

AN ANALYSIS OF LEADERSHIP PERSPECTIVES EMBEDDED IN THE
MULTIDIMENSIONAL RUBRIC

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Chapter 1

Introduction

National and statewide initiatives have begun to reform public school education and the federal government has written legislation, the American Recovery and Reinvestment Act of 2009 (ARRA). This legislation established funds to motivate states to develop strategies to improve results and the efficacy of teaching and learning. The Race to the Top (RTTT) is a \$4.35 billion competitive grant program designed to encourage and reward states that are creating conditions for education innovation and reform and are achieving significant improvement in student outcomes. This program is the largest discretionary funding package for education ever offered by the US Department of Education and New York State is among only four states eligible for the largest grants – up to \$700 million...awards will be given to a select number of states that will ‘trail-blaze effective reforms and provide examples for states and local school districts throughout the country’ by demonstrating coordinated, deep-seated commitment to education reform. The Four Assurances are:

- Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace.
- Recruiting, developing, retaining, and rewarding effective teachers and principals.
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practices.
- Turning around the lowest-performing schools (www.scribd.com/doc/24374257/NYS-Race-To-The-Top-Summary).

Purpose of the Study

The purpose of this study is to examine the Multidimensional Rubric for alignment with prevalent leadership values. The predominant perspective will be revealed through this type of analysis. Leadership perspectives vary in communicating attributes of effective leadership. An analysis of leadership perspectives using literature sources on the topic and the Multidimensional Rubric will reveal one model of leadership.

Statement of the Problem

Part of RTTT is the adoption of a school principal evaluation form that will be used by school districts across New York State, the Multidimensional Rubric. The Multidimensional Rubric aims to communicate efficacy in educational leadership. School districts will use the rubric to evaluate principals based on the prevalent model of leadership. Educational leadership perspectives and concepts from research may or may not concur with the perspective of the Multidimensional Rubric.

Summary

Data analysis on leadership attributes guides this research. This type of analysis provides an understanding of educational leadership perspectives from which to view the Multidimensional Rubric. The research will present literature from different educational perspectives in Chapter II. How the data is used to complete the final analysis matrix is found in the third chapter of the research. The fourth chapter offers a final analysis of evaluation of

principal practice using a matrix of acquired terms for leadership. Finally, recommendations and conclusions sum up the findings in the final chapter of the study.

Research Questions

The overarching question used to guide the research is:

1. How do embedded leadership perspectives of the Multidimensional Rubric align to established leadership values?

An additional research question that emanates from the overarching question and shapes the study includes:

2. What is the predominant leadership perspective embedded in the Multidimensional Rubric?

Chapter II

Review of Literature

The Race to the Top (RTTT) is a \$4.35 billion competitive grant program designed to encourage and reward States that are creating conditions for education innovation and reform and are achieving significant improvement in student outcomes. This program is the largest discretionary funding package for education ever offered by the U.S. Department of Education, and New York State is among only four states eligible for the largest grants, which is up to \$700 million. Awards will be given to a select number of states which will ‘trail-blaze effective reforms and provide examples for states and local school districts throughout the country’ by demonstrating coordinated, deep-seated commitment to education reform.

The Multidimensional Rubric utilizes the Interstate School Leaders Licensure Consortium (ISLLC) standards as the basis for creating six domains and one goal setting / attainment category. These seven areas are used to evaluate and assess the quality of school principals (Learner – Centered Initiatives, Ltd., 2011). The areas of assessment are as follows: shared vision of learning, school culture and instructional program, safe efficient effective learning environment, community, integrity fairness ethics, political social economic legal and culture context, and goal setting and attainment (Learner-Centered Initiatives, Ltd.). In each domain, artifacts are coded in a four level nominal system of: ineffective, developing, effective and highly-effective (Learner-centered Initiatives, Ltd). Research from educational theorists will be cited to examine how closely aligned this rubric is to similar principles as the theorists.

