

iPrincipals: How a California University Educational Leadership Program is Preparing the Next Generation of School Administrators Online

Teri A. Marcos
William V. Loose
Azusa Pacific University

This program report provides insights on the growing national and state trends in PreK-12 and higher education to deliver fully online programs for learners of all types and from many walks of life. It documents the strategies and program constructs Azusa Pacific University's fully online Educational Leadership faculty engages within their innovative, fully virtual program. As Baby Boomer professors, they are vested in building and nurturing what they term, iPrincipals, for both traditional and virtual schools. They are focused on the iY generation in this endeavor, as they strive to meet the learning needs of future school leaders in the state.

Traditional forms of schooling in California, and the nation, are currently facing a radical change in educational delivery models (Rand, 2005; Wagner, 2012; Pink, 2006; Elmore, 2013; CAVA, 2013). As the option of charter schools became law for K-12 public education in California during the era of AB740 in 1992 (US Dept. of Ed., 2013), virtual teaching and learning became a viable next step with the advent of online delivery portals originally intended for high school independent study programs across the state (Center on Education Policy, 2002; LAO, 2013). Universities were already well ahead of this implementation as, during the same era, fully online university programs for everything from degree completion programs to teacher licensure were designed and developed to eventually become functional, if not preferred, options to traditional “brick and mortar” delivery by new markets of degree seeking students (Schools of Education Learning Collaborative, 2008). Out of twenty years of growth in online course delivery, particularly manifested early through hybrid models, (within which approximately one half of a course is delivered face-to-face, and the other half online), the rise in fully online university degree programs for both graduate and undergraduate students is the new reality in institutions of higher education, and growing worldwide within the K-12 environment (Nagel, 2009).

Kolar (2011) notes: “Virtual courses are no longer just for college students. In 2011, over 700,000 high school students were taking at least one online class from either a public or private virtual school” (p. 1). And, in California, from the birth of the charter school movement in 1992, the state’s free public charters have grown to currently comprise over 800 organizations. One of the largest, The California Virtual Academies, delivers the state’s curriculum in a fully virtual learning environment while serving California’s K-12 population.

Educational Leadership and Administration: Teaching and Program Development
Volume 25, March 2014
ISSN 1532-0723 © 2014 California Association of Professors of Educational Administration

In addition to enrolling 15,000 students within virtual classroom environments, CAVA offers more than 100 online clubs ranging from photography, Quiz Bowl, 4-H, and Book Buddies, to debate, cooking, volunteering, model UN, and babysitters club. Student organizations including National Junior Honor Society and Student Ambassadors are available (CAVA, 2013). Indeed, the nature of schooling is changing.

Moving Toward a Virtual Leadership Preparation Program in California

The growth of virtual schools and virtual learning is growing at a remarkable rate. A recent Wall Street Journal article focused on the rapid growth of technology companies trying to reinvent higher education through Massive Open Online Courses (MOOCs). One such firm reports having 80 schools producing online courses with 375 classes offered and having 500+ professors teaching the courses (Fasimpaur, 2013). Recent developments include a May 14, 2013 announcement that Georgia Tech will offer an online master's degree in computer science. This announcement will make it possible for a student to get the degree for a quarter of the cost of a typical on-campus degree and receive full credit in a graduate program.

As the K-12 delivery of curriculum and instruction in the state has realized such a steep rise in virtual preference, the faculty of a California university administrator preparation program began to consider those changes necessary to effectively comprise the constructs to grow the next generation of leaders for a virtual environment. Particularly, EDL faculty asked, how do program changes occur without sacrificing the components of leadership training necessary for the traditional brick and mortar? With that question as their driving mindset, educational leadership faculty at Azusa Pacific University, in Azusa, California, began to consider a gradual move to both a new program model for traditional settings, as well as a fully online delivery.

