

# **Leadership and Change**

## **Study Guide**

### **Doctor of Education in Educational Leadership**

#### **Nova Southeastern University**

##### **2004-2005**

*“The wise leader does not intervene unnecessarily. The leader’s presence is felt, but often the group runs itself. Lesser leaders do a lot, say a lot, have followers, and form cults. Even worse ones use fear to energize the group and force to overcome resistance. Only the most dreadful leaders have bad reputations.*

*Remember that you are facilitating another person’s process. It is not your process. Do not intrude. Do not control. Do not force your own needs and insights into the foreground. If you do not trust a person’s process, that person will not trust you.*

*Imagine you are a midwife; you are assisting at someone else’s birth. Do good without show or fuss. Facilitate what is happening rather than what you think ought to be happening. If you must take the lead, lead so that the mother is helped, yet still free and in charge. When the baby is born, the mother will rightly say: “We did it ourselves!”*

—Loa Tzu’s TaoTe Ching as adapted by John Heider in *The Tao of Leadership*

## **Introduction**

*“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.”*

—Machiavelli, *The Prince*

Welcome to Educational Leadership and Change. At this point in your doctoral studies, you have had significant educational experiences, and have developed an understanding of a vast array of concepts, theories, and content that will assist you in your efforts to improve the educational opportunities for all children. This study area represents a rigorous opportunity to apply what you have learned, add to your repertoire of skills and strategies to facilitate educational improvement efforts, and to enable you to do so in a way that increases the probability that both the initiatives and you will be successful.

According to Ronald Heifetz in *Leadership Without Easy Answers*, “Leadership is a razor’s edge because one has to oversee a period of social disequilibrium during which people confront the contradictions of their lives and communities and adjust their values and behavior to accommodate new realities.” Innovative educational leaders not only provide stability in an environment of instability, they often produce needed instability in environments of extended stability. This is the paradox of leadership.

This study area recognizes the need to know oneself, to understand leadership theory, and to apply leadership principles to influence educational decisions. The leader must not only be able to solve problems, but also identify them and then orchestrate processes to help people solve their own problems. Your Educational Leadership and Change faculty want you to be able to distinguish between problems and solutions, between preferences and principles, and between fads and researched strategies. We want you to be able to identify the assumptions and myths that support practice within organizations, understand and be able to act effectively in a variety of situations, understand a variety of change theories, and ultimately, develop your own theory of change that will guide your own initiatives. You will be required to think like educational anthropologists, like instructional and pedagogical experts, and like deeply skilled political operatives. We want you to go forward and accomplish great things in the service of children and their learning. Educational Leadership and Change will help to provide you with the will and the skill to create and manage change.

### **Learning Outcomes**

Participants will be able to:

- articulate several theories of change reflecting a wide range of educational perspectives;
- develop a theory of change that can be applied to the individual's specific learning organization;
- identify the key assumptions that support practice within their current organizational setting;
- demonstrate an understanding of leadership theory, including the characteristics of effective leaders, as well as principles of current best practice as it relates to teaching and learning;
- distinguish between fads and research-based school improvement efforts;
- determine the institutional capacity for creating and managing disequilibrium;
- craft a strategic plan that is suitable to a variety of educational audiences, including the community, the board of education, and teaching staff;
- demonstrate an understanding of the political challenges of leadership, and be able to demonstrate an understanding of the political skills necessary to successfully create and manage change; and
- describe a variety of environments in which leadership takes place.

### **Key Questions**

- How and why do things change?
- What is the difference between adaptive and technical problems?
- What are the most significant adaptive changes facing educators today?
- How can we create a coherent strategy for improving schools for all children?
- What needs to change in order for professional development to become a meaningful and effective vehicle for educational improvement?
- What are the assumptions and beliefs that support current practice at the site in which change is to take place?
- What instructional practices would most effectively contribute to the kind of learning organization that would be of maximum benefit to all children?
- Does practice change before belief, or does belief change before practice?
- Should schools focus on school improvement or educational change? Why?
- How do you measure up against the qualities of effective leaders?
- What is the difference between authority and leadership?
- What are the political skills necessary to effectively lead and manage school improvement efforts?