Toyota’s methods for making extensive use of its human capital served as the subject for several decades’ worth of research and analysis into their manufacturing methods. Spear and

Bowen (1999) conducted an analysis of what made the Toyota Production System so highly effective. They discovered Toyota uses a rigorous problem-solving process that requires a detailed assessment of the current state of affairs and a plan for improving that is, in effect, an experimental test of the proposed changes. This work by Spear and Bowen reveals that there are, indeed, connections between internal processes that are mitigated by knowledge management. They go on to depict situations where not managing knowledge leads to a significant loss in performance. Other companies devote substantial resources to coordinate people, but their connections generally aren't so direct and unambiguous. In most plants, requests for material or assistance often take a convoluted route from the line worker to the supplier via an intermediary. Any supervisor can answer any call for help because a specific person has not been assigned. The disadvantage of that approach, as Toyota recognizes, is that when something is everyone's problem it becomes no one's problem.

The Lawrence A. Cremin text, *Popular Education and its Discontents*, approaches the crisis in education from a political standpoint. In his article he discusses the role schools play as institutions for social change. Cremin's belief is the American Education Tendency will place education in a position to solve social and political issues. He debunks the traditional thinking of the goal of education is to make students global competitors or individuals who reach a level of success. Ultimately Cremin views the purpose of education as a means to provide students with an experience that will lead to becoming better citizens rather than learners, that students become an integral part of a societal network that gives back to their community rather than take from it.

In an interview by Brandt of Thomas Sergiovanni(1992), he contends first that schools should consider themselves to be communities rather than organizations. He proposes that the

concept of an organization, like that of leadership, is something that is imposed instead of coming naturally from within the school environment. In his opinion, this is appropriate for corporations, where the focus is on the bottom line, but is not especially useful in education. Sergiovanni contends that leadership is frequently responsible for reducing individual responsibility for making educational systems effective. Instead of the corporate model, he suggests a method of administration he calls “moral leadership” which relies on building a sense of community within the school. Sergiovanni believes that this will create a climate in which teachers will embrace professional development instead of having it imposed on them, and focus on the overall effectiveness of the school’s work, rather than simply worrying about their individual classrooms. Although some of his points are disputed, moral leadership does offer a promising approach and has been shown to work often enough to prove a useful concept.

The framework for the Advocacy Design Center (ADC) was developed by Dr. Frank Smith (1990) and is the tool to analyze the function of each alternative high school. The ADC uses 29 questions that serve as a guide to examine four areas: instruction, organization, governance and accountability (IOGA). The primary purpose of the ADC Model is community building; strengthening the school’s sense of efficacy and its capacity to be a powerful institution in its’ social context. According to Frank Smith in the Advocacy Design Study model, effective schools ask themselves tough questions and have a meaningful relationship between inquiry and accountability. On the other hand, less effective schools view themselves as victims. Smith maintains that data must be made public to ensure accountability. By doing so, schools are forced to work together to problem solve in a constructive and meaningful way as opposed to the more “technical” top-down method that many schools and districts experience.

Smith looks at the importance of organization in schools. Smith believes that in more successful schools, teachers do not operate as independent agents; rather there is a strong sense of interdependence and more public collaboration. Rather than take students and send them to the resident “experts”, such as school reading or math specialists, essentially all students are viewed as “our kids” not “my kids” or “your kids”. The basic premise of the ADC model is that in many cases leadership should not approach school improvement as something that needs to be fixed, rather as something that needs to be redesigned (Smith, 2010).

Clarence Stone (2004) believes that all stakeholders should be involved and accountable in the educational process and that an action plan is necessary in order to solve a problem. According to C. Stone, the school is a central pillar of institutional power in the community. In his research, Stone highlights civic capacity in four case studies: Kent County, Maryland; El Paso, Texas; Boston, Massachusetts; and Philadelphia, Pennsylvania.

Table 2.1 represents a collaboration of the Leadership Concepts and sources used to define our terms for the rubric. Upon review and examination of leadership theories presented by the authors above, a glossary of the important terms was created for each theorist.

