# Educational Leaderhip in the United States: Roles and Responsibilities

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# Agenda

1. Education System in the United States

2. The Culture of Leadership

3. What is Education Leadership in the United States?

4. The Roles and Responsibilities of the Principal

5. Distributed Leadership in the United States

# Education System in the United States

**There are 50 states (regioni) in the country with 50 education systems.**

# Decentralized System

- **The Constitution of the United States does not include education.**

- **Education is the responsibility of each state (regione) first.**

- **Three levels of education responsibility and laws.**

# 3 Types of Education Laws

**National**



**Local Town**



**Each State**

# 3 Levels of Laws

- **National laws:**

    1.  **Protect special education**
    2.  **Non-discrimination**
    3.  **Equity and equality**
    4.  **Standardized testing in grades 3-8 and high school (like INVALSI for the USA).**

    **(No national law for education leadership)**

# State Laws (Regioni)

**Teacher Evaluation**

**Principal Evaluation**

**Requirements for Diploma**

Type of test in grades 3-8 & high school. Each state can use its own test.

**Leggi statali**

**I regolamenti di ogni stato controllano la certificazione di education leadership**

# Example

- **Our state (regione) of New Jersey has education laws for the entire state.**


- **But there are 600 towns in New Jersey and each town has regulations.**
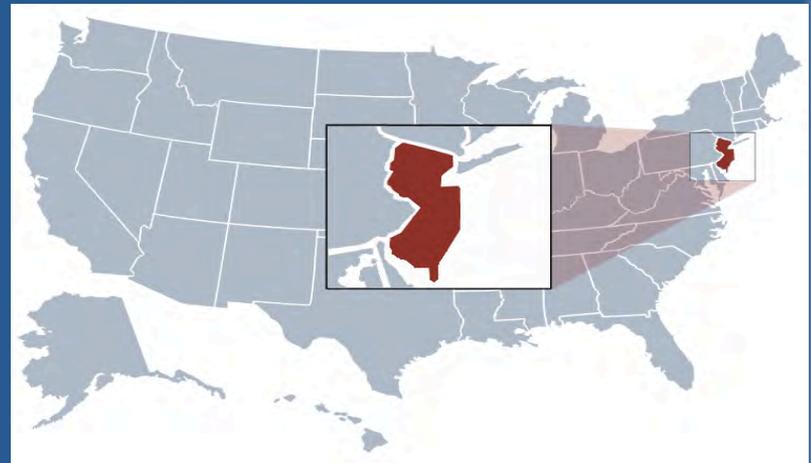
# The Culture of Education Leadership

- **The roles and expectations of education leaders reflect the culture of the United States.**

# Expectations of Leadership

- Leaders are expected to take action.

- Our culture of exploration and individualism values action.

- We are pioneers and explorers.

# Culture of Leadership

- **Our national constitution says that "all people are created equal."**

- **Leader is expected to improve equality of rights and education opportunities for all students in a democracy**

**(Ci si aspetta che i leader dell'istruzione affrontino l'uguaglianza dei diritti e le opportunità di istruzione per tutti gli studenti in una democrazia.)**

# Culture of Leadership

- **Idea of education leadership is based on democracy, equality, and action in USA.**

