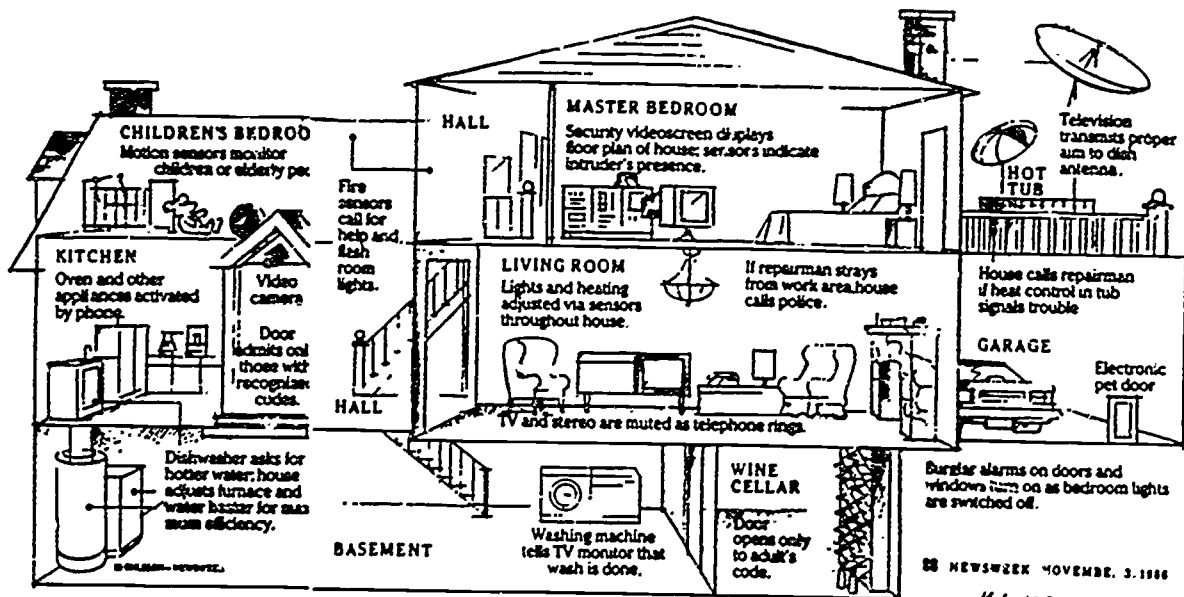
Vol. 108, No. 14

Figure 21

Developing Consensus and Focus For The National Initiative
<u>Developing Information Age Learning Paradigms (DISFP)</u>