APU's Master of Education in School Administration was replaced in 2005-06 with the Master of Arts in Educational Leadership (EDL). The new program, offered as a hybrid model of thirty-six units, delivered across seven courses, with field experience embedded, provided for a comprehensive change offering candidates the most current pedagogical knowledge, skills, dispositions, and practices to ensure their preparation for school leadership. The former program, in existence for thirty years, and espousing exit interviews and comprehensive exams, was replaced with a linear cohort design model, supporting a case study capstone project which all candidates begin within their first course. As coursework progresses, candidates for the degree and licensure add components to their study aligned to content within each subsequent course. Their culminating study is representative of their school or district's current reality. The revised, research-based, program model offers candidates the opportunity to experience the development of their case study with full faculty support over the program.

As the new program became rooted, it went fully online in the fall of 2010, as an option to the hybrid model, which is still currently offered on main campus and at seven regional centers. Having completed its second year of fully online delivery, the EDL faculty are currently embracing additional important matters involved in the broader spectrum of online education that are affecting not only Azusa Pacific University, but the entire educational continuum in the development of the next generation of school administrators. These include:

- Virtual Learning and Virtual Schools
- The Nature of Teaching and Learning in a digital age
- Innovation and Creativity as educational reform components

Program Major Goals and Student Outcomes

Within this era of rapid global change that is bringing massive change to education that includes new Common Core State Standards and Next Generation Assessments, as well as a proposed entirely new California public school funding model, preparing the next generation of school leaders is imperative (Kolar, 2013). Coupled with these radical changes, the candidates in university credential programs aspiring to become administrators are described in the literature as “millenials” and the “Y and iY” generation (Elmore, 2010). This generation has been studied and the attributes of this group are reportedly vastly different from the “Baby Boomer” generation. Many current professors in universities are “Baby Boomers,” and it is critical that the programs being designed for the Millenials by Baby Boomer professors are developed with the attributes of iPrincipals and the iY generation in order for them to successfully become administrators in programs that both interest them, but also meet their needs to ensure that they complete the certification process.

A recent doctoral study by Suzette Lovely, through California State University Fullerton, entitled “Will Millenials Stay? Examining Teacher Retention from a Generational Perspective,” examines some of these issues (ACSA, EdCAL, 2013). Lovely’s dissertation affirmed the findings of recent current literature in identifying four unifying desires and career ideals of Millenials/iY candidates:

1. The desire to perform meaningful work
2. The desire to be respected
3. The desire to collaborate
4. The desire to exercise greater control over the work

Lovely also makes four recommendations in her dissertation. Although this study focused on teacher retention, these findings would be applicable in working with Millenials/iY teachers seeking to become administrators. Her implications for practice are:

1. Refine induction programs so that visitations and observations should be scheduled in a realistic context so induction is seen as a benefit rather than a burden.
2. Let them lead. Although Millenials haven’t been in education for a long period of time, they grew up juggling many activities and possess tremendous confidence. New design models are required to keep this generation from feeling bored or stifled.
3. Give them autonomy. To increase efficacy and motivation, employ a democratic style of leadership that includes purposeful outcomes along with freedom to achieve these outcomes.
4. Help them reach out to parents. Social supports are necessary to improve parent-teacher relationships.

Accepting these precepts as the background and approaches of Millennials/iY candidates, what are the implications for iLearning, iTeaching and iLeading? A book by Tim Elmore, (2010) “Generation iY: Our Last Chance to Save Their Future,” offers some suggestions on effectively connecting with Generation iY that could be beneficial in refining educational administration programs for aspiring iPrincipals. Elmore offers seven observations for consideration about this generation:

1. They want to belong before they believe. Elmore advises that if you want iY to embrace an idea, embrace them first.
2. They want an experience before an explanation. Elmore advises that the iY generation wants to do or see something, and they want action and interaction.
3. They want a cause before they want a course. Elmore states that if you want to seize their attention, you need to give them a reason for why they need to listen to your words.
4. They want a guide on the side before they want a sage on the stage. iY wants authentic mentors.
5. They want to play before they pay. iY wants results to come quickly, or they may lose interest.
6. They want to use but not be used by others. iY uses many means to get what they want –the Internet, cellphones, instant messaging, but they are very wary of anyone they suspect of trying to use them. Elmore states that creating environments where iY can come up with their own ideas and implement them while moving towards a common goal for the group is an effective method in working with this generation.
7. They want a transformation, not merely a touch. Today, there is a higher demand for ‘edutainment’ by iY. iY want experiences that literally transform them in the process.