## Content Outline

To influence change the leader must understand individual norms, instructional effectiveness, and the context, culture, and history of the organization which the leader has responsibility for leading.

Leaders mobilize people to tackle difficult issues. They cultivate and foster practices that directly impact student achievement. This content is designed to increase the probability that participants are both prepared and positioned to be successful in their role as school leaders.

There are five main focus areas of Educational Leadership and Change. They are:

1. Adaptive leadership
2. Organizational myths and assumptions
3. Characteristics of effective leadership
4. Theories of change
5. Politics and communication

### 1. Adaptive leadership

*Note: For this portion of the study area, the content is drawn primarily from Ronald Heifetz's book, Leadership Without Easy Answers.*

- The paradox of leadership
- Five strategic principles of leadership
- Adaptive challenges
- Why organizations fail to adapt
- Regulating the level of distress
- Pacing the work
- Avoiding distractions
- Giving the work back to the people
- Protecting voices
- Technical reasons for autocratic action

### 2. Myths and Assumptions

So much of a leader's capacity to identify the leverage points in an organization depends upon having a deep understanding of organizational norms and values. For example, a leader must be able to pick just the right time, and to select the right team, to lead an adaptive change initiative. In this section of the study area participants will focus on developing an understanding of the assumptions and beliefs that support current practice in the school, the district, or the organization in which change is being proposed. Also, in this section of the study area, participants are expected to be able to identify at least 5 instructional practices currently being embraced and implemented in their current situation and then describe the educational beliefs

and assumptions about teaching and learning that support, or give rise to, each of the identified instructional practices.

*Note: This content draws on the work of Terry Deal as described in Reframing Learning Organizations.*

- Key assumptions that support practice in learning organizations.
- The relationship between your values and beliefs and those that support practice in your organization.
- Who are your allies, opponents, bedfellows, and adversaries in the organization?
- What is the culture of the organization in which you are planning to facilitate change? Beyond demographics what are the risk tolerance, social aspirations, capacity for disequilibrium, and tolerance for bold initiatives?
- Organizational artifacts and history
- Context and culture

### **3. Characteristics of Effective Leaders**

*Note: Much of the content in this portion of the study area is drawn from the books From Good To Great by Jim Collins and The Leadership Challenge by Kouzes and Posner.*

- Developing a rubric for effective leadership
- Level 5 leaders
- Key traits and dispositions
- Assessing ourselves against clear criteria of effective leaders
- Values and ethics
- Purpose and vision
- Power and influence

### **4. Theories of change**

- Overview of several theories of change, including but not limited to those associated with Michael Fullan, Peter Senge, and Robert Evans
- Development of a personal theory of change that would match the assessment of organizational culture, key assumptions that support practice, and personal beliefs about best practice as it relates to effective instruction
- Databased decision making
- Results and accountability
- Teaching and learning

## **5. Politics and Communication**

*Much of this content is drawn from Heifetz and Linsky's book entitled Leadership on the Line.*

“Attention is the currency of leadership.”

—Marty Linsky, *Leadership on the Line*

- Strategies for successfully managing change
- Principles of effective communication
- Managing the media
- Cultivating key constituencies
- Managing appetites, hungers, needs, and desires

### **Instructional Methods and Learning Experiences**

As in most of the study areas, there is an expectation that students take a major responsibility for rigorous inquiry into the content, and that each participant work diligently to apply the concepts and theories that are gained from the readings, the activities, and the class and online sessions, to his or her own professional situation.

Your instructor has carefully orchestrated a series of experiences, conversations, activities, and short lectures, to construct a comprehensive educational experience that will assist you in your efforts to create and manage change. A broad range of instructional strategies will be provided, including, but not limited to the following: case study; lecture/discussion; group problem creation and solving; analysis of media; small group discussion and presentations; and individual research and writing on leadership topics as assigned. These sessions will focus on specific questions related to the central focus of study. Participants will be given opportunities to become facilitators in each group and lead the other participants in reflective inquiry and problem-based learning activities. Groups are expected to meet in each of the sessions as well as independently between sessions.