1988 Political Platforms - add specificity

1989 First 100 Days - $441 Million

S-23   Education President Bush meets with Congressional
         Black Caucus

         <u>Developing Consensus and Focus</u>
1990 White House Conferences

     February - Children and Youth

     May   - Elderly

     September - Baby Boomers

     November - Minorities

1991 Conferences on Special Groups

     January   - Native Americans

     February - Afro-Americans

     March   - Hispanics-Latinos

     April   - Asian-Pacific Islanders

     May   - Disabled and Handicapped Persons

     Summer   - Political Platforms

     Fall   - Election Debates

               - Draft Legislation
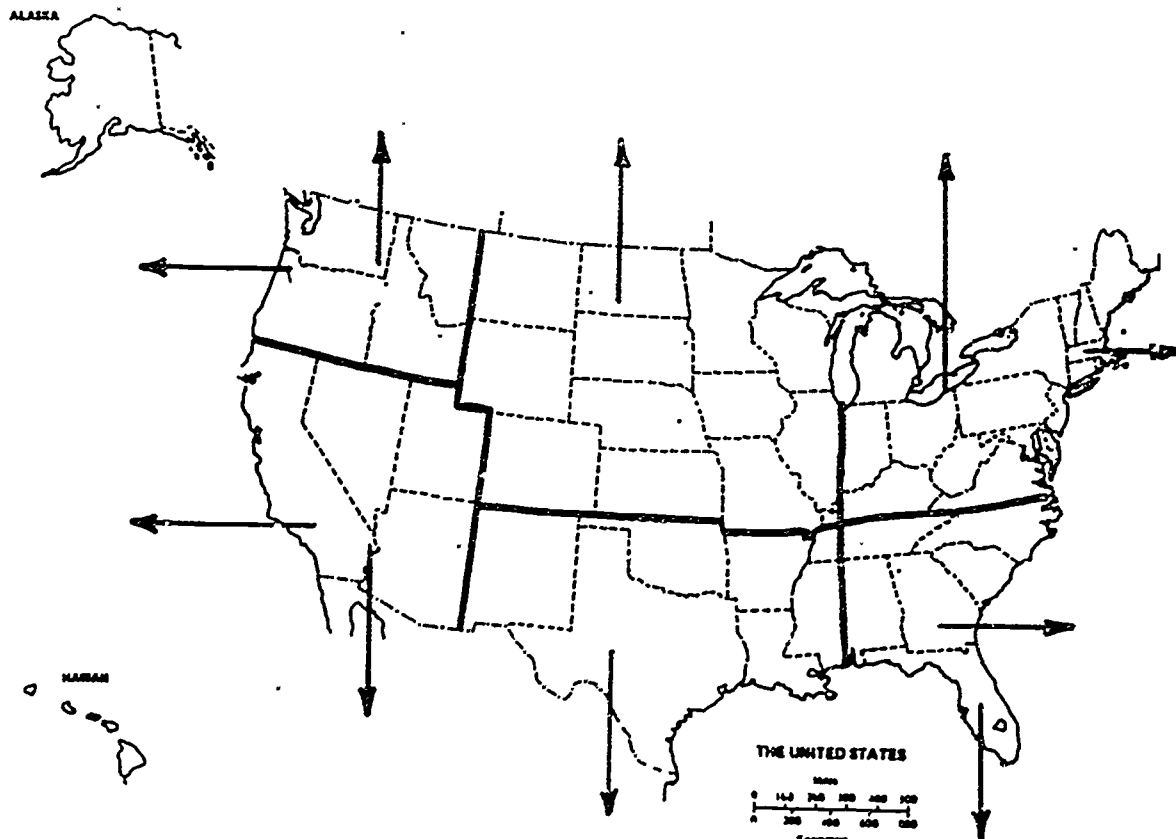
1992 January   - Introduce Bills to Both Chambers

THE UNITED STATES

Figure 22

Figure 22

Preliminary Activities
Bills to Congress and Creation of Infrastruction

```
1992                          1992 1993
Jan-----------June July-----------Dec Jan-----------June July-Aug-Sept

:    2    3    4    5a---------------------5b   7    8
                        6a-------------------------6b   9    10
```

1. Identical bills introduced to Senate and House
2. Legislation passed
3. Regulations and guidelines drafted and disseminated
4. Request for Proposals (RFPs) distributed
5a. Regions begin to work on RDC proposals
6a. Regions begin to work on demonstration project proposals
5b. Regions submit RDC applications
6b. Regions submit demonstration project applications
7. OERI review of proposals for RDC.
8. Notification of RDC awards
9. OERI review of demonstration project applications
10. Notification of demonstration project awards

Developing Information Age Learning Paridigms (DIALP)

National Advisory Board

Office of Educational Research
and Improvement
US Department of Education

DIALP Program Director & Staff

Phase I Detailed Planning 1993-94	Phase II Partial Technological Deschooling Models 1994-95 to 1998-99	Phase III Learning Communities of the Future 1999-2000 to 2003-04

```
NE Region RDC
     DP 1
     DP 2
     DP 3
     DP 4

NC Region
     DP 1
     DP 2
     DP 3
     DP 4

NW Region
     DP 1
     DP 2
     DP 3
     DP 4

SW Region
     DP 1
     DP 2
     DP 3
     DP 4

SC Region
     DP 1
     DP 2
     DP 3
     DP 4

SE Region
     DP 1
     DP 2
     DP 3
     DP 4
```

Interdisciplinary Postgraduate Leadership Development (IPLD)

