

W. Norton Grubb
Summer 2003

Purposes and Values in Urban Educational Leadership

Weeks 3 and 4: Equity and differential opportunities

Week 3 — July 8: Conceptions of Equity

Sarah Deschenes, Larry Cuban and David Tyack, "Mismatch: Historical Perspectives on Schools and Students Who Don't Fit Them", *Teachers College Record* Aug. 2001.

Martha Minow, *Making All the Difference: Inclusion, Exclusion, and American Law* (Cornell University Press, 1990), Ch. 1, "The Dilemma of Difference".

James Coleman, "The Concept of Equality of Educational Opportunity", *Harvard Educational Review*, Winter 1968.

*W. Norton Grubb and Marvin Lazerson, "The Transformation of Inequity Under Vocationalism: Toward the Foundational State".

*J.R. Pole, *The Pursuit of Equality in American History* (1978). These two will be the subject of a lecturette.

July 10: Some mechanisms of inequity

Jonathan Kozol, *Savage Inequalities* (1991), "Looking Backward, 1964-1991"; Ch. 2, "Other People's Children: North Lawndale and the South Side of Chicago".

Christopher Jencks and Meredith Phillips, eds. *The Black-White Text Score Gap* (1998), Introduction.

Laurie Olson, *Made in America: Immigrant Students in Our Public Schools* (1997), Introduction (especially pp. 9 – 21), Ch. 5, Ch. 11.

Jeannie Oakes (1984). *Keeping Track: How Schools Structure Inequality* (New Haven: Yale University Press), Ch. 1, 3.

Lee J. Cronbach, "Five decades of controversy over mental testing," in Charles Frankel (Ed.), *Controversies and Decisions: The Social Sciences and Public Policy* (New Haven: Russell Sage Foundation, 1976), pp. 123-147.

Rona Weinstein, *Reaching Higher: The Power of Expectations in Schooling* (2002), excerpts.

Asa Hilliard, "Do we have the will to educate all children"?, *Educational Leadership*, Sept. 1991.

Week 4 — July 15: Mechanisms of equity

James Banks, "Citizenship Education and Diversity", from *Educating Citizens in a Multicultural Society* (1997).

James Comer et al., *Rallying the Whole Village: The Comer Process for Reforming Education* (1996), Ch. 1, "The School Development Program".

Deborah Meier, *The Power of Their Ideas: Lessons for America from a Small School in Harlem* (1995), Ch. 2, "Central Park East: An Alternative Story".

Lynn Olson, *The School-to-Work Revolution*, Ch. 1 (1997).

Paul Minorini and Stephen Sugarman, "School Finance Litigation in the Name of Educational Equity: Its Evolution, Impact, and Future", in Helen Ladd, Rosemary Chalk, and Janet Hansen, *Equity and Adequacy in Educational Finance* (1999).

July 17: District responsibilities

R. Elmore and D. Burney, "Investing in teacher learning: Staff development and instructional improvement". In L. Darling-Hammond and G. Sykes, *Teaching as the Learning Profession: Handbook of Policy and Practice* (1999).

G. Alfred Hess, "Understanding Achievement (and Other) Changes Under Chicago School Reform", *Educational Evaluation and Policy Analysis* Vol. 21 (Spring 1999).

W. Norton Grubb, Luis Huerta, and Laura Goe, "Straw Into Gold, Resources Into Results: Spinning out the Implications of the 'Renewed' School Finance", June 2003.

Seattle Unified School District, materials on the weighted student formula.

See also the Clarence Stone reading from the course on "Urban Issues in Education".

Karen Miles, "Freeing Resources for Improving Schools: A Case Study of Teacher Allocation in Boston Public Schools", *Educational Evaluation and Policy Analysis*, Winter 1995.

Karen Miles and Linda Darling-Hammond, "Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools", *Educational Evaluation and Policy Analysis*, Spring 1998.

Allan Odden and Carolyn Busch, "Reallocating Education Dollars to Improve Results", in *Financing Schools for High Performance* (1998).

Questions and exercises for Weeks 3 and 4:

1. What are some current examples of the 4 kinds of reasons that Deschenes, Cuban, and Tyack cite for explaining students who don't do well?

Did the authors forget some common "explanations" for low-performing students?

2. Martha Minow wrote about the "dilemma of difference" in the context of special education, but what other kinds of differentiation does it apply to?

What are good solutions to the "dilemma of difference"?

3. Conceptions of equity: What implicit (or perhaps even explicit) conceptions of equity hold in your school? In your district?

4. July 10: I'd like three groups to focus on the following:

a. Kozol's chapters, and then identifying the *many* kinds of resource inequities that affect schools.

b. The Jencks summary chapter, and then focusing on the implications of developing multiple explanations for an issue of concern (like the black-white test score gap, but others as well).'

c. Laurie Olson's chapters, and the implications for a country that has always been, after all, a nation of immigrants.

5. Jeannie Oakes concentrates on tracking *within* schools. But what other forms of tracking occur in American education? Which of them are under the potential control of districts?

July 15:

6. What are the "theories of action" underlying any of the reforms in this section? That is, what do any of them assume about the sources of inequality, and how do they assume that these forms of inequality will be corrected?

7. July 15: Identify what you consider an interesting reform in your school or district — or perhaps just one that is taking a lot of time and attention — and clarify the theory of action underlying it. What is the likelihood that it can actually achieve greater equity?

8. I'd like 3 individuals to summarize the tactics of District 2 in NY (the Elmore and Burney article), Chicago, and Boston. What are the underlying conceptions of what districts should do?