Sessions one and two are conducted as site-based classroom meetings. There is a “field study” component in between session one and two that provides an opportunity for all students to discuss the assignment in order to assist you in your efforts to create and manage change. The following section describes the procedures for successfully completing the requirements for Educational Leadership and Change (ELC).

## **Leadership and Change**

### **Assignment Session One**

In advance of the first session, you are required to:

1. Bring a copy of the pre-assignment for ELC that was assigned at the conclusion of Educational Leadership Appraisal over a year ago. For a detailed explanation please see the Final Project assignment for ELA on the NSU Ed Leaders Web site. In short, you are to identify an adaptive problem that requires a necessary change in the values and beliefs embraced by the organization as well as the larger community. This adaptive problem presents you with a leadership dilemma. Rather than develop a program, or an initiative that is an extension of the current values and beliefs of the organization, you will help the larger community confront the more complex adaptive issues, which almost always involve a change in values and beliefs. In order to successfully choreograph this process of discovery and adaptation, you will need a theory of change.

*A summary of the pre-assignment detailed as part of the Final Project for ELA:*

#### **Part I: The Adaptive Problem:**

Identify an adaptive problem that you believe must be confronted in your work environment. Please do not use your applied dissertation topic. Think about the values that may need to change for the organization to confront and then embrace a new reality. Please take no more than a page to present your adaptive problem.

#### **Part II: The Leadership Dilemma:**

Explain your “leadership dilemma” as it relates to the adaptive problem. From your perspective, what are the political, organizational, community, and instructional challenges and obstacles that must be confronted in order to help the institution successfully address the identified adaptive challenge?

#### **Part III: The Theory of Change:**

Given the challenges and obstacles identified, construct a “theory of change” that you believe will be effective. This theory of change should reference at least two prominent change theorists such as, but not limited to, Michael Fullan, Peter Senge, and Robert Evans. What personal beliefs about change inform your construction of a theory of change? What does contemporary change literature suggest would be the most effective way to address your leadership dilemma? This section of your pre-assignment should be between 4 and 6 pages in length, including the proper citations.

**The total length of the ELC pre-assignment should be between 6 and 8 double-spaced typed pages.**

**Bring this pre-assignment report to the first day of class.**

**2.** Consider how and why things change. Reflect on the social, moral, economic, and philosophical impact of:

- Scientific breakthroughs
- Legislative and judicial change
- Economic incentives
- Trends and bandwagoning
- Spiritual insights
- New knowledge

Come to class with two examples of how something changes as a result of each category listed above. Add to your list at least two other ways that change can take place and be prepared to provide a specific example for each.

**3.** Complete your reading of *Leadership Without Easy Answers* by Ronald Heifetz.

**4.** Think about adaptive challenges facing education and educators today. Come to class prepared to make a list of at least five of these adaptive challenges.

## **Leadership and Change**

### **Assignment Session Two**

1. Regardless of your current position or your career aspirations, we believe that the improvement of teaching and learning to be a central focus of your commitment to leadership. During Session One the instructor will facilitate the formation of the Session Two field study groups. These groups are to work together in order to complete the requirements for the field study. The instructor will inform each class of the format preferred for submittal of the final field study assignments.

With this in mind, read pages 7-30 of “Hector’s Challenge to School and District Leaders” from “Leading for Learning: Reflective Tools for School and District Leaders.” This document is published by The Center for the Study of Teaching and Policy and can be downloaded free of charge from the Center’s Web site at [www.ctpweb.org](http://www.ctpweb.org)

Complete a 3- to 4-page typed, double-spaced report that answers the five questions listed under “Issues for Leaders” on pages 8 and 9 of “Hector’s Challenge.” The assignment is to be submitted to the field study group that was selected during class Session One in accordance with the instructor’s due date and format for submitting the assignment. Those questions deal with:

1. Focus on Learning
2. Professional Development
3. Environment
4. Strategy
5. Coherence

Once you have completed the assignment you are to share the assignment with your study group members via an online electronic document. Within each student’s assignment the study group members are to review and comment on the report within that electronic document. The final assignment will be one report submitted to the instructor by the student. The final report will include the student’s original work, the comments from each study group member in an easily identifiable format within the document, and the student’s response to the feedback received from the study group members. The objective is to have the study group serve as a peer collaborative project team and to provide an opportunity for students to learn from each other and for the instructor to review a final product that required a collaborative effort and a peer review process.

