DOCUMENT RESUME

ED 189 026   SP 015 526

AUTHOR   Duke, Daniel L.
TITLE   Introducing the Instructional Leadership Program at.
                  Stanford University.
PUB DATE   80
NOTE   8p.

EDRS PRICE   MF01/PC01 Plus Postage.
DESCRIPTORS   *Administrative Change; *Change Strategies; Decision
                  Making; Higher Education; Job Satisfaction;
                  *Leadership Training; Teacher Morale; *Teacher
                  Responsibility; *Teacher Role

ABSTRACT
        The Instructional Leadership Program is designed to
provide experienced teachers and other educators with opportunities
to acquire or refine specific leadership skills. The program is
intended to demonstrate that highly skilled techers can function as
school leaders without abandoning their classrooms. Allowing teachers
to play a key part in administrative decision making will assist in
teacher acceptance of such decisions, as well as easing the load on
overburdened administrators. Two seminars are devoted to training in
general leadership skills, staff development, assessment, and
curriculum development skills, and environmental improvement and
applied research skills. An outline of twenty-five specific
leadership skills covered in the program is presented. (JD)

Introducing the Instructional Leadership

Program at Stanford University

Daniel L. Duke
Program Director

Stanford University's School of Education recently has established a

vanguard program for educators interested in exercising local leadership.

Successful completion of both coursework and a leadership project by Instruc-

tional Leadership Program participants leads to an Educational Specialist

Degree (Ed.S) in Instructional Leadership.

One way to introduce the ILP is to discuss some of the assumptions under-

lying it.

One major assumption on which the program is based holds that talented,

experienced teachers are leaving the teaching profession in substantial numbers.

Such departures are all the more disturbing because economic conditions are

not conducive to mid-career changes. Despite this fact, they leave. The

Department of Labor has noted that the proportion of teachers with twenty or

more years of experience has dropped during the seventies from over 20% to

about 14%.

A number of factors are contributing to this exodus, as well as to the

discouragement of those who remain. The ILP is based on the belief that two

of these factors are,

  1. The lack of opportunities for experienced teachers
     to function as educational leaders, and

  2. The lack of stimulating and productive professional
     interactions among teachers.

Another assumption undergirding the ILP is that opportunities for teachers to function as leaders can increase as a result of organizational changes in schools and special leadership training for experienced teachers. Theoretical support for this assumption comes from the work of Stanford Professor of Psychology Albert Bandura. He maintains that two essential components of behavioral change are the perception that an individual was the ability to change (perceived self-efficacy) and the belief that an opportunity to change exists (outcomes expectancy).

While the ILP cannot do much directly to alter how schools are organized, thereby creating more leadership roles for classroom teachers, it can provide leadership training for select professionals, thus indirectly stimulating organizational change. By preparing teachers to exercise local leadership, the ILP encourages teachers actually to think of themselves as school leaders. Currently, teachers interested in leadership tend to feel they must become administrators. The presence of fully trained teacher leaders should help to dispel the belief that there would be more leadership opportunities for teachers if there only were more teachers willing and able to function as leaders.

Field research at Stanford's Institute for Research on Educational Finance and Governance by Daniel L. Duke, Beverly Showers, and Michael Imber has found at least nine general areas in which teacher leadership can be exercised at the school level.[1] These include instructional coordination, curriculum development, professional development, evaluation, school improvement, rules and discipline, personnel, general administration (including

---

[1] Those interested in a detailed analysis of these general areas of leadership should request the following publication -- "Teachers as School Decision Makers," Stanford Institute for Research on Educational Finance and Governance, 1979.

budget and resource allocation), and policymaking. A breakdown of the categories appears in Table 1.

Earlier, the training of teacher leaders capable of functioning in these areas of schoolwide concern was justified as a means for reducing the exodus of talented teachers from classrooms. Are there other benefits, however, that might result from greater opportunities for teacher leadership? The ILP recognizes six additional areas in which schools can benefit.

1. Teacher morale and job satisfaction can be enhanced, thereby increasing the likelihood of greater productivity.

2. Leadership opportunities can serve as alternatives to leaves of absence and sabbaticals for teachers who need to leave fulltime classroom instruction for self-renewal purposes.

3. Administrative workloads can be reduced by utilizing teachers in leadership roles.

4. The costs -- material and otherwise -- of getting teachers to comply with school decisions can be reduced by involving teachers in decision making.

5. Teacher involvement in school level decision making can upgrade the quality of decisions, since teachers often have skills, insights, and information not possessed by administrators. (With tough retrenchment decisions facing most schools in the next decade, teacher involvement seems even more critical.).

6. Teacher leaders are ideally suited to fill the plethora of new, short-term managerial roles that have arisen as a result of externally funded programs presently available to local schools. These roles encompass such activities as membership on school site councils and directorship of categorical aid programs.

The hope of those in the ILP is that the program's current focus on leadership in the elementary and secondary schools eventually can be expanded to include such areas as training in business, medicine, law, engineering, and other professions. Instructional leadership is needed as well in higher education (community colleges and colleges), adult education, and the military.

