



Innovative Approaches to Educational Leadership

Selected Cases

Edited by CARRIE ROGERS, KOFI LOMOTÉY, & ADRIEL HILTON

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Foreword

GARY M. CROW

There is ample evidence in the literature that leadership matters for organizational improvement, culture building, and student achievement. However, not all leadership matters in a positive, innovative, and value-based way. Most of us have experiences of leaders who are culturally irrelevant, morally devoid, student insensitive, and aimed at maintaining the status quo. The editors and authors of *Innovative Approaches to Educational Leadership: Selected Cases*, have compiled rich descriptions and examples of a variety of innovative leadership approaches, which provide the opportunity for educational leadership researchers and scholar-practitioners to broaden our understanding of how leadership should matter.

The chapter authors broaden our perspectives on innovative leadership in a variety of ways. First, they provide rich literature reviews of diverse leadership perspectives, including authentic leadership, relational leadership, practical leadership, process educational leadership, culturally relevant leadership, servant leadership, and leaders who are researchers. This use of diverse leadership perspectives benefits us by identifying areas typically ignored in traditional leadership studies. Two examples seem relevant here. Horton, Willis and Brown's discussion of process educational leadership remind us that process and performance go hand in hand and that continuous improvement is a necessary part of leadership. This provides a much needed balance to the traditional outcome-based leadership practices and policies. Furthermore, two chapters, by Vaughan and Bogotch on imaginative action research and Crow and Ensley using improvement science frameworks, highlight exciting new avenues in which researcher and leader intersect. These

chapters benefit us in understanding not only the importance of inquiry for leadership but also how two typically distinct roles can intersect in valuable ways.

Second, the authors broaden our leadership perspectives in regard to who leaders are. Instead of the traditional reliance on formal roles, the chapter authors open up leadership practice and thereby leadership capacity. Teachers, principals, students, higher education administrators, faculty and staff, and preservice teachers are among the types of individuals addressed in the chapters. A traditionally overlooked group, higher education mid-level administrators, is examined by Garcia, Nehls, and Florence in their chapter on shared governance. Although teacher leadership literature is not new, several chapter authors, including Sato and Rogers on teachers' practical leadership, Bricker and Tracy on teacher interactions, Vaughan and Bogotch on teacher leaders' use of action research, Crow and Ensley on teachers using improvement science, and Rogers and Scales on perceptions of teacher leadership among preservice and inservice teachers as well as teacher educators, provide valuable insights on this type of leadership approach. Broadening who enacts leadership helps to identify leadership practices, e.g., the "deliberative acts" (Bricker and Tracy) of teachers in their interactions that influence others. This broader notion of who leaders are also helps us understand how leadership capacity can be used and expanded within educational organizations.

Third, as several of the above examples demonstrate, context matters for innovative leadership. Part II focuses on K-12 school settings in various types of demographic contexts, while Part III emphasizes leadership in higher education settings. In addition to broadening our understanding of educational leadership to P-16(20) so that we recognize education as a system, the chapters on these various settings help remind us that context matters, be it a historically black college with a long term president (Washington, Esters, and Gasman), a Hispanic-serving institution with diversity issues (Pichon), or an African American principal struggling with supporting rigorous academic expectations (Lowery and Lomotey).

Fourth, one of the outstanding features of this book is the use in most chapters of one or more cases or stories about innovative leadership—its enactment, development, and struggle. Stories or narratives are rich tools for broadening our understanding of leadership. Used frequently and extensively in educational leadership preparation programs prior to the 1980s, stories got a "bad rap" mostly because they were often used to proudly demonstrate the storyteller's prowess without reflection or a variety of perspectives. For a period of time, these tools were eliminated in preparation courses. A recent re-awakening of cases and the use of stories not to privilege specific solutions but to enrich conversations and learning across multiple perspective, has the potential to broaden our understanding of how leadership is enacted and developed. The chapter authors provide rich examples/narratives that not only enrich the description of the specific, innovative leadership approach but also the struggles that actual leaders encounter as they enact

these approaches. The use of narratives allows us to drill deep into the practices, motivations, drive, values, and identities of those practicing leadership and then to interrogate those stories to identify their gaps, insensitivities, culturally dominant views, etc. For example, Tillman and Horsford's case of culturally relevant leadership in a high-performing, low income elementary school in the U.S. Mountain West provides a narrative rich with possibilities for individual and collective critical investigation and reflection. The chapters conclude with sample discussion questions to aid this type of investigation and reflection.

I commend Rogers, Lomotey, and Hilton and the various chapter authors for developing a book that broadens our perspectives on the nature, roles, contexts, and stories of leadership in various educational organizations. They present a valuable resource for scholar-practitioners who daily encounter the dilemmas and opportunities for leadership and for researchers, professors, and students who now have the opportunity to broaden their perspectives on enacting leadership in ways that matter to the children, youth, and adults in our schools and communities.