As programs are developed and re-designed for iPrincipals, these concepts should be kept in mind in order that the curricula are constructed that effectively reach and address the new generation of school administrators. Standards are an essential element of 21st century educator preparation and must be central to an effective principal training program. As recent research studies have found, school leadership is second only to quality of teachers and teaching toward student achievement in schools (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom & Anderson, 2010). University school leadership preparation programs have received criticism as inadequate, particularly from the federal level, where funding efforts (Race to the Top, and School Improvement Grants) have provided incentives to move states to take action.

With this in mind, EDL faculty at Azusa Pacific University developed a set of goals to which all coursework and field experiences were mapped. Candidates in the program, whether face-to-face or fully online, develop visionary leadership, scholarly practice, and exemplary character as EDL faculty require candidates to engage in the scholarship of discovery, integration, application, and teaching (Dweck, 1986; Hartley, K & Bendixen, L 2001). Candidates are encouraged by faculty to be competent, innovative, visionary leaders who are able to create educational environments within their organizations wholly conducive to educational programs that help connect them to the world of schooling and the world of life

work (Glickman, C., Gordon, S., Ross-Gordon, J., 2010). Candidates become scholarly practitioners who integrate theoretical knowledge with practical decision-making, who are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and are dedicated to improving their own professional practice, as well as that of other educators (Hiatt-Michael, 2006; Hord, S. M. and Sommers, W.A. 2008). Candidates in the program become individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence, and who dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world (Noddings, N., 2005; Oser, F.K., Althof, W., and Higgins-D'Alessandro, A. 2008).

This is a tall order for any administrator preparation candidate. How these outcomes are measured within a face-to-face model has been reported within the long chronology of program accreditation reports at the university. How moving to a fully online environment poses new challenges for faculty as they determine the congruence of candidate mastery of these outcomes, is a question to which APU's EDL faculty are currently responding.

Development of APU's Educational Leadership Program

Tony Wagner is a first innovation education fellow at the Technology and Entrepreneurship Center at Harvard and former co-director of the Change Leadership Group at the Harvard Graduate School of Education. Wagner has written influential books about education and has offered important ideas for the education community to reflect on and use in the educational reform movement. His works include *Change Leadership* (2006) (a text regarding change utilized in the APU Master's program), *The Global Achievement Gap* (2010), and his latest work, *Creating Innovators: The Making of Young People Who Will Change the World* (2012),

Wagner identifies Seven Survival Skills in *The Global Achievement Gap* that he proposed are the new skills students need for careers and continuous learning:

1. Critical Thinking and Problem Solving
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and Entrepreneurship
5. Accessing and analyzing information
6. Effective oral and written communication
7. Curiosity and imagination (p 12).

Wagner reports that since the *Global Achievement Gap's* publication, he has consistently heard from leaders in the for-profit, nonprofit, and military spheres that these skills are, indeed, the ones that matter most. Wagner now feels however that the list of skills is necessary, but not sufficient. What he advises is missing is that of innovation. In *Creating Innovators*, Wagner states:

What we urgently need is a new engine of economic growth for the twenty-first century...And there is general agreement as to what that new economy must be based on. One word: Innovation. We have to become the country that produces more ideas

to solve more different kinds of problems... We must outinnovate our economic competitors. (pp. 2-3).