Table 1

<u>Types of Organizational Decisions</u>

1.0 Instructional Coordination
  1.1 Determining activities for
      multiple classrooms
  1.2 Determining activities for
      teaching teams
  1.3 Selecting instructional
      materials for more than
      one classroom

2.0 Curriculum Development
  2.1 Determining curriculum
      outcomes or goals
  2.2 Selecting curriculum
      content
  2.3 Selecting an organizational
      format for content

3.0 Professional Development
  3.1 Determining professional
      needs and goals
  3.2 Planning professional devel-
      opment activities
  3.3 Determining preservice needs
      and goals
  3.4 Planning preservice educa-
      tional activities
  3.5 Selecting professional
      development personnel

4.0 Evaluation
  4.1 Selecting methods for
      evaluating curriculum,
      programs, professional
      development activities,
      teacher effectiveness, etc.
  4.2 Determining how to react
      to evaluation results

5.0 School Improvement
  5.1 Determining areas in need
      of improvement
  5.2 Planning school improvement
  5.3 Identifying resources for
      school improvement

6.0 Personnel
  6.1 Determining personnel needs
  6.2 Determining criteria for
      selecting personnel

6.3 Selecting personnel
6.4 Determining criteria for
    removing personnel
6.5 Removing personnel
6.6 Assigning and reassigning
    personnel

7.0 Rules and Discipline
  7.1 Determining school rules
  7.2 Determining consequences
      for rule-breaking
  7.3 Resolving conflicts con-
      cerning student behavior

8.0 General Administration
  8.1 Determining how to allocate
      space
  8.2 Determining how to allocate
      time (scheduling)
  8.3 Determining school calendar
  8.4 Determining how to allocate
      resources
  8.5 Settling employee grievances
  8.6 Determining public relations
      priorities
  8.7 Approving extra-curricular
      activities
  8.8 Determining organizational
      rewards
  8.9 Determining budget
  8.10 Determining student placement

9.0 Policymaking
  9.1 Determining how policy is
      to be made
  9.2 Determining local goals for
      education
  9.3 Determining how to comply
      with external mandates,
      legislation, etc.
  9.4 Determining rules for employees
  9.5 Determining program priorities
  9.6 Determining by-laws

5

Overview of the Program

The ILP provides experienced teachers and other educators interested
in instructional leadership (supervisors, curriculum coordinators, adminis-
trators) with opportunities to acquire or refine specific leadership skills,
participate in a broad range of courses in education and related areas, and
complete a special leadership project. Students are responsible for acquiring
45 credits beyond a masters degree (or its equivalent) but the program is
highly flexible, allowing individuals to choose between fulltime and part-
time student status.

The ILP's core consists of two seminars in Instructional Leadership,
one offered in the winter and the other in summer. These seminars permit
students to focus on some of the 25 leadership skills that have been
identified as being of general value to persons functioning in leadership
roles. The skills include the following:

A. General Leadership Skills

      1. Facilitation of group process

      2. Implementing collaborative decision making

      3. Direction and management of externally-funded programs

B. Staff Development Skills

      4. Identification of alternative models for inservice education

      5. Planning inservice activities

      6. Conducting inservice activities

      7. Identification of resources for staff development

C. Change Agent Skills

      8. Identification of organizational factors affecting teacher
         and student behavior

      9. Identification of alternative ways to organize schools and
         allocate resources

     10. Determination of the "climate for change" in a school

11. Location of resources to support local innovation

12. Authoring proposals designed to obtain support for new
     ideas.

D. Assessment Skills

13. Design and use of needs assessment

14. Evaluation of effectiveness of inservice programs

15. Evaluation for course improvement

16. Collegial evaluation

17. Evaluation of teacher effectiveness

E. Curriculum Development Skills

18. Identification of alternative ways to organize curriculum
     content

19. Identification of contemporary developments in particular
     subject matter areas

20. Identification of curriculum development strategies

21. Responding to legal and legislative decisions related to
     curriculum.

F. Environmental Improvement Skills

22. Identification of stress and anxiety reduction strategies

23. Identification of strategies for reducing student behavior
     problems

G. Applied Research Skills

24. Distinguishing between appropriate and inappropriate research

25. Designing practical local research studies

ILP students conclude their work at Stanford by planning, implementing,
and evaluating a leadership project in a field setting. In most cases, the
field setting actually is the school in which the ILP student has worked.
The project thus is intended not only to provide students with opportunities
to put their ideas into practice, but actually to help establish their local

7

credibility as teacher leaders. Projects may vary from such traditional leadership activities as curriculum development and staff development to more avant-garde undertakings, such as the establishment of a collegial evaluation system or an alternative school.

In conclusion, the ILP epitomizes Stanford's commitment to the value of leadership at all levels of professional endeavor. The program is intended to demonstrate that highly skilled teachers, given the appropriate training and encouragement, can and will function as school leaders without having to abandon their classrooms. Besides providing a select group with advanced training, those in the ILP hope that the presence at Stanford of experienced educators will provide a valuable resource for other Stanford students and a vital link between the world of practice and the world of research.