The study group should be reviewing each other’s work in order to expand mutual understanding and increase depth of knowledge regarding the following.

- How can a leader manage the tension between athletics and academics?
- What would it look like if everyone in, or connected to, a school was a model learner?
- What is the difference between professional development that maintains skills, expands skills, or remediates skills?

- How important is ongoing follow-up to a successful professional development program? Why?
- In what ways does the school day/year contribute to, or distract from, a coherent instructional program?

2. Pick two of the following educators and or authors and investigate their work. What does this mean? Read an article or two or part of a book on each. Perhaps you have attended a lecture or could listen to an audiotape of a conference. A videotape of a presentation would also be acceptable. The process of how you come to know their work is less important than what you are able to learn. Write a one-page executive summary for each of the selected educators of their major /significant contributions to our collective understanding of change. Be sure to focus on practical tips or suggestions. Write as if you are writing to a colleague in order to assist in his or her efforts to lead change. The assignment is to be submitted to the field study group that was selected during class Session One in accordance with the instructor's due date and format for submitting the assignment.

Terry Deal  
Robert Evans  
Michael Fullan  
Peter Senge  
Margaret Meade  
Tom Peters  
Peter Drucker  
Linda-Darling Hammond  
Seymour Sarason  
Thomas Sergiovani  
Elliot Eisnor  
Alfie Cohn  
E. D. Hirsh

Once you have completed the assignment you are to share the assignment with your study group members via an online electronic document. Within each student's assignment the study group members are to review and comment on the report within that electronic document. The final assignment will be one report submitted to the instructor by the student. The final report will include the student's original work, the comments from each study group member in an easily identifiable format within the document, and the student's response to the feedback received from the study group members. The objective is to have the study group serve as a peer collaborative project team and to provide an opportunity for students to learn from each other and for the instructor to review a final product that required a collaborative effort and a peer review process.

The study group should be reviewing each other's work in order to expand mutual understanding and increase depth of knowledge regarding the following.

- Who, among the current cadre of educational leaders, seem to have the most radical approach to change?

- Who, among the current cadre of educational leaders, seem to be the most supportive of the role of the arts in public education? What lead you to this conclusion?
- Who, among the current cadre of educational leaders, seem to be most aligned with the current standards and accountability movement? What evidence do you have that this is so?

**3.** Continue to carefully review your ELC pre-assignment in light of what you have learned throughout this study area. Consider the culture in which you are operating, the beliefs and assumptions that support practice, the key players, the political framework, and the risks associated with addressing the adaptive challenge. Given all the accumulated data, revise parts I, II, and III, of this paper. Add relevant information, refine basic principles and premises. The entire product should be at least 8 to 10 pages when completed.

**4.** Please prepare a short, typed, response to the following question:

What does Michael Fullan mean when he says “practice changes before belief”?

Provide at least 2 examples of how your own experience supports or contradicts this assumption about change.

**5.** Imagine that you are responsible for developing a vision for a department, a grade level team, a school, or a school district. Prepare a “Goal Setting Breakfast” for your board of education. The Goal Setting Breakfast will be launched with a PowerPoint presentation consisting of between 10 and 12 slides. Bring a hard copy of the PowerPoint presentation to Session Two.

**6.** Read Richard Elmore’s one page “Forum” article from the Summer 2003 Journal of Staff Development (Page 76). This article can be found in the Summer 2003 Journal of Staff Development as posted on the National Staff Development Council’s Web site at [www.nsd.org](http://www.nsd.org).

What does Elmore mean when he says that schools “change too much” and that educators should “focus on improvement,” not change?

**7.** Parker Palmer, in his book, *The Courage to Teach*, talks about the role that the heart and spirituality plays in the capacity of leaders to facilitate change. Read his interview with the National Staff Development Council’s Dennis Sparks in the Summer 2003 Journal of Staff Development located at [www.nsd.org](http://www.nsd.org) and answer the following question:

As an educational leader, committed to educational improvement, how do you plan to “sit in the front of the bus”? Provide several examples of what you can do to make a leadership difference.