Figure 23

Partial Technological Deschooling Model (PTDM)

```
  1993-94    1994-95    1995-96    1996-97    1997-98    1998-99

 1 2 3 4    5 - - - - - - - - - - - - - - - - - - - - - - - - - - - -
            6a - - - - 6b - - - - 6c - - - - 6d - - - - 6e - -
             7a - - - - 7b - - - -7c - - - - 7d - - - - 7e - -
              8a - - - - 8b - - - - 8c - - - - 8d - - - - 8e
```

1 Brainstorming retreats, one east and one west of the Mississippi

2 Contemporary communication and information technologies

3 Submission of applications

4 Announcement of federal grants

5 RDC and DP projects get started, technical assistance orovided

6 Retreats on contemporary communication and information technology

7 Formative evaluations   7e Summative Evaluation

8 Technology transfer conferences

Brainstorming Retreat
Phase I - DIALP

Sun	Mon	Tue	Wed	Thu	Fri
	World	Business	Learning	LCF	PTDM
	3	6	9	12	15
	Health	Technology	Needs	Infrastructure	
1	4	7	10	13	
Dream					
2	5	8	11	12	

Major Focus of Activity or Event

1. Registration. Visit Disneyworld's EPCOT Center.
   Diagnosis of Learning Preferences and Leadership Styles.
   Simulations and Exhibits

2. Opening Session 'Dreaming'.

3. World Demographic, Social, & Economic Conditions.

4. Health & Human Services in the 21st Century.

5. Optional Groups, Simulations, and Exhibits.

6. International Business in the 21st Century.

7. Science Technology in an Advanced Technical Era.

8. Optional Groups, Simulations, and Exhibits.

9. Learning Tasks in an Advanced Technical Era.

10. The Learning Needs of Various Populations.

11. Optional Groups, Simulations, and Exhibits.

12. Visions of Learning Communities of the Future.

13. Infrastructure: Physical and Social.

14. Optional Groups, Simulations, and Exhibits.

15. Partial Technological Deschooling Models.

Figure 24

Learning Communities of the Future

```
.998-99  1999-2000  2000-2001  2001-2002  2002-2003  2003-2004

.2 3 4    5 - - - - - - - - - - - - - - - - - - - - - - -
              6a - - - - 6b - - - - 6c - - - - 6c - - - - 6e - -
                 7a - - - - 7b - - - -7c - - - - 7d - - - - 7e - -
                    8a - - - - 8b - - - - 8c - - - - 8c - - - - 8e
```

1 Brainstorming retreats, one east and one west of the Mississippi

2 Contemporary communication and information technologies

3 Submission of applications

4 Announcement of federal grants

5 RDC and DP projects get started, technical assistance provided

6 Retreats on contemporary communication and information technology

7 Formative evaluations   7e Summative Evaluation

8 Technology transfer conferences

CULTURAL DIVERSITY

A. Assessment of Service Area
    1. Demographic and Social Characteristics
    2. Country of Origin
    3. Attitudes, Beliefs, and Values
    4. Perception of America, State, and Community

B. Audit of Establishment (School, Social Service Agency)
    1. Mission Statement
    2. Governance
        a. Board Composition
        b. Policies
    3. Primary Programs
    4. Support Programs
    5. Staff (Hiring, Orientation, Inservice, Appraisal)

C. Preservice Preparation of Personnel
    1. Core General Education Requirements
    2. Major Field Requirements
    3. Professional Requirements

D. Inservice Activities
    1. Hiring Orientation
    2. Throughout the Year

E. Learning Experiences
    1. Curriculum (Single Discipline or Interdisciplinary)
        a. Social Sciences (History, Sociology, etc)
        b. Languages
    2. Co-curricular
    3. Parental Involvement

F. Developing A Plan of Action - moving from cultural destructiveness, blindness, and incompetence TO cultural competence, proficiency, and responsiveness.