Table 2.1

The Leadership Concepts and Sources used to define our terms

Term	Definition
Accountability	Accountability is the process through which public knowledge about school work is created. Its purpose is to test whether the selected means were sufficient to achieve the desired end. In this sense, public knowledge for accountability has both an informational reference and a value dimension. Public knowledge accounts both for what we understand -- what action led to results -- and what we value -- how well we like what we got as results (Smith).
Civic Capacity	The idea based organization whereby moral authority inspires all persons to take up a role of serving the enterprise (Sergiovanni) to attend to common problems collaboratively (Smith).
Culture	A known design of a school which embodies a sense of identifies and character and serves as a set of beliefs and practices (Smith) which are connected to the cultural side of school (Sergiovanni).
Governance	Referring to the system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection between the ends they desire and the means

	they intend to use to achieve them: what is to be done and how define by the process by which a viable consensus is reached among all stakeholders as they work together for a stronger school (Smith).
Instruction	The alternative strategy that moves from the whole to the parts and is referred to as the cognitive, transactional, or constructive approach which involves efforts to build concepts through reflection and discussion about direct experiences with work or what students “do” and know (Smith)
Instructional Leader	Is the traditional view of the principal whereby he/she understands instruction the best and all others become followers (Sergiovanni).
Leadership	Leadership is a moral act, not a neutral technical act devoid of moral consequences and requires a clear set of values (Smith), with the inspiration for becoming the greatest servant in a community; to uphold and foster the positive cultural environment (Sergiovanni).
Learning Organization	A system that stimulates workers and managers to engage in experimentation (Spears & Bowen).
Organization	Refers to the pattern of purposeful relations that exist among individuals within the boundaries of the school's sphere of interest. School behavior varies in the degree to which it is public and interdependent or is private and isolated (Smith).
Paradox of the System	Activities, connections and production flows in a Toyota factory are rigidly scripted, yet at the same time Toyota's operations are enormously flexible and adaptable (Spears & Bowen).
Politicization of Education	The ideological battles that are forged and fought through educational institution (Cremin).
School Community	Demonstrating a large social responsibility (Cremin) which includes the schools and community (Smith).
Scientific Method	Detailed assessment of the current state of affairs and a plan for improvement with an experimental test of the proposed changes (Spears & Bowen).
Social Capacity	Ability of a social group to articulate and work towards resolving issues involving their common interest in quality schooling and a prosperous community life (Smith).
Relational Trust	The quality of social relationships in school communities with regard to respect, trust, personal regard for others, competence and integrity in different role relationships (teachers with principals, teachers with parents, teachers with other teachers, teachers with students) (Bryk & Schneider).

Chapter III

Methodology

Two components of Race to the Top include:

- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practices

In an effort to accurately assess the measurement of effective teachers and principals, several rubrics have been proposed. One of those suggested is the Multidimensional Principal Performance Rubric. This rubric is comprised of six domains which assess various areas of educational leadership and rates the leader on a one to four scale; one as ineffective and four as highly effective. Under each rating in the rubric are descriptors to assist in the evaluation.

Statement of the Problem

Part of RTTT is the adoption of a school principal evaluation form that will be used by school districts across New York State, the Multidimensional Rubric. The Multidimensional Rubric aims to communicate efficacy in educational leadership. School districts will use the rubric to evaluate principals based on the prevalent model of leadership. Educational leadership perspectives and concepts from research may or may not concur with the perspective of the Multidimensional Rubric. How do embedded leadership perspectives of the Multidimensional Rubric align to established leadership values as presented by Anthony S. Bryk and Barbara Schneider, Lawrence A. Cremin, Thomas Sergiovanni, Dr. Frank Smith, Steven Spear and H.

Kent Bowen, and Clarence Stone? What is the predominant leadership perspective embedded in the Multidimensional Rubric?