9. As for week 2, I'd like to form 3 groups to answer the following:

a. What does the district you now work in do to promote equity? What does it do — deliberately or accidentally — that fosters *inequity*?

b. What *can* and *should* districts do to further equity? What are the limits on what they can do or should do?

c. What can and should districts do to help schools and principals further equity *within* individual schools?

Readings and Questions about Leadership

Week 5 (July 22 and 24): Conceptions of Leadership

Everyone should read the starred readings; read two others according to taste.

** Larry Cuban, *The Managerial Imperative and the Practice of Leadership in Schools* (1988), Introduction and Ch. 8.

** Barbara Kellerman, "Required Reading", *Harvard Business Review*, Dec. 2001

** Linda Lambert et al., *The Constructivist Leader*, second edition, excerpts.

** James Spillane, Richard Halvorson, and John Diamond, "Investigating School Leadership Practice: A Distributed Perspective", *Education Researcher* April 2001.

James Spillane, Tim Hallett, and John Diamond, "Forms of Capital and the Construction of Leadership: Instructional Leadership in Urban Elementary Schools".

Ronald Heifetz, *Leadership Without Easy Answers* (1994), excerpts including a case study of Lyndon Johnson.

Robert Coles, *Lives of Moral Leadership* (2000), Introduction and Ch. VIII.

James McGregor Burns, *Leadership* (1978), Prologue and Ch. 1.

Daniel Goleman, "What Makes a Leader?", *Harvard Business Review* Nov.-Dec. 1998.

Diane Pollard, "Race, Gender., and Educational Leadership: Perspectives from African-American Principals", *Educational Policy*, Sept. 1997.

Joseph Murphy and Phillip Hallinger, "The Superintendent as Instructional Leader: Findings from Effective School Districts", *Journal of Educational Administration*, Summer 1986.

Joe Flessa, "Rationalized neglect: How the educational 'leadership' literature fails urban principals and schools", School of Education, U.C.V. Berkeley, Nov. 2000.

You might also look at the web site for the Institute for Educational Leadership, www.iel.org. Under the publications section they have a number of articles written for the "School Leadership for the 21st Century" initiative.

Some questions to consider:

1. There are many, many conceptions or “theories” of leadership, particularly in the business world, in government, and in education at both K-12 and in postsecondary education. What does the existence of so much writing (including some really dreadful writing) about leadership mean? Why do we agonize so much about the characteristics of leaders and leadership? Why are there so many conceptions of leadership, many of them quite independent of one another?
2. As you read these and other conceptions of leadership:
Are these conceptions of personal capacities or competency, or do they have a social component to them — some sense that the social setting or institutional setting affects leadership? If they focus on personal competence of some sort, is it a competence that can be taught or learned, or must it be selected for?
3. Do these conceptions have some empirical basis to them, or are they purely conceptual/theoretical? Might they lead to some kind of fruitful empirical inquiry?
4. A great deal of the leadership literature proceeds by identifying individuals who “everyone” would acknowledge to be leaders, and then ponders the characteristics of these men and women. So you can engage in this exercise as well as anyone else can: who do you consider leaders, what are their characteristics, and what have been the characteristics of the social or political or institutional setting they were in?
5. What are some recent acts of leadership in your school or district? What are examples of the abdication of leadership or of poor leadership?

Week 6 (July 29 and 31): District Leadership

Re-read Clarence Stone’s work on civic capacity, e.g., his chapter “Civic Capacity and Urban School Reform” in Clarence Stone, *Changing Urban Education* (1998). In fact, for this topic it is valuable to re-read or skim the various articles on the superintendency you read earlier.

Carl Glickman, “Educational Leadership for Democratic Purposes: What Do We Mean?”, *International Journal of Leadership in Education*, 1998.

Richard Elmore, “The Role of Local School Districts in Instructional Improvement”, in Susan Fuhrman, *Designing Coherent Education Policy: Improving the System* (1993).

Karen Seashore Louis, “The Role of the School District in School Improvement:”, in Mark Holmes, Kenneth Leithwood and Donald Musella, *Educational Policy for Effective Schools*.

Richard Elmore, “Building a New Structure for School Leadership”, *American Educator* Winter 1999-2000.

James Spillane, “Local Theories of Teacher Change: The Pedagogy of District Policies and Programs”, *Teachers College Record* April 2002.

Lauren Resnick and Thomas Glennan, "Leadership for Learning: A Theory of Action for Urban School Districts", in Amy Hightower et al., *School Districts and Instructional Renewal*.

Milbrey McLaughlin and Joan Talbert, "Reforming Districts", in Amy Hightower et al., *School Districts and Instructional Renewal*.

Questions to consider:

1. What are the explicit or implicit conceptions of leadership embedded in these articles about the district's role? In the articles you read earlier about the superintendent's role?
2. In your district, what is the explicit or implicit relationship between the district and principals? What theory of the district is embedded in these relationships? What conception of leadership is embedded in these relationships?
3. See if you can think of one *positive* and one *negative* example of leadership in your district — examples where district administrators were able to successfully implement a positive or effective reform, and examples where districts either failed to implement a reform or missed an opportunity to do so.
4. The \$64,000 question: Does leadership matter? Do districts with strong leaders "always" improve? Or: under what conditions might strong leadership matter? Conversely, under what conditions would weak or non-existent or cowardly leadership matter in the sense of dooming a district to deterioration? And what help can we get from histories or stories of specific districts?