G. International Trade (Occupational Preparation)
    1. Language
    2. Politics
    3. Values and Attitudes
    4. Law
    5. Education
    6. Religion
    7. Technology and Material Culture
    8. Social Organization

Figure 25

IMPORTANT ELEMENTS IN UNDERSTANDING OTHER COUNTRIES

LANGUAGE	**POLITICS**	**VALUES AND ATTITUDES**	**LAW**
Spoken language	Nationalism	Toward time	Common law
Written language	Sovereignty	— achievement	Code law
Official language	Imperialism	— work	Foreign law
Linguistic pluralism	Power	— wealth	Home country law
Language hierarchy	National interests	— change	Anti-trust policy
International languages	Ideologies	— scientific method	International law
Mass media	Political risk	— risk taking	Regulation

| **EDUCATION**	**RELIGION**	**TECHNOLOGY AND MATERIAL CULTURE**	**SOCIAL ORGANIZATION**
Formal education	Sacred Objects	Transportation	Kinship
Vocational training	Philosophical system	Energy systems	Social institutions
Primary education	Beliefs and norms	Tools and objects	Authority structures
Secondary education	Prayer	Communications	Interest groups
Higher education	Taboos	Urbanisation	Social mobility
Literary level	Holidays	Science	Sexual stratification
Human resources Development	Rituals	Invention	Status systems
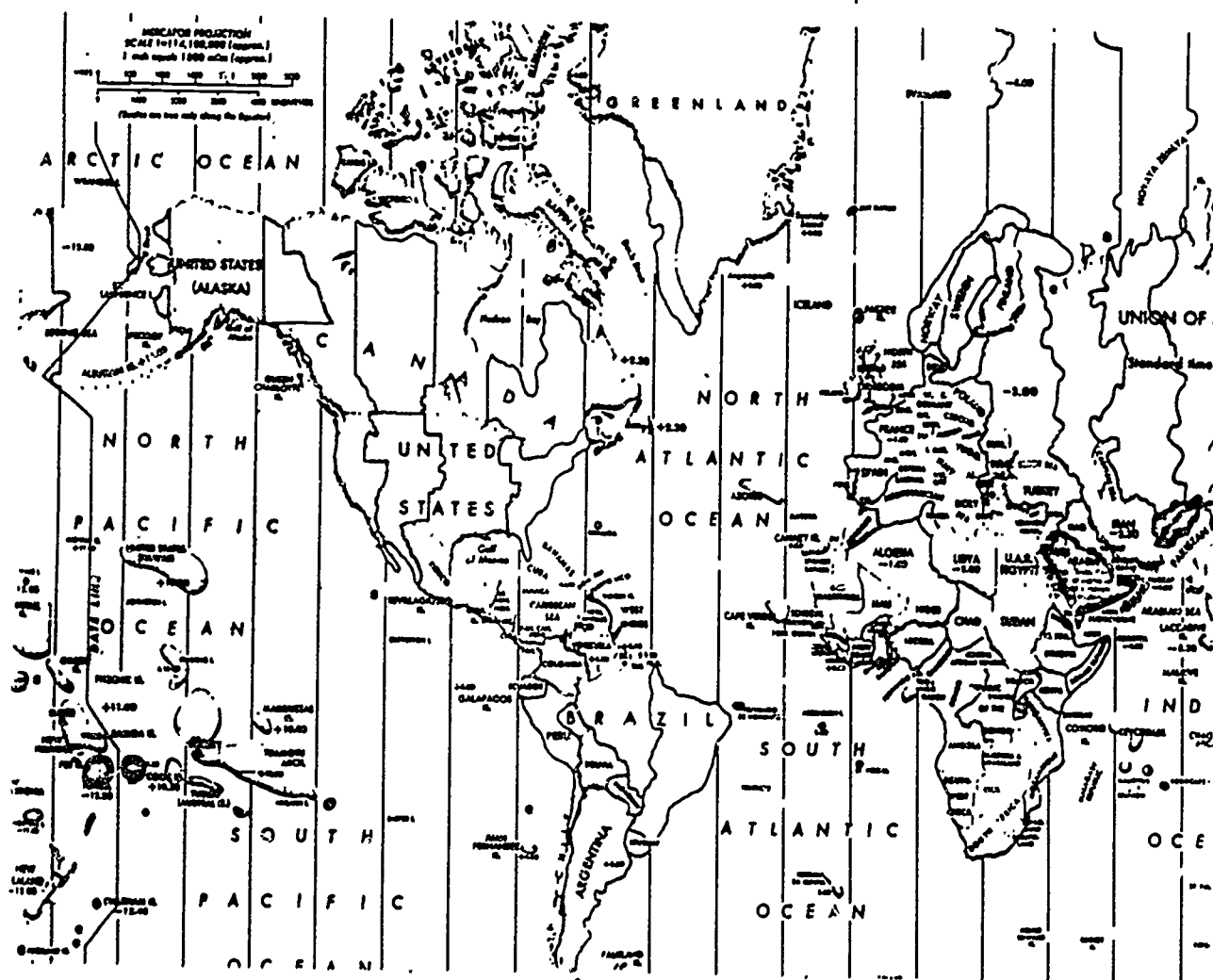
Figure 26