Wagner is not alone in calling for educational reform that fosters innovation and creativity. Sir Ken Robinson in his book, *Out of Our Minds: Learning to be Creative* (2006), advocates for the development of imagination, creativity and innovation for both education and business. Daniel Pink in *A Whole New Mind: Why Right-Brainers Will Rule the Future* (2011) stresses the importance of right brain thinkers whose abilities mark the fault line between who gets ahead and who doesn't. He notes, "Left-brain-style thinking used to be the driver and the right-brain-style thinking the passenger. Now, R-Directed-Thinking is suddenly grabbing the wheel, stepping on the gas, and determining where we're going and how we'll get there. L-Directed aptitudes-the sorts of things measured by the SAT and deployed by CPAs - are still necessary. But they're no longer sufficient. Instead, the R-Directed aptitudes so often disdained and dismissed - artistry, empathy, taking the long view, pursuing the transcendent - will increasingly determine who soars and who stumbles" (p. 27). Therefore, the re-design of an educational administration program and its offering needs to keep these elements in mind. That is, redesigned educational administration on-line programs need to be in alignment with the virtual learning and virtual schools that are developing and expanding in order to be current and offer a competitive program. Secondly, the nature of teaching and learning in a digital age will require Baby Boomer professors to understand iPrincipals, Millenials, and the iY generation to create programs that attract, interest, and meet the professional needs of the aspiring administrators. Thirdly, that innovation and creativity are important program components that are being advocated by these, and other educational theorists and futurists, for inclusion in the educational system.

Who gets ahead and who doesn't is the foremost concern of every school leader, particularly as data comparisons demonstrating continuous improvement in closing the achievement gap between all students continue to drive curriculum, instruction, and assessment. To meet the needs of Millenials and the iY generation, Azusa Pacific University EDL faculty desired to facilitate candidates' development of a personal and professional leadership perspective within their first two assignments in the program. Completed within *EDL580-Educational Leadership Induction*, candidates engage the Gallup Organization's Clifton StrengthsFinder Assessment, from which, their top five strengths are determined (Buckingham, M., Clifton, D., 2001). A conversation around their strengths, and the important leadership disposition of recognizing the strengths of others, is coupled with an exercise in sampling the perceptions of others within the candidates' sphere of influence around their leadership competencies. Twenty-five constructs are measured through the use of the Leadership Competency Analysis Survey (LCAS) distributed within their first and last courses (pre/post field experience) to determine both an initial analysis of perceived competencies, and a summative assessment of their growth in leadership competencies which include relational capacity and communication skills. Subsequent conversations and strengths-based activities accompany a personal and professional growth plan, designed by each candidate within their first course and completed over their program.

Within their change course, candidates engage in a number of activities around organizational theory and development, including, but not limited to communication, decision making, team building, conflict management, instructional and organizational planning, budgeting, and change. Embedded activities within Sakai forums, or in-class discussions,

engage candidates to respond to needed areas of change from a personal leadership perspective. Candidates learn to analyze organizational needs through various structures such as cause and effect diagrams, flowcharts, Pareto Charts, Affinity Diagrams, Impact Analysis Charts, Gantt Charts, as well as engage models of change that combine assessment and planning, such as Force Field Analysis, PDSA Cycle, and Strategic Planning.

Educational Leadership faculty determined at the outset of the initial redesign of the administrator preparation program there were three core values to which the program would be aligned. Faculty adopted Strengths-Based theories (Clifton & Anderson, 2001); personal and professional leadership (Leithwood & Montgomery, 1986); within professional learning communities (Dufour, Dufour, & Eaker, 2005); and, best leadership practices that build exemplary schools (Fullan, 2008; Collins, 2001; Wagner & Kegan, 2006; Wagner 2013; Kouzes & Posner, 2002; and Waters & Grubb, 2004). Each of these three core values lie at the heart of the EDL program at Azusa Pacific University.