Data Collection

Upon review and examination of leadership theories presented by the authors above, a glossary of the important terms was created for each theorist. Included in the glossary were terms composed from the perspectives of the theorists. After each glossary was created, all glossaries were compared and gleaned creating a metaglossary list of 15 terms that demonstrated a pattern and theme across all of the glossaries. Under each of these 15 terms, a definition was created to reflect a culmination of all of the individual glossaries.

Data Analysis

Each term in the metaglossary was reviewed with the six domains in the Multidimensional Principal Performance Rubric. The matrix below (Table 3.1) displays the domains as each of six columns (with a seventh column for “other”) and each row representing the metaglossary terms and the final definition assigned to each by the research team. The empty cells in the matrix shown in Table 3.1 will contain the descriptors from the Multidimensional Principal Performance Rubric if a term from the metaglossary falls under one of the domains thereby aligning a leadership term with a domain from the rubric.

Table 3.1

Matrix comparing the six domains of the New York State Multidimensional Principal Performance Rubric with the leadership concepts of Anthony S. Bryk and Barbara Schneider, Lawrence A. Cremin, Thomas Sergiovanni, Frank Smith, Steven Spear and H. Kent Bowen, and Clarence Stone.

	1	2	3	4	5	6	7
	<p>Shared Vision of Learning The education leader promotes the success of every student by facilitating the development articulation implementation and stewardship of the vision of learning that is shared and supported by all stake holders</p>	<p>School Culture and Instructional Program An educational leader promotes the success of every student by advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p>	<p>Safe, Efficient, Effective Learning Environment The education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe efficient and effective learning environment</p>	<p>Community The education leader promotes the success of every student by collaborating with faculty and community members responding to diverse community interest and needs and mobilizing community resources</p>	<p>Integrity, Fairness, Ethics The education leader promotes the success of every student by acting with integrity fairness and an ethical manner</p>	<p>Political, Social, Economic, Legal & Culture Context The education leader promotes the success of every student by understanding, responding to, and influencing for a political, social, economic, legal and cultural context</p>	<p>Other Goals, Settings and Attainment</p>
<p>Instructional Leader - the traditional view of the principal whereby he/she understands instruction the best and all others become followers (Sergiovanni).</p>							
<p>Leadership – Leadership is a moral act, not a neutral technical act devoid of moral consequences and requires a clear set of values (Smith), with the inspiration for becoming the greatest servant in a community; to uphold and foster the positive cultural environment (Sergiovanni).</p>							
<p>Instruction – The alternative strategy that moves from the whole to the parts and is referred to as the cognitive, transactional, or constructive approach which involves efforts to build concepts through reflection and discussion about direct experiences with work or what students “do” and know (Smith).</p>							

<p>Governance- Referring to the system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection between the ends they desire and the means they intend to use to achieve them; what is to be done and how it is defined by the process by which a viable consensus is reached among all stakeholders as they work together for a stronger school (Smith).</p>							
<p>Culture – A known design of a school which embodies a sense of identity and character and serves as a set of beliefs and practices (Smith) which are connected to the cultural side of school (Sergiovanni).</p>							
<p>Civic Capacity - The idea based organization whereby moral authority inspires all persons to take up a role of serving the enterprise (Sergiovanni) to attend to common problems collaboratively (Smith).</p>							
<p>School Community- Demonstrating a large social responsibility (Cremin) which includes the schools and community (Smith).</p>							
<p>Learning Organization - A system that stimulates workers and managers to engage in experimentation(Spears & Bowen).</p>							
<p>Paradox of the System - Activities, connections and production flows in a Toyota factory are rigidly scripted, yet at the same time Toyota’s operations are enormously flexible and adaptable(Spears</p>							