## **Leadership and Change**

### **Final Project**

#### **Assessment and Grading**

The final project should be organized in the three parts as detailed above. The assignment is due two weeks after the last session. All grades will be posted by the instructor within two weeks after the final projects have been submitted. Participants should include a self-addressed stamped envelope (with the proper postage) if the paper is to be returned with comments. If the project is deemed unacceptable, or in need of revisions, the participant will have one opportunity to make the appropriate revisions based upon feedback from the instructor. There will only be one opportunity for such a revision. Failure to meet the criteria established by the instructor will result in no credit being awarded for the study area. If a student is not able to meet the time requirements for completion of all of the activities and assignments required for successful completion of this study area, he or she can file for an incomplete. The form can be found on the program Web site. The instructor must sign a copy and send it to Dr. Charles Greco, the Lead Faculty for Educational Leadership and Change.

Participation in, and attendance at, all three sessions is a critical component for successful completion of the Educational Leadership and Change Study area. If a participant misses a class or an online session, it must be completed at a subsequent time at another site. As educational leaders, there is also an expectation that your work will reflect the care and scholarship that one would expect from someone nearing the final cycle of doctoral level course work. Your instructor will make every attempt to carefully and clearly communicate expectations and explain the requirements for successful completion of the study area. If you have any concerns or questions that cannot be either answered during class or by your cluster coordinator, please contact your instructor directly. His or her contact information will be shared during the first session.

#### **Plagiarism**

All written work submitted to instructors must be the participant's own work. Materials that are taken from other sources must be appropriately documented. Failure to do so constitutes plagiarism and may result in the participant's dismissal from the program. Please ensure that you are familiar with the university's policy on plagiarism. This can be found at: <http://edl/nova.edu> and in your participants' handbook.

#### **ADA Policy**

If you have special needs, please inform your instructor in writing, prior to the commencement of the study area. The program wants to ensure the success of every participant, and we will accommodate your needs in conformance with the Americans with Disabilities Act. Please refer to the university's ADA policy that can be found at: <http://edl.nova.edu> and in your participants' handbook.

## The Final Product

### **Part I:**

#### **The Theory of Change – to be submitted two weeks after Session Two.**

By now, you have had an opportunity to revise your original pre-assignment for this study area. Make one final set of edits. Add any additional information that is relevant. Make sure that it is a reflective, analytical, coherent document that reflects your understanding of adaptive problems, a leadership dilemma, and a sound and concise theory of change. This document should now be at least 10 pages in length, typed and double-spaced. Be sure all references are appropriately cited.

### **Part II:**

#### **Leading for Learning: Reflective Tools for School and District Leaders—to be submitted to the instructor at the Session Two class.**

Review, refine, and submit your 3- to 4-page response to the five questions listed under “Issues for Leaders” on page 8 and 9 of Hector’s Challenge to School and District Leaders. This document can be downloaded for free from [www.ctpweb.org](http://www.ctpweb.org).

Submit a one page executive summary on each of two educational leaders that you completed in advance of Session Two. The executive summary should focus on their significant contributions to our collective understanding of change.

### **Part III: To be submitted two weeks after Session Two.**

Prepare short (a couple of paragraphs for each), typed, responses to the following questions:

- What does Michael Fullan mean when he says “practice changes before belief”? Provide at least 2 examples of how your own experience supports or contradicts this assumption about change.
- Having read Richard Elmore’s “Forum” article from the summer 2003 Journal of Staff Development, what does Elmore mean when he says that schools “change too much” and that educators should “focus on improvement,” not change?
- Parker Palmer, in his book, *The Courage to Teach*, talks about the role that the heart and spirituality plays in the capacity of leaders to facilitate change. Having read his interview in the Summer 2003 Journal of Staff Development, how do you plan to “sit in the front of the bus”? Provide several examples of what you can do to make a leadership difference.

## Course Readings

### The required textbooks are:

Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: The Belknap Press of Harvard University.