Acknowledgments

The editors would like to acknowledge the tremendous leadership and insight of Dale Carpenter, former Dean of the College of Education and Allied Professions at Western Carolina University (WCU). Dean Carpenter brought together a group of WCU education faculty, including the editors, in 2014 and described his sense that several of us had been exploring, often individually, different, creative and innovative conceptions of leadership in schools and higher education institutions. He suggested that we get together and think about how we might share our efforts in a collaborative way. This volume grew directly out of those conversations facilitated by Dean Carpenter.

From Carrie ...

I would like to specifically acknowledge my colleagues who have led me to investigate teacher leadership deeply: Mistilina Sato has challenged my thinking about the capacity of teachers since graduate school; Roya Scales had aided and abetted, through finding funding and co-writing, our research into preservice teachers and the developmental notion of teacher leadership. I also thank my husband, Mike, whose faith in my capacity has never wavered. I am also deeply indebted to my co-editors for their mentoring: Thank you Kofi and Adriel.

From Kofi ...

I would like to acknowledge my colleagues in educational leadership at WCU: Ann Allen, Robert Crow, Brandi Hinnant-Crawford, Casey Hurley, Kathleen

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From Adriel ...

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This text is dedicated to those who are closest to me (my support structure): my parents, Alphonso and Sarah Hilton, Jr.; my sister, Shaquelia Blanding; and my beautiful niece, Sarah Nicole Penn. Had it not been for your sacrifice, guidance, and unwavering love, I would not have been able to accomplish this goal.

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Introduction

CARRIE ROGERS, KOFI LOMOTÉY, AND ADRIEL HILTON

Typically, when we think of an educational leader, whether at the primary, secondary or higher education level, we think of a man or woman who has a formal leadership role and title (e.g., principal, assistant principal, dean, president, provost, vice president, chancellor, headmaster, et cetera). The person in such a role has been hired by an individual or a group of individuals (e.g., a board of trustees or a board of education) to fulfill specific leadership responsibilities. They play vital roles that have been fulfilled since educational institutions were first established in this country.

These leaders perform administrative, managerial and supervisory roles within educational institutions. They are responsible for hiring, evaluating, training and (when necessary) terminating educators and other staff and managing budgets. They (1) insure that curricula are developed, (2) interact with politicians to secure adequate financial and human resources and (3) address community concerns and needs. We—as students, teachers, professors, parents and community people—expect these designated leaders to lead these institutions. More and more, individuals within educational institutions who do not hold official leadership titles are choosing to fulfill some of these leadership roles. Moreover, often those in traditional leadership roles have devised creative and non-traditional ways to lead their institutions.

This volume is about individuals and groups of individuals who serve leadership roles within educational institutions, though they do not hold official leadership titles and it is also about leaders in traditional roles who think and

act inventively in fulfilling their responsibilities. We have invited a wide array of authors to offer theoretical perspectives on innovative leadership and to provide unique case studies of instances where people have taken on leadership roles for which they have not been hired or where leaders have creatively redefined their leadership.

These innovative cases illustrate how educational institutions are changing; individuals, sometimes viewing a void, take it upon themselves to create or redefine leadership roles in an effort to help in moving their schools or universities forward. In some instances, it is a teacher serving a leadership role in an elementary school, or a group of professors taking on added responsibility in a college or university. In each case, the desire is to advance the institution and to make better the experiences of the students therein. These cases, we believe, are important because they are reflective of institutions becoming stronger as a result of increased efforts to lead them with larger and more diverse groups of individuals providing creative leadership.

This text is unique and valuable for a number of reasons. First, we have gathered a diverse and scholarly group of academics and practitioners to tell this story of innovative leadership. There are seasoned as well as early career academics, current and former school-level administrators, current and former university administrators and more. Second, the volume focuses on such leadership at all levels of education: elementary, secondary and higher education. Third, the authors each provide provocative discussion questions for use by graduate students as well as practitioners in educational institutions.

Gary Crow of Indiana University provides a thought-provoking Foreword at the beginning of this volume.

PART ONE

In the first section of this book several authors provide theoretical discussions of leadership across all levels of the educational continuum. John Sherlock, a professor of human resources, begins this section in Chapter 1 with a broad, stimulating, and challenging conversation on the role of relational leadership (Uhl-Bien & Ospina, 2012) for educational practice. He outlines the three core elements of relational leadership and explores the ways other educational leadership perspectives (e.g., distributed leadership, shared leadership, transformational leadership, and instructional leadership) are complimentary to relational leadership.

In Chapter 2, Mistilina Sato and Carrie Rogers, former teachers and current teacher educators, push the definitions of teacher leadership. They offer a brief history of teacher leadership and a theoretical discussion based in Aristotelian ideas of practical reasoning declaring that teachers not only perform many acts of

leadership but also enact leadership through negotiating relationships, deliberating on tough choices and *being* the kind of leaders they want to see within their schools. They explore the idea that teacher leadership is a form of practical leadership, which they call stewardship: collective responsibility of all members toward actions that sustain and help schools progress in response to the ethical and moral issues they face (e.g., school violence, poverty, and inequity).