<p>& Bowen).</p>							
<p>Scientific Method - -- Detailed assessment of the current state of affairs and a plan for improvement with an experimental test of the proposed changes (Spears & Bowen).</p>							
<p>Accountability - Accountability is the process through which public knowledge about school work is created. Its purpose is to test whether the selected means were sufficient to achieve the desired end. In this sense, public knowledge for accountability has both an informational reference and a value dimension. Public knowledge accounts both for what we understand -- what action led to results -- and what we value -- how well we like what we got as results (Smith).</p>							
<p>Politicization of Education - The ideological battles that are forged and fought through educational institution (Cremin).</p>							
<p>Organization - refers to the pattern of purposeful relations that exist among individuals within the boundaries of the school's sphere of interest. School behavior varies in the degree to which it is public and interdependent or is private and isolated(Smith).</p>							
<p>Social Capacity- Ability of a social group to articulate and work towards resolving issues involving their common interest in quality schooling and a prosperous community life (Smith).</p>							

<p>Relational Trust – The quality of social relationships in school communities with regard to respect, trust, personal regard for others, competence and integrity in different role relationships (teachers with principals, teachers with parents, teachers with other teachers, teachers with students)(Bryk & Schneider).</p>							
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Chapter IV

This chapter represents the findings of the analysis of the evaluation of our rubric. The empty cells in the matrix shown in Table 3.1 were filled in with the descriptors from the Multidimensional Principal Performance Rubric when a term from the metaglossary fell under one of the domains thereby aligning a leadership term with a domain from the rubric. The resulting matrix is below as Table 4.1.

Two terms were left blank as there was no evidence that they fit under any of the six domains presented in the rubric. Those terms were Paradox of the System and Organization. Noteworthy is part of the description for the term Organization that includes, “school behavior varies in the degree to which it is public and interdependent or is private and isolated.” There was no language in the rubric to support this description. However, for this analysis it is a supporting trait for successful educational leaders. Two terms consistently embedded in the rubric were Leadership and Governance. The existence of an abundance of language relative to the two terms indicated in many areas of the rubric suggests that the creators of this particular assessment value the same characteristics as those terms developed by the researchers for this analysis. Our glossary defines leadership as a “moral act, not a neutral technical act devoid of moral consequences and requiring a clear set of values (Smith) with the inspiration for becoming the greatest servant in a community; to uphold and foster the positive cultural environment (Sergiovanni).” This term was found in the majority of domains. It was found under domains two, four, five and six. The rubric defines those domains as: School Culture and Instructional Program; Community; Integrity, Fairness, Ethics; and Political, Social, Economic, Legal and Culture context. Leadership should be marked by acts that support servant leadership and supports a positive cultural environment.

Additionally, Governance is defined in our glossary as “the system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection between the ends they desire and the means they intend to use to achieve them: what is to be done and how define by the process by which a viable consensus is reached among all stakeholders as they work together for a stronger school (Smith).”

Accordingly, a rich set of indicators support the researchers’ description for this term, as it was found under domains one, two, three and five. The rubric defines those domains as: Shared Vision of Learning; School Culture and Instructional Program; Safe, Efficient, Effective Learning Environment; and Integrity, Fairness, Ethics.

What is the predominant leadership perspective embedded in the Multidimensional Rubric? Intended in this analysis was a determination on the predominant leadership perspective. As pointed out, Leadership and Governance indicators were found throughout the rubric. This suggests that a leadership perspective which includes a focus on the instructional program, collaboration with the school community, ethical and fair acts, and responds in a political, social, economic and legal context are the prescribed qualities of an educational leader. The perspective also includes the ability for an educational leader to promote and communicate the school vision when collaborating with all stakeholders to develop and attain goals.

Table 4.1

Matrix comparing the six domains of the New York State Multidimensional Principal Performance Rubric with the alignment of the leadership concepts of Anthony S. Bryk and Barbara Schneider, Lawrence A. Cremin, Thomas Sergiovanni, Frank Smith, Steven Spear and H. Kent Bowen, and Clarence Stone.

Note: The coded tags following cell descriptors represent Domain; Rubric Criteria Level; Section; Section Descriptor respectively.