**(Il nostro concezione di leader dell'istruzione è qualcuno che agisce per sostenere gli insegnanti e gli studenti.)**
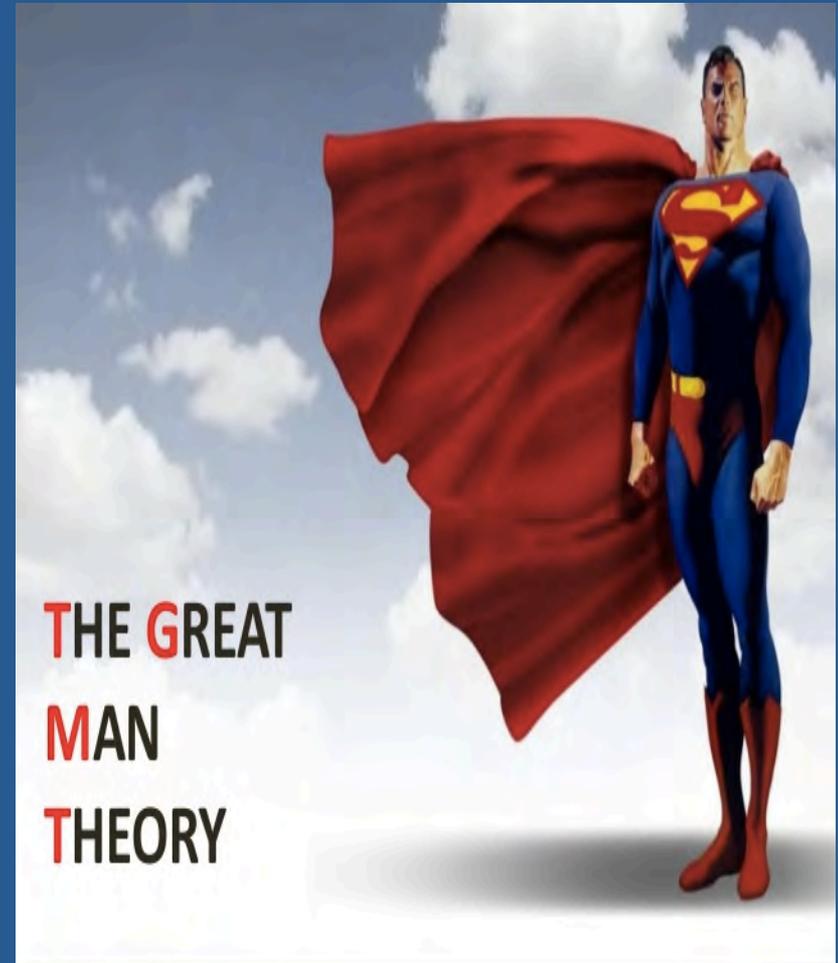
# Culture of Leadership

Our culture of democracy, action, and individualism creates conflicts.



- **Grande Uomo (Great Man) contro leadship distribuita**

# Teoria del Grande Uomo (Great Man)

- **Action & individualism can = Great Man Theory (Teoria del Tratto)**

- **Action & Individualism can = *Top-Down* leader: *Autocratica***

# Great Man Problem

**When the Great Man leaves, the programs and changes often stop because other people in the organization were not involved.**

# Democratic Culture and Leadership

- **The culture of the United States values democratic leadership.**

- **Shared objectives and shared values**

# PART II

## *Education Leadership in the United States of America*

## *Roles and Responsibilities of the Principal* ?
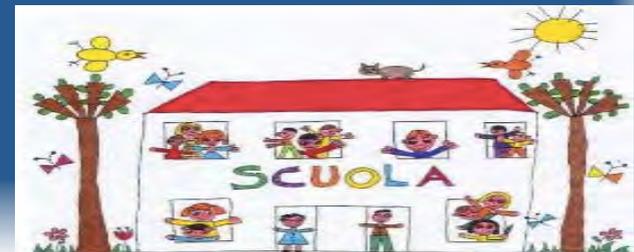
# LEADERSHIP…

- *Concept* dates back to antiquity

- *Study of leadership* is an ancient art

- Capacity of a person to:
  - learn, inspire, motivate, organize, communicate, unify individuals within the school.
  - Maximize the *individual and collective* potential to achieve common goal.

# What is Education Leadership?

- The _responsibility_ to create positive change and improvement of education through democratic processes.

- _Research_ over the last 50 years provides guidance on specific leadership behaviors that affect student achievement.

# RESPONSIBILITY

- Sir Winston Churchill: " The price of greatness is _responsibility._"

- Principal is responsible for the social, emotional, intellectual development of everyone in their school

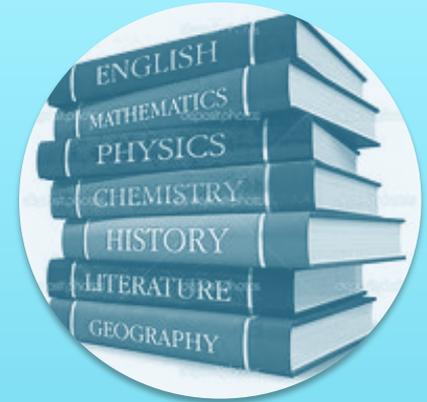- Act in the the best interest of students..."