Reflective of the three core values, candidates use their strengths to develop a shared vision of learning that focuses on maintaining high expectations for student achievement. Candidates learn to develop and sustain a culture of teaching and learning through analysis of content standards, the study of instructional delivery, data analysis, application of research, and by providing staff development for all employees. Management of the school in the service of teaching and learning assists candidates as they learn the complexities of recruiting, training and evaluating employees by providing a safe, productive environment, and by understanding legal mandates and constraints. Candidates learn to work with diverse families and communities for improved student success by incorporating diverse family and community expectations in school decision making. Political, social, economic, legal and cultural understanding is enhanced through analysis of political forces, legal principles, economic dynamics, and cultural distinctions present in the school setting.

While the development of the professional knowledge and skills expected in their field begins in the induction course it is strengthened as they progress in the subsequent courses and through field experiences in which they acquire professional knowledge and skills for the field of educational leadership. Theoretical bases of developing organizations in a culture of accountability are thematically central to the program, from induction, to leadership performance assessment. Primary to informing the knowledge base of candidates, authors such as, Glickman (2010), Wagner and Kegan (2005), Wagner (2010), Wagner (2012), Marzano, Waters, & McNulty (2005), Andelson, (2001), Kemerer and Sansom (2009), Creswell (2012), Deal (2003), and others, contribute to the essential themes, concepts, and skills needed, relative to the performance of administrative services within today's schools. The constructs of change theory, particularly applied within data driven environments, as well as executive decision-making, planning, budgeting/resource management, and understanding political environments while operating in a legal culture, are addressed, particularly within a mindset of learning to effectively identify and eliminate bias. Online course forums, within both hybrid and fully online courses, create broadly interactive conversations between candidates and instructors, helping to develop candidate dispositions and knowledge for school leadership.

Technology, Course Sequence, Field Experience, and School-Based Case Studies

Preparing iPrincipals requires instruction in the use of technology. Keeping abreast of trends is important to keep their schools updated while serving students who may not have access to expensive technology. Keeping their schools updated with technologies, including assistive technologies, is important as they keep their schools accessible to students with special needs. Additionally, preparing principals to understand the differences between effective teaching, and effective online teaching and learning, is important. Kolar (p.1, 2011) notes: “According to the North American Center for Online Learning, virtual teachers must be even better communicators than traditional educators due to the difficulties of conveying emotion online.”

The importance of understanding and effectively using technology is evidenced throughout the curriculum. Faculty members use technology in their teaching and candidates use a variety of technologies in their classes, as it is embedded, and assessed, in all EDL courses. Within the redesign, EDL faculty desired to offer candidates the opportunity to earn an emphasis in collaboration with the Educational Technology Program in APU’s School of Education. This program provides candidates the option to take three additional courses upon completion of the 36 unit MA in Educational Leadership/Tier I Program or the 24 unit PASC Tier I Program. The Educational Technology program gives students who choose the emphasis to be immersed in technology and its applications at school sites and in classrooms.

Enrolling both pre-service and intern administrators of traditional brick and mortar, charter schools, and virtual academies in the Tier I Preliminary Administrative Services Credential program, APU’s faculty designed a program model that provides candidates the opportunity to take courses sequentially with professionals who share similar goals. The cohort design affords the convenience and collegiality of studying with peers whether face-to-face, or online. This sequence of courses, and accompanying requirements, are designed to be completed during seven, nine-week terms, in approximately 15 months. The design of the APU program incorporates the online delivery model as part of a continual update to follow the educational trends, developments, and needs of the candidates. Clearly, this is a trend that is now in motion and in constant flux. As virtual learning continues to expand and define its role, online administrative credential programs will be continually updated and reformatted to stay current.

Field experience is embedded into EDL courses, including those offered online. Coursework is immediately applicable as a resource for curriculum planning, achievement assessment, decision making, and program improvement. Candidates assume leadership responsibilities at a local school or district setting under the guidance of both a site and university supervisor. Field experiences include intensive activities both in the day-to-day functions of administrators and in longer-term policy design and implementation, and, are closely related to the job performance requirements of administrators as specified by state standards. Course work and field experience work together to expand the candidate’s leadership capacity.