In Chapter 3, Melvin (Jai) Jackson, a scholar of higher education, offers a theoretical discussion of leadership in higher education with a focus on informal leadership that is not limited to an official title nor the boundaries of an organizational chart. In this chapter he explores the relationship between culture and leadership and features illustrations of informal leaders in higher education.

In Chapter 4, Alonzo Flowers and Rosa Banda continue the discussion of leadership in higher education through a discourse on developments in social justice and global leadership. They do this through a detailed illustration that offers perspectives from the theories of social justice leadership (Theoharis, 2009), culturally proficient leadership (Robins, Lindsey, R. B., Lindsey, D. B. & Terrell, 2006), and cross-cultural competencies (Adler & Bartholomew, 1992) from varying stakeholders.

In Chapter 5, Joann Horton, Daria Willis and Isiah Brown extend the conversation of leadership in higher education through a discussion of Process Education (PE) leadership, a performance-based philosophy that integrates multiple theories emphasizing continuous improvement of learning skills, knowledge and abilities and uses assessment principles to produce learner self-development (Burke, Lawrence, El-Sayed, & Apple, 2009). The authors provide an overview of the theory and use it as a framework to explore effective leadership attributes and competencies.

PART TWO

In Chapter 6, Patricia Bricker and Kelly Tracy explore what teacher leadership looks like. They view the impact of teacher interactions in academia (e.g., attending conferences and conducting research). After defining teaching leadership, the authors draw upon interviews, field notes and documents to develop their case.

In Chapter 7, Kendra Lowery and Kofi Lomotey, both academics who once served as school leaders, offer a fictitious case study of an African American principal. The authors provide vivid illustrations of principal interactions with students, teachers and parents. While this case study is fictitious, it is built upon best practice and practical experience and allows the reader to see what is possible in interactions among teachers, students and the principal.

Jessica Weiler and Kathleen Topolka-Jorissen look at professional learning communities (PLCs) and the all-important relationship between school leaders and the PLCs in Chapter 8. The authors provide step-by-step guidance for principals interested in developing effective PLCs. The four steps are (1) developing a strong, collaborative team, (2) increasing the team's leadership capacity, (3) defining and creating a vision, and (4) building an infrastructure. Michelle Vaughan and Ira Bogotch introduce the concept of imaginative action research in exploring the role of educational researchers in relation to reform and social change. In Chapter 9, they use cases of 14 teachers. They contend that action research project data are key to decision making.

In Chapter 10, Linda Tillman and Sonya Horsford provide a case of culturally relevant leadership in an elementary school. They consider the implications for theory, leadership preparation and practice. In the chapter they offer valuable guidance for school leaders who seek to provide culturally relevant leadership. Chapter 11 focuses on a case study in an early college. In this chapter, Robert Crow and Rebecca Ensley use three improvement science frameworks as tools to enhance teacher leadership in a systematic way.

PART THREE

In the third and final section we share cases reflecting leadership at colleges and universities. These cases include an investigation of the leadership styles of administrators, the leadership challenges to administrators and the search for a way to define and measure leadership for students. In Chapter 12, Amanda Washington, Levon Esters and Marybeth Gasman offer an in depth portrait of one historically Black college or university (HBCU) and its leader. The transformation of Paul Quinn College under the servant leadership of president Michael Sorrell is richly described by the authors with specific examples of servant leadership in action.

Next we turn to the case offered by Carrie Rogers and Roya Scales. In Chapter 13, they present their program and university's effort to capture and measure teacher leadership of preservice teachers. They offer perspectives from multiple stakeholders on how teacher leadership should be defined at the University level. They compare findings from a survey of teacher education faculty about leadership development among preservice teachers with findings from the candidates' reflections on their required teacher leadership activities completed during student teaching and recent graduates' (first year teachers') perceptions of themselves as leaders.

In Chapter 14, Hugo Garcia, Kim Nehls and Kimberly Florence offer an insightful study of midlevel administrators at tertiary institutions and their

perceptions of shared leadership and governance. Using their own data, they offer a conceptual model illustrating that collaboration + engagement + inclusion + involvement leads to shared leadership.

In Chapter 15, Henrietta Williams Pichon offers a case of authentic leadership in the face of challenges loosely based on a diversity issue that emerged at a research university in the Southwest that has been identified as a Hispanic-serving Institution (HSI). Pichon uses Robert Terry's (1993) authentic action wheel as a lens to analyze and critique the case.

Arnetha Ball provides an insightful Afterword reflecting her own thinking on the book and the notion of innovative leadership.

Enjoy.

SECTION ONE

Conceptual Understandings OF Leadership IN Education