	1	2	3	4	5	6	7
	<p>Shared Vision of Learning The education leader promotes the success of every student by facilitating the development articulation implementation and stewardship of the vision of learning that is shared and supported by all stake holders</p>	<p>School Culture and Instructional Program An educational leader promotes the success of every student by advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p>	<p>Safe, Efficient, Effective Learning Environment The education leader promotes the success of every student by ensuring management of the organization, operation and resources for a safe efficient and effective learning environment</p>	<p>Community The education leader promotes the success of every student by collaborating with faculty and community members responding to diverse community interest and needs and mobilizing community resources</p>	<p>Integrity, Fairness, Ethics The education leader promotes the success of every student by acting with integrity fairness and an ethical manner</p>	<p>Political, Social, Economic, Legal & Culture Context The education leader promotes the success of every student by understanding, responding to, and influencing for a political, social, economic, legal and cultural context</p>	<p>Other Goals, Settings and Attainment</p>
<p>Instructional Leader - the traditional view of the principal whereby he/she understands instruction the best and all others become followers (Sergiovanni).</p>	<p>“assumes that the school’s improvement is either an event or the responsibility of a single individual” (1.1.Sustain.1)</p>	<p>“create a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures” (2.2.Culture.3)</p> <p>“provides mixed messages related to expectations for instructional methodology and own understanding of “best practice” (2.2.I.P.2)</p>		<p>“makes decisions about whether or not to change the educational environment based on own impressions and beliefs” 4.1.strategic planning.1)</p>			
<p>Leadership – Leadership is a moral act, not a neutral technical act devoid of moral consequences and requires a clear set of values (Smith), with the inspiration for</p>		<p>“engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides</p>		<p>“promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources through diverse activities”</p>	<p>“models principles of self-awareness, reflective practice, transparency, and ethical behavior” (5.3.culture.1)</p>	<p>“guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another”</p>	

<p>becoming the greatest servant in a community; to uphold and foster the positive cultural environment (Sergiovanni).</p>		<p>opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue or question. (2.3.Culture.3)</p>		<p>(4.3.culture.1)</p>		<p>(6.4.culture.1)</p>	
<p>Instruction – The alternative strategy that moves from the whole to the parts and is referred to as the cognitive, transactional, or constructive approach which involves efforts to build concepts through reflection and discussion about direct experiences with work or what students “do” and know (Smith).</p>		<p>“creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures” (2.3.Culture.3)</p> <p>“engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question” (2.4.I.P.1)</p> <p>“involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them” (2.4.I.P.3)</p>					

<p>Governance- Referring to the system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection between the ends they desire and the means they intend to use to achieve them; what is to be done and how it is defined by the process by which a viable consensus is reached among all stakeholders as they work together for a stronger school (Smith).</p>	<p>“explicitly links the school’s vision and mission to programs and policies” (1.3.Culture.3)</p>	<p>“nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice” (2.4.Culture.2)</p>	<p>“embeds, distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support and promote the leaders of tomorrow” (3.4.Capacity.2)</p>			<p>“generates goals that maximize on the principal’s role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning” (6.4.Uncovering.3)</p>	
<p>Culture – A known design of a school which embodies a sense of identity and character and serves as a set of beliefs and practices (Smith) which are connected to the cultural side of school (Sergiovanni).</p>				<p>“promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources through diverse activities” (4.3.Culture.1)</p>			
<p>Civic Capacity - The idea based organization whereby moral authority inspires all persons to take up a role of serving the enterprise (Sergiovanni) to attend to common problems collaboratively (Smith).</p>	<p>“collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning” (1.3.Culture.1)</p>	<p>“engage stakeholders in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning of concepts or processes in deductive or inductive ways (2.4.Culture.3)</p>					