# What is education leadership?

1. Clear Vision, Mission, Goals

2. Overall Moral, Culture and Climate of School and Individual Classrooms

3. Professionalism, attitudes and instructional practices of teachers

4. Organization of Curriculum, Instruction, Assessment and effective integration of Technology

- Degree of concern, care and opportunities for student to learn



- Management:
  - Budgeting and effective/efficient utilization of financial and human resources
  - Strategic Planning, Delegation, Time Management, Supervision and Evaluation of Instruction

- **Ethical Decision-Making and Promotion of Equity and Equality**
  - *Critique:* **Challenging the status quo**
  - **Close the gap between what is and what ought to be**
  - **Establish equity and fairness to server the needs of students, faculty and parents**
  - **Collaborate for the *best interest of students***

- 8. ***<u>Influence and respond</u>*** to the political, social, economic, legal and cultural contexts of the community, region and state

- 9. ***<u>Instructional Leadership</u>***
  - Hire, train (sviluppo professionale ), retain quality teachers and staff
  - Evaluate teachers and student learning
  - Supervise the school program and facilitate change achieve continuous improvement

# Roles of the Principal

**Manager**

**Leader**

Comply with laws, policies, procedures

**PRESIDE**

**Determine the correct/right things to do**

Improve efficiency and effectiveness

**Make ethical decisions**

**Improve equity and equality**

# Difference between a *leader and a manager* in USA

- Leaders:
  - *Lead people* as a role model
  - Make a shared vision (in a spirit of unity and harmony)
  - Use in democratic decision-making
  - Facilitate change to improve human behavior and performance
  - Motivate teamwork take action achieving establish goals


- Managers:
  - *Manage systems and processes*
  - Implement plans and decisions
  - Adherence to laws, policies, procedures
  - Take direction s to achieve the mission of the school