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

Required Resource: Fischler School of Education/Educational Impact Electronic Textbook; to be purchased at the Educational Impact Web site: <http://www.educationalimpact.com>

### Supplementary readings include the following:

Barth, R. S. (2002). *Leading by heart*. San Francisco, CA: Jossey-Bass.

Collins, J. (2001). *Good to great*. New York, NY: HarperCollins Publishers Inc.

Evans, R. (1996). *The human side of school change*. San Francisco, CA: Jossey-Bass.

Heifetz, R., & Linsky, M. (2002). *Leadership on the line*. Boston, MA: Harvard Business School Press.

Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

### Additional Information

A. An extensive list of articles and books focused on educational leadership and change can be found on the Institute for Educational Leadership's (IEL) Web site; specifically, the page dedicated to IEL's School Leadership for the 21st Century Initiative. Please see:

[www.iel.org/programs/21st/refmaster.html](http://www.iel.org/programs/21st/refmaster.html)

### B. Web Sites

American Educational Research Association: [www.aera.org](http://www.aera.org)

Association for Supervision and Curriculum Development: [www.ascd.org](http://www.ascd.org)

Educational Testing Service: [www.wts.org](http://www.wts.org)

Education Week: [www.edweek.org](http://www.edweek.org)

Eric: <http://www.nova.edu/library/eleclib/dbsazpub.htm#e>

<http://www.eric.ed.gov>      <http://www.eduref.org/>

Kappan: [www.pdkintl.org/kappan/kappan.html](http://www.pdkintl.org/kappan/kappan.html)

National Staff Development Council: [www.nsd.org](http://www.nsd.org)

New Jersey Department of Education: [www.state.nj.us/education](http://www.state.nj.us/education)

US Department of Education: [www.ed.gov](http://www.ed.gov)

## **The Faculty**

### **Charles Greco**

Charlie Greco retired after a very successful career as a public school employee, the last twenty-seven years as an administrator of which twenty-one years were spent as a school district superintendent. He also served as a school board member for a few years (chairman of the finance committee) at a private institution. He was involved in a broad range of instructional programs and educational issues and is adept at recognizing the strengths of existing programs while also possessing the expertise to promote the development and implementation of innovative programs through meaningful staff and community input and interaction. He is an advocate of the on-going assessment of “the Organization” and its programs and the evaluation of all personnel as the basis for the redirection and reallocation of the “schools” efforts and resources both human and fiscal. Dr. Greco has been working with Nova Southeastern University for twenty plus years in many capacities: Site Administrator, Faculty Associate, Adjunct Professor, Program Professor, Pa. Coordinator, Field Investigator, Dissertation Advisor, and Lead Faculty. He has been a presenter of many topics such as: School Management, Finance, Supervision, School District Operations and Teaming—to name a few.

### **Ross Danis**

Ross Danis is the Education Program Director for the Geraldine R. Dodge Foundation. Prior to joining Dodge, Dr. Danis worked at all levels in the New Jersey public school educational system, most recently as the Assistant Superintendent of the Randolph Township School District in Randolph, New Jersey. In addition to having served as an elementary school principal, he has worked as a staff developer for the Academy for the Advancement of Teaching and Management. A past president of the Board of Trustees of the Principals’ Center for the Garden State, he currently holds tenure as a charter member. As a Dodge Fellow, he was the subject of a documentary on the principalship entitled “Quicksand and Banana Peels: A Year in the Life of Two Principals.” Dr. Danis teaches in two Nova Southeastern University study areas: Educational Leadership Appraisal and Educational Leadership and Change. He also teaches in the Executive EdD Program at Seton Hall University, South Orange, New Jersey, and continues to write and present courses and workshops nationally on a variety of educational and organizational topics. He earned his EdD in Educational Leadership from Nova Southeastern University.

### **Bruce Bovard**

Bruce Bovard has been associated with the Nova Southeastern University for over 15 years. He has taught Education Leadership Appraisal, Leadership and Change, and Practicum Research, as well as serving as an advisor for participants working on their dissertations. Bovard earned his PhD from the University of Maryland, College Park, Maryland, in Education, Administration, Supervision, Policy and Planning. He currently works as the Assistant Superintendent for Instruction and Staff Development in the Pennridge School District, in Pennsylvania.