<p>School Community- Demonstrating a large social responsibility (Cremin) which includes the schools and community (Smith).</p>			<p>“promotes and protects the welfare and safety of students and staff” (3.3.Culture.1)</p>	<p>“builds and sustains positive relationships with families and caregivers” (4.3.Sustainability.1)</p>			
<p>Learning Organization - A system that stimulates workers and managers to engage in experimentation(Spears & Bowen).</p>		<p>“supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice” (2.3.Culture.1)</p>					
<p>Paradox of the System - Activities, connections and production flows in a Toyota factory are rigidly scripted, yet at the same time Toyota’s operations are enormously flexible and adaptable(Spears & Bowen).</p>							
<p>Scientific Method - – Detailed assessment of the current state of affairs and a plan for improvement with an experimental test of the proposed changes (Spears & Bowen).</p>		<p>“gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program” (2.3.S.P.P.1)</p>	<p>“establishes process for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous sustainable improvement” (3.4.Sustainability.1)</p>				
<p>Accountability - Accountability is the process through which public knowledge about school work is created. Its purpose is to test whether the selected means were sufficient to achieve the desired end. In this sense, public knowledge for</p>		<p>“facilitates regular use of easily accessible assessment and accountability systems that enables students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student</p>			<p>“enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every students’ academic and social success”</p>		

<p>accountability has both an informational reference and a value dimension. Public knowledge accounts both for what we understand -- what action led to results -- and what we value -- how well we like what we got as results (Smith).</p>		<p>achievement, both inside history and projected into the future” (2.4.Sustainability.1)</p>			<p>(5.4.Sustainability.1)</p>		
<p>Politicization of Education - The ideological battles that are forged and fought through educational institution (Cremin).</p>					<p>“promotes social justice and ensures that individuals student needs inform all aspects of schooling” (5.3.Culture.3)</p>	<p>“draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements” (6.3.Sustainability.2)</p>	
<p>Organization - refers to the pattern of purposeful relations that exist among individuals within the boundaries of the school’s sphere of interest. School behavior varies in the degree to which it is public and interdependent or is private and isolated(Smith).</p>							
<p>Social Capacity- Ability of a social group to articulate and work towards resolving issues involving their common interest in quality schooling and a prosperous community life (Smith).</p>				<p>“promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources through diverse activities” (4.4.Culture.1)</p>			

<p>Relational Trust – The quality of social relationships in school communities with regard to respect, trust, personal regard for others, competence and integrity in different role relationships (teachers with principals, teachers with parents, teachers with other teachers, teachers with students(Bryk & Schneider).</p>	<p>“engages stakeholders representing all roles and perspective in the school in the development, monitoring and refinement of a shared vision and mission for learning” (1.4.Culture.1)</p>						
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Chapter V

Conclusions and Recommendations

The multidimensional rubric adopted by the State Education Department of New York State presents an evaluation of principals primarily from a leadership and governance perspective. The rubric communicates criteria for principals to emulate, as well as an assessment for rating. The perspective of the rubric includes attributes highlighted by a commitment to the instructional program, collaboration with the school community, and accountability. The rubric relies heavily on prescribing how principals are to approach educational leadership so that the roles are defined and expectations are met. The rubric, however, does not include comprehensive evaluation of attributes that measure social capacity or ones that explicitly promote a collaborative school culture. Even where the rubric attempts to address the school community, the measures do not contain much depth even for basic evaluation. That being said, it is recommended that more criteria for civic capacity be included. Paradox of the System and Organization were terms the researchers thought should be included in this type of rubric assessment. The description for the term Organization includes, “school behavior varies in the degree to which it is public and interdependent or is private and isolated.” There was no language in the rubric to support this description. However, for this analysis it is a supporting trait for successful educational leaders.

Civic capacity attributes provide the ability to decentralize control and distribute leadership with new people who are valuable team members(Stone, 2003). This will provide opportunity for all stakeholders to contribute effectively to promote the success in the schools.

Additionally, the predominance of governance attributes suggests a perspective in how to hold others accountable. This may suggest too much emphasis on accountability and not enough on trust and competence necessary from educational leaders.

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