# Managers follow directions

# Leaders  engage others to take action on common shared vision

# How Principals Spend Their Time
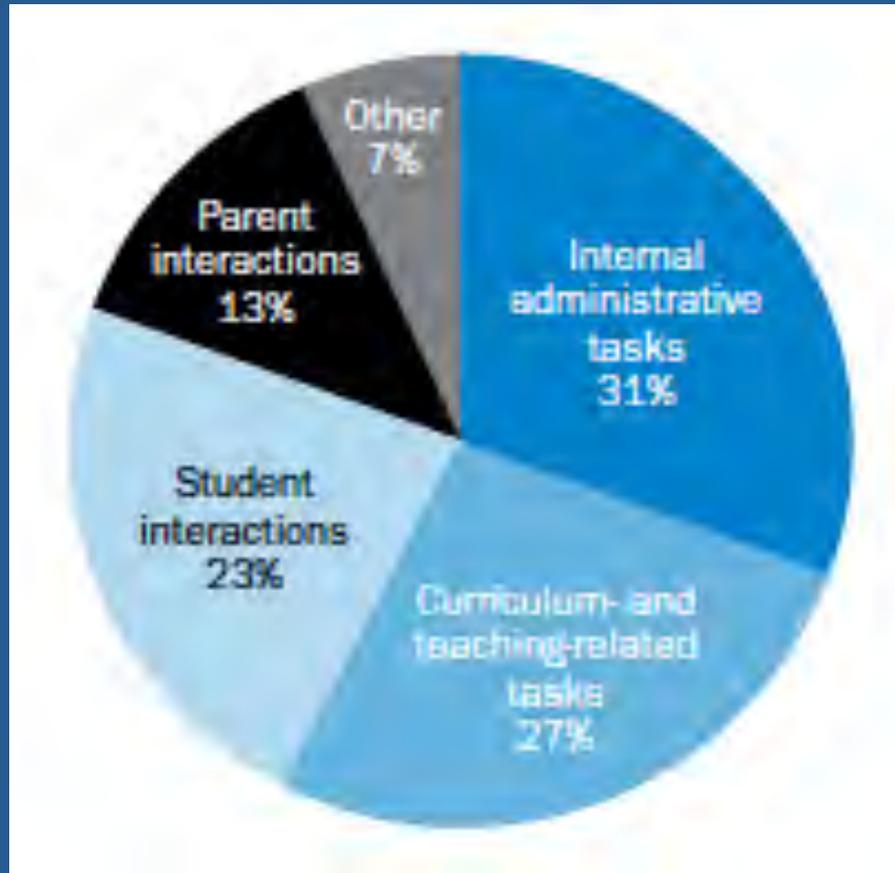


**Data from 2012 based on 6000 school principals.**

# Theoris and Theorists

1. Transformational Leadership (Burns, Bass, Avolio, et al)

2. Total Quality Management (Deming, Sosik e Dionne, altri)

3. Servant Leadership (Greenleaf)

4. Situational Leadership (Blanchard e Hersey)

5. Instructional Leadership (Leithwood, Jantzi e Steinbach, Glickman, Gordon, Hallinger, Murphy, Weil, Mesa e Mitman)

6. MCREL – 21 Components of Leadership

7. Distributed Leadership (Spillane)

# What is distributive leadership?

A naturally occurring dynamic
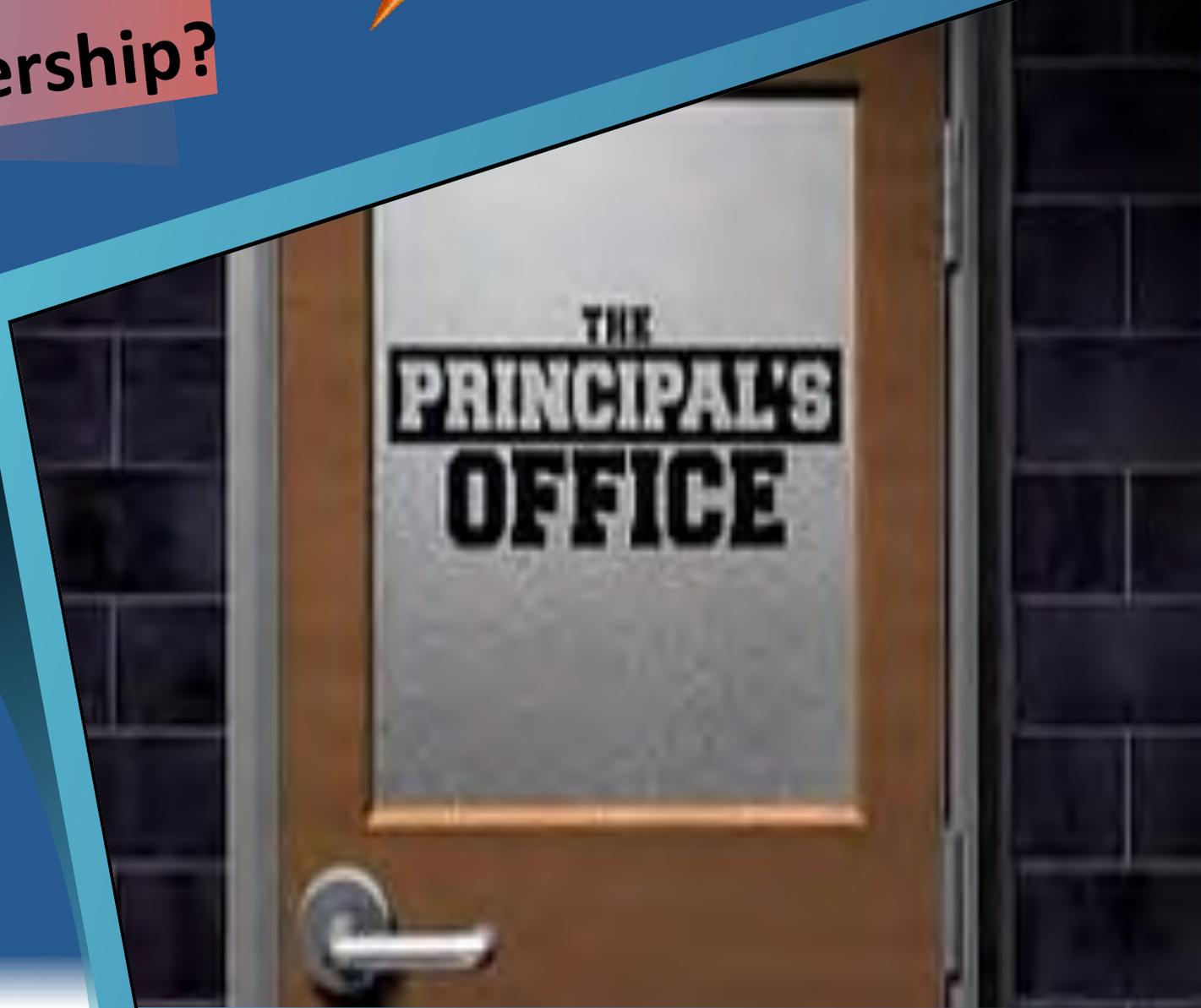
# A culturally independent dynamic