Developing Information Age Learning Paradigms (DIALP)
Cost in Millions

	OERI	RDCs	DPs	IFLD	TOTAL
Preliminary Activities					
1992-1993	1.0				1.0
Phase I - Detailed Planning					
1993-1994	1.5	1.2	1.2	.4	4.3
Phase II - PTDM					
1994-1995	2.0	12.0	24.0	.5	38.5
1995-1996	2.2	15.0	36.0	.6	53.8
1996-1997	2.4	18.0	48.0	.7	69.1
1997-1998	2.6	21.0	60.0	.8	84.4
1998-1999	2.8	24.0	72.0	.9	99.7
Phase III - LCF					
1999-2000	3.0	33.0	84.0	1.0	121.0
2000-2001	3.2	36.0	96.0	1.0	136.2
2001-2002	3.4	39.0	108.0	1.0	151.4
2002-2003	3.6	36.0	96.0	1.0	136.6
2003-2004	3.8	33.0	84.0	1.0	121.8
Phase IV - Reporting and Dissemination					
2004-2005	4.0				4.0

Total   1,021.8

* * * * * * * * * *

OUTCOMES OF DIALP

OUTPUT

1. Models: RDCs + DPs

2. Choice

3. Research Evidence

IMPACT

1. Genuine Partnerships

2. Discussions About Strategic Position of U.S. in New World Order

3. People With Hope

Figure 27

Formative Evaluation of Leadership I

Prior to Session I
Memo to Students

Session I - Society in Transition + Strategic Thinking
Overview of Traditional vs Non-traditional Programs

Overview of Ed.D. Program in Child and Youth Studies

Program and Student Learning Outcomes (p. 2)

Study Area Goals (p. 3)

Objectives for Session I (p. 4)

Content for Session I - Macro Societal Problems
Content for Session I - Strategic vs Operational Planning
Content for Session I - Leadership vs Management

Process of Session I - Myers Briggs

Assignment for Session I (p. 9)

Synthesis and Evaluation for Session I (p. 39-40)

Textbook - Society as Educator in an Age of Transition

Preparation for Session II

Session III - Defining Problems and Issues

Objectives for Session III

Process - Student Oral Presentations

Final Examination

Content - Legal and Political Issues

Content - Proposal Development (Cultural Diversity)

Process - Hemisphericity

Assignment for Session III (p. 38)

Synthesis and Evaluation (pp. 39-40)

Other Items
Study Guide

Book of Reading and Resource Materials

General Comments

Figure 28
GRADING PRACTICES

LEADERSHIP I

Evaluation of student performance is based on three papers, two diary-log checks, one oral presentation, and a final examination. All assignments will be awarded an A, A· for exemplary work, B+, B, B- for good to just acceptable work, or C for not acceptable. Criteria that will be used to evaluate work include organization, presentation, completeness, relevancy, cogency, and documentation. An assignment with a grade of C mu·t be done a second time, but one time only. The highest grade that can be achieved following a rewrite for a grade of C is B+.

The first assignment on workplace context and problems counts 10% of the final grade. The assignment will be graded primarily on organization and presentation.

The diary-log check for the first session counts 5% of the final grade.

The second paper on stage of adult development and stage of establishment development counts 20% of the final grade. In addition to organization and presentation, the criteria of completeness, relevancy, cogency, and documentation are. taken into consideration.