A case study is developed by each candidate based on local school or district scenarios, needs, issues, and/or situations. It is initiated in the Induction course and developed in each of the subsequent six courses. Candidates present and defend their case studies before an evaluative panel during the final course, *EDL586-Performance Assessment for Educational Leaders*. The Case Study is used as a basis for assessing the level at which candidates have met the standards in the PASC program and master’s degree. Throughout the course sequence

candidates build their personal plans for professional growth and development. These plans continue to be developed throughout the course sequence. Candidates articulate their plans to a panel of professional community members during their final course.

Implications for Preparing iPrincipals for the Next Generation

The Center on Education Policy (CEP) held a meeting in Washington DC, on April 19, 2002. Within the transcript of proceedings, it was noted that while CEP supports public education, it also welcomes change (p. 1). Within this meeting the committee attempted to place virtual schools in the context of several essential principles it had identified for the broader American public education setting, including effective preparation for life, work, and citizenship; and social cohesion and shared culture. The committee asked the central question, will the proposed reform (virtual schools) provide for and ensure these principles?

As EDL faculty at Azusa Pacific University moved the MA-EDL program online, like principles were noted. A question was asked around those differences that might occur for candidates in leadership preparation between APU's hybrid versus fully online program. Too, will the wonderful sense of community, prevalent within the hybrid model, flourish online? Will data realized within the hybrid model, be congruent with data found for each of the program constructs within the online offering? From their performance indicators, collected for every candidate in the program, whether hybrid or fully online, there is currently no difference in the knowledge, skills, and dispositions gained in either delivery model. Additionally, the sense of community formed within the online courses is as powerful, if not more so, than that of the face-to-face model.

As the nation moves more and more toward teaching and learning online, effectively training iPrincipals for school leadership, for both traditional and virtual schools, elicits a task toward which APU's EDL faculty continue to centralize their focus: meeting those outcomes of leadership expertise that lead to increased student achievement in our PreK-12 public and private schools, which, include the many charters currently operating in California, some, fully virtual. With the advent of technology, and the rapid changes inherently ongoing to all systems, *particularly* those systems of education, it is logical to build, nurture, and sustain a sequentially organized set of courses that carefully incorporate comprehensive approaches to school leadership. If Baby Boomer faculties are training up iPrincipals for the iY generation, it is essential we deliver a program model that meets their generational needs. It is vital we remain innovative, creative thinkers around the virtual environments this generation expects and demands. APU's fully virtual school leadership preparation program faculty is concerned with doing just that.

References

- Andelson, S. (2001). Frisk documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance.
- Buckingham, M., Clifton, D. (2001). *Now discover your strengths*. New York, NY: The Free Press.
- California Virtual Academies. (2013) A partner school network of K12, the leader in K-12 online education.