## Discussion question

- Think about the institution you work in.
- Can you identify individuals who because of expertise or other characteristics the employees may consult or use them as resources?
- In groups of 3 – 5 share your findings

# Characteristics

**Discussion question:**

**Examine the chart at the right, do any of these occur in your schools?**

| | Category 1 | Category 2 | Category 3 |
|---|---|---|---|
| **Collaborative distribution** | Leaders work together | Leaders and teachers work together | Teachers and teachers work together |
| **Reciprocal interdependency** | Leaders work alone but share their work | Leaders and teachers work in small groups and disseminate their work | Teachers work alone but share their work at faculty meetings |

# Big Picture

Distributive leadership:
1. Naturally occurring
2. Culturally independent
3. Works best when focused on classroom instruction

# What are some applications for your organization?
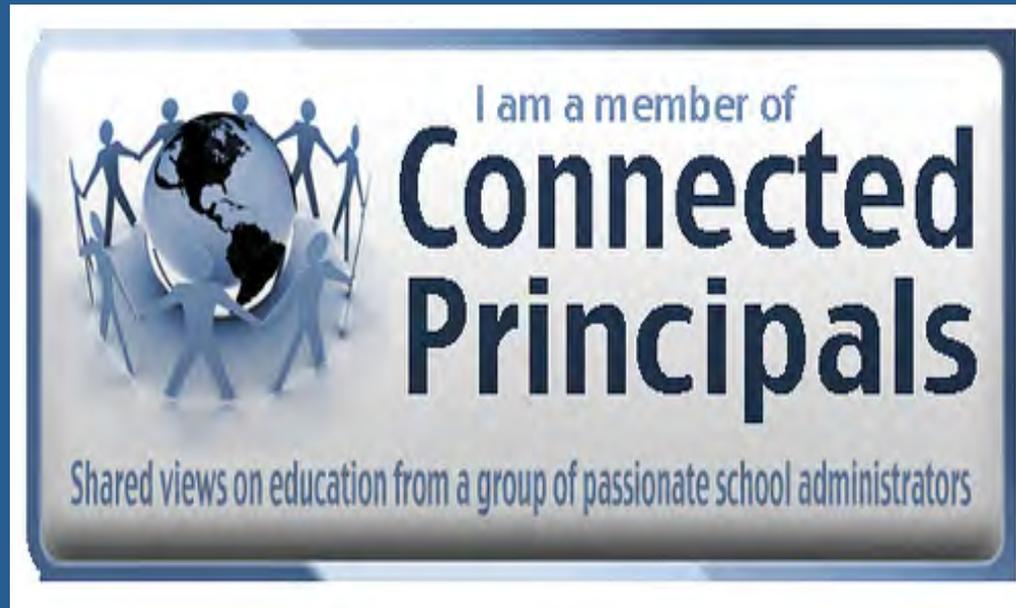


**Focus question**

# Democratic Leadership

- **Democratic leadership requires more effort.**

- **But the changes and programs often remain after the leader leaves because everyone in the organization was involved in the changes.**

# Grazie Mille

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