The diary-log check for the second session counts 5% of the final grade.

The third paper on two contemporary social problems counts 20% of the final grade. Evaluation criteria include organization, presentation, completeness, relevancy, cogency, and documentation.

These five assignments are formative and necessary building blocks for the oral presentation and final examination. The oral presentation will count 10% of the final grade. The evaluation of the oral presentation will consider factors such as the opening statement, identification of problems and issues, body of the presentation, process items such as eye to eye contact, support materials such as the handout and visuals, and the closing statement. Although it is not anticipated that a student will be awarded a C in the oral presentation, a method for making an oral presentation will be specified by the senior faculty member should such a need arise.

The final examination counts 30% of the final grade. If a student is awarded a C in the final examination, a method for retaking the final examination a second time will be specified by the senior faculty member. The highest grade that can be awarded after reexamination is B+.

A final grade of A, B+, B, or F will be submitted to Nova University in accordance with program policy.

Figure 29
STUDENT GRADES - LEADERSHIP I - CLUSTER # 34, 1989

#1	SE	#2	SE	#3	OP	FE	FG
9	5	20	5	19	8	22	88
9	4	.9	3	.7	8	24	83
10	5	20	5	20	9	27	96
8	3	20	5	20	9	27	92
8	4	17	4	16	7	28	84
9	3	15	4	20	9	28	88
8	2	15	5	20	9	26	85
10	4	18	----	----	----	----	----
8	5	20	15	20	10	30	98
10	5	16	5	19	8	25	88
8	5	20					
10	5	18	5	20	9	29	96
8	5	17	5	20	8	30	93
9	5	20	5	20	10	28	97
9	4	18	5	20	9	26	91
10	5	20	5	20	9	26	95
9	3	17	5	19	9	30	92
9	5	20	----	----	----	----	----
10	5	20	5	20	10	29	99
8	5	19	5	20	10	28	95
8	5	16	5	20	10	29	93
8	3	20		20	9	27	
8	5	20	5	20	10	30	98
8	4	20	5	20	10	29	96
10	3	16	4	20	10	27	90

Figure 29a. ANALYSIS OF GRADES BY ASSIGNMENT

Paper #1		Syn & Eval Session #1		Paper #2		Syn & Eval Session #2	
Pts	No	Pts	No	Pts	No	Pts	No
10	7	5	14	20	11	5	17
9	7	4	5	19	1	4	3
8	11	3	5	18	4	3	1
	—	3	1	17	3		
	25		—	16	3		
			25	15	2		
					—		
					25		

Paper #3		Oral Presentation		Final Exam		Final Grade	
Pts	No	Pts	No	Pts	No	Pts	No
20	17	10	8	30	4	95-99	9
19	3	9	9	29	4	90-94	6
18	0	8	4	28	4	85-89	5
17	1	7	1	27	3	80-84	2
16	1			26	3	75-79	1
				25	1	70-74	2
				24	1		
				23	0		
				22	1		

Figure 30

LEADERSHIP I

Session #1	Session #2	Session #3
Welcome Nova Philosophy LYS Program	Transformational Leadership HRD + OD	Student Oral Presentations of Problems & Issues
Break	Break	Break
Megatrends Strategic Thinking Myers Briggs	Group Discussion (Based on LEAD) Group Reports ·	Rank Order Problems Final Examination
Lunch	Lunch	Lunch
Strategic Planning Group Discussion (Myers Briggs)	Problems & Issues Cultural Diversity	Grantsmanship Proposal Development -Cultural Diversity
Break	Break	Break
Group Reports Take Kolb Synthesis Session #2	Group Discussion of Problems & Issues (Based on Kolb) Synthesis Session #3	Toward the 21st Century Log - Leadership II Summer Institute Evaluation

Figure 31

Synthesis and Evaluation

	Significant Concepts	Implications
Leadership I		
Specialization I		
Res. and Eval. I		
Practicum I		
Human Dev. I		
Human Dev. II		
Human Dev. III		
Res. and Eval. II		
Specialization II		
PPSI		
Practicum II		