- Center on Education Policy (2002). Virtual high schools: changing schools, enduring principles. Meeting Minutes, April 19, 2002, Jury's Hotel, Washington, DC.
- Clifton D., & Anderson, E. (2001) *StrengthsQuest*. Omaha, NE,: The Gallup Organization.
- Collins, J. (2001). *Good to Great: why some companies make the leap-and others don't*. New York: HarperCollins.
- Creswell, J. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed). Boston, MA.: Pearson Education.
- Deal T., & Bolman, G. (2003). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA.: Wiley & Sons.
- Dufour, R., Eaker, R., & Dufour, R. (Eds.). (2005). *On common ground: power of professional learning communities*. Bloomington, Indiana: Solution Tree.
- Dweck, C. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.
- Elmore, T. (2010). *Generation iY: Our Last Chance to Save Their Future*. Atlanta. GA: Poet Gardener Publishing. pp. 49-51.
- Fasimpaur, K. (2013) Massive and open online courses. *Leading and Leading with Technology*. March/April, 2013. Pp. 13-17.
- Fullan, M. (2008). *Six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco. CA: Jossey-Bass.
- Glickman, C., Gordon, S., Ross-Gordon, J. (2010). *Supervision and instructional leadership; a developmental approach*. Boston, MA.: Pearson Education, Inc.
- Hartley, K. & Bendixen, L. (2001). Educational research in the Internet age: Examining the role of individual characteristics. *Educational Researcher*, 30(9), 22-16.
- Hiatt-Michael, D. (2006). Reflections and directions on research related to family community involvement I schooling. *The School Community Journal*, 16(1), 7-30.
- Hord, S. M., and Sommers, W.A. (2008). *Leading professional learning communities*. Thousand Oaks, CA: Corwin Press.
- Kemerer, F., and Sansom, P. (2009). *California school law*. Stanford Law Books.
- Kolar, R. (2011). How to prepare secondary school principals for virtual schools. Retrieved May 15, 2013 from: http://www.ehow.com/how_747718_prepare-school-principals-virtual-schools/
- Kouzes, J.M., & Posner, B.Z. (2002). *The leadership challenge*. (3rd ed.). San Francisco: Jossey-Bass.
- Legislative Analyst's Office, (2013). Independent Study and Technology-Based Instruction. LAO, Senate Budget and Fiscal Review Subcommittee No. 1 on Education. May 9, 2013.
- Leithwood, K., & Montgomery, D. (1986). *Improving principal effectiveness*. Toronto, Ontario: The Ontario Institute for Studies I Education.
- Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Available at: www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-influences-Student-Learning.aspx.

- Louis, K.S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings*. New York: The Wallace Foundation. Available at: www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx.
- Lovely, S. (2013). Will millennials stay? Examining teacher retention from a generational perspective. *ACSA EdCal*, May 13, 2013, pp. 8 & 19.
- Marzano, R., Waters, T., McNulty, B. (2005). *School leadership that works: from research to results*. Alexandria, VA.: ACSD
- Nagel, David (2009). 10.5 million pre-12 students will attend classes online by 2014. Retrieved May 14, 2013 from: <http://thejournal.com/articles/2009/10/28/>
- Noddings, N. (2005) *The challenge to care in schools: An alternative approach to education* (2nd ed.). New York: Teachers College Press.
- Oser, F.K., Althof, W., and Higgins-D'Alessandro, A. (2008). The just community approach to moral education: System change or individual change? *Journal of Moral Education*, 37(3), 395-415.
- Pink, D. (2006). *A Whole New Mind: Why Right Brainers will Rule the Future*. New York. The Berkley Publishing Group.
- Rand Corporation (2013). Retrieved May 14, 2013, from: http://www.lao.ca.gov/2005/RAND_charter/Nonclassroom_charter_full_0205.pdf
- Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*. Chichester, West Sussex, United Kingdom. Capstone Publishing Ltd.
- Schools of Education Learning Collaborative, (2008). Quality online programs: a profile of current practices at member schools of education. *Eduventures*. Cat. No. 33SOECRR1108
- U.S. Department of Education, (2013). Transforming American Education: Learning Powered by Technology, National Education Technology Plan 2010, U.S. Retrieved from: <http://www.ed.gov/technology/netp-2010>
- U.S. Department of Education, (2013). Retrieved from: <https://www.ed.gov/oii-news/use-technology-teaching-and-learning>
- U.S. Department of Education (2013). Evaluation of Evidence-Based Practices in Online Learning: A meta-analysis and review of online learning studies. Retrieved from: <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
- Wagner, T. (2012). *Creating innovators: the making of young people who will change the world*. New York. Scriber.
- Wagner, T., & Kegan, R. (2006). *Change leadership: a practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass.
- Waters, T., & Grubb, S. (2004). *The leadership we need*. Mid-continent Research for Education and Learning. Retrieved from <http://www.mcrel.org>.