### **Karen Dyer**

Karen Dyer is the Manager of the Education Sector for the Center for Creative Leadership located in Greensboro, North Carolina. She was formally the Executive Director of the Chicago Academy for School Leadership. Dr. Dyer has served as the Executive Director of the Bay Area and North Bay School Leadership Centers, both part of the California School Leadership Academy. Dr. Dyer has made presentations for the ASCD, NSDC, NAESP, NBPTS, the College of William and Mary, and the comprehensive school reform program, Co-nect. She has done consultation work with school districts in Alaska, California, Illinois, Maryland, Mississippi, North Carolina, and Virginia. Dr. Dyer is the co-author of the book *The Intuitive Principal: A Guide to Leadership* and numerous instructional leadership modules including Principally Speaking: What Principals Need to Know About the National Board for Professional Teaching Standards. She is also a featured expert on ASCD's video series, *The Principal*. Dr. Dyer holds a doctorate in Educational Administration from the University of the Pacific in Stockton, California.

### **Patricia Felton-Montgomery**

Dr. Patricia Felton-Montgomery has over thirty years of experience in administration, supervision, professional development, research, and teaching. She presently serves as Assistant Superintendent, Bridgeton Public Schools, Bridgeton, NJ. Previous to her tenure with Bridgeton Public Schools, Dr. Montgomery served as Director for Educational Leadership for the Laboratory for Student Success, the Mid-Atlantic Regional Educational Laboratory for the United States Department of Education. In this capacity Dr. Montgomery worked with educational organizations to address issues of procedural knowledge on what effective school leaders need to know to create high-performing learning communities. Dr. Montgomery has been honored by the NJ State Legislature, the New Jersey World Languages FAN Project, and received numerous educational awards. Her BA is from Douglass College, Rutgers - The State University. She also holds an MEd degree from Syracuse University and an EdD degree from Teachers College, Columbia University.

### **Terry Grier**

Terry Grier serves as the superintendent of the 63,500-student Guilford County School District, Greensboro, North Carolina. He has been honored as an Outstanding Alumnus by East Carolina University, recognized as one of the country's top 100 administrators by the Executive Educator, and received the Horace Mann League's Ambassadors Award. Grier has published extensively and is a frequent presenter at national educational conferences. Widely recognized as an innovative and passionate educational leader, he has served as school improvement consultant to numerous school districts and state departments. He earned his doctorate at Vanderbilt University.

### **John Kellmayer**

John Kellmayer is a school superintendent in New Jersey. A former high school principal, he has extensive experience with at-risk populations. Dr. Kellmayer, who also holds a MBA, has served

as a consultant to business and industry and is knowledgeable about organizational development and leadership in both the public and private sectors. A former writing instructor on the faculties of Penn State and Temple Universities, he has published several hundred articles in newspapers, magazines, textbooks, and journals. He has served as an instructor and adviser for Nova Southeastern University for 10 years.

### **Sybil Nadel**

Dr. Sybil Nadel is an educational consultant who has had extensive experience in the development and execution of educational programs for school and community personnel. She was the founder and first director of the nationally recognized staff development center, the Academy for the Advancement of Teaching and Management of the New Jersey State Department of Education. She has been a lecturer for the Educational Leadership program and for the Child Youth and Family Services program at Nova Southeastern University for the past seven years. She brings to her work an understanding of different cultures and customs through her many travels and her various art collections. She has an avid interest in the theatre and is currently the chair of the Pan Asian Repertory Theatre in New York City. She holds a B.A. from Smith College, an M.A. in Spanish Literature from Hunter College and a MEd and EdD in Educational Administration from Teachers College, Columbia University.

### **Tena Wright**

Tena R. Wright, EdD is the principal at Eastlake School in Parsippany Troy Hills Public Schools. She has served as a Supervisor for Science and Technology as well as Interim Assistant Superintendent. She is an adjunct faculty member of Kean University, Fairleigh Dickinson University, and Rutgers University. Dr. Wright serves as a member of the New Jersey Science Assessment Committees for high school, grade 8, and elementary grades. Dr. Wright received her doctoral degree in Educational Leadership from Seton Hall University.