

# ***ADC Framework Applied to 21<sup>st</sup> Century Schools***

**Administrative Leadership in Schools**

**EDU 5571**

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## New Technology High School – Napa, California

### **[I] Instruction**

The vision of NTHS is to prepare students to excel in an information-based, technologically advanced society. Instruction at NTHS is constructed around a project based learning model that infuses the technology into the curriculum and removes the typical “pen and paper” assessments. Replacing it with full digital, electronic projects allows for authentic learning and creative flow for both independent and collaborative student work. Critical thinking, time and project management skills are developed and exploration of sub-topics may occur based on student curiosity. This is evidenced by the final portfolio outcomes and display of student authored work on their website.

### **[II] Organization**

The school is organized for collaborative working in large open spaces, computer labs and library resources; and is scheduled to utilize a block schedule with two-hour blocks. Including for a Parent Support Team, this has been reorganized into a more inclusive group called the NTHS Alliance, comprised of parents, students, student clubs, teachers, alumni, alumni parents and members of the business community.

### **[III] Governance**

NTHS has a Principal who acts as the CEO of the entity and heads a school site council that outlines academic goals and improvements for the school and students. The site council shall be composed of five (5) staff members and five (5) parent/student members. In effect the council operates as would a typical board of education in a public district.

### **[IV] Accountability**

The site plan is a living document that provides the mechanism for accountability, change and data analysis. There are measured outcomes for testing in the various subject areas as required by federal testing measures. Post graduate success is fostered by college and career counseling.

## Lee Summit R-7 – Lee Summit County, Missouri

### **[I] Instruction**

It is difficult to determine the work strategies and what the learning process looks like within the Lee Summit School District. A review of the website does not provide a snap shot of how classrooms are designed or managed. It is not clear whether the instruction is student or teacher centered and whether work is project or worksheet/textbook oriented. Although the mission statement supports movement towards 21<sup>st</sup> Century learning, there is no evidence by purely surfing the website. Therefore, no determination can be made as to whether the District operates in a technical or constructivist fashion with regard to instruction.

### **[II] Organization**

The District utilizes a constructivist model for organizing the school District. There is a common core curriculum with core standards and courses offered for students based on interests. There is a broadened sense of roles through the use of professional learning communities and the integration of instructional support teams. Parents are supported through extended school day and summer enrichment offerings.

### **[III] Governance**

There is clear evidence of a constructivist value orientation in the area of governance. The District operates a 28 member Citizens Advisory Council comprised of stakeholders from all segments of the community. A foundation has also been established by the Board of Education in order to raise scholarships for students. In addition, 80 local businesses partner with the school - thereby increasing the level of civic capacity.

### **[IV] Accountability**

Accountability is the process through which public knowledge about school work is created. Lee Summit R-7 schools have a broad focus on civic capacity and social capital. The Foundation, comprised of a voting Board of Directors and a non-voting Advisory committee, along with over 80 businesses Lee Summit strives to maintain their mission to connect students, curriculum and the community. Lee Summit raises, manages and distributes funds to benefit students, staff and patrons. In addition, the data used to determine what children know and how the school accounts for student needs and competencies are various student assessments, standard measures, and authentic assessment. Lee Summit has earned several prestigious awards and the district has been honored for their demonstration of continuing academic performance.

## Riverhead High School – Riverhead, New York

### **[I] Instruction**

The first design element relates to how instruction is conducted in school. Instruction is divided into two sections. The first section of instruction focuses on what does it mean for students to work. The second section of instruction deals with what does it mean to know. Riverhead High School's instruction is technical in nature. In Riverhead High School (RHS) there is a focus on small units of study involving individuals working largely in isolation. Classrooms in RHS are set in formal rows for a traditional top down instruction style. The students of RHS are asked to perform wrote memory tasks in texts and workbooks through non connecting activities. Knowledge at RHS is created through recalling material from teacher input using prescribed content. Students demonstrate their learning through skill and drill and tests that mirror state exams.

### **[II] Organization**

Riverhead High School's organization is technical in nature. Schools that are technical in regards tend to be a collection of independent agents. Teachers conduct work of a similar nature but do not often collaborate. The teachers often work in "my room" and assume responsibility for "my kids". A teachers day in a technical school is spent almost entirely students and very little with adults for collaboration and joint planning. Riverhead's students are grouped by state assessment and report card grades. The day is a standard traditional day with no time variation throughout the week. The staff comes together in departmental meetings and common planning periods; however there is no time for interdepartmental meetings. External agencies, families and minority groups feel disenfranchised from the school.

### **[III] Governance**

Governance refers to the system by which members of the school identify problems, express preferences, generate hypothesis about action and decide what is to be done and how. In Riverhead there is a very top down style of governance. The board and district office have traditionally sent edicts. The community has a very low participation rate especially amongst the minority populations.

### **[IV] Accountability**

Accountability is the process through which public knowledge about school work is created. Riverhead's growth and daily life are monitored through observations as opposed to collegial circles and gathering feedback from the stakeholders. Student needs and

competencies are accounted for using classroom and assessment performance data. Test results are collected and disseminated to teachers, students and parents.

High Tech High - La Jolla, California

Question	Value	Supporting Evidence	Social Capital/Engage Minority Population
<b><u>INSTRUCTION</u></b>			
1. What are the observed work strategies and practices?	1	Cooperative and collaborative learning	Invite parents to observe student work at specified times during the school year.
2. With whom do students work? What is the logic or sequence of their work?	1	Inter-dependent with peers. Students work with students. Student centered work vs. Teacher Directed Instruction. Students are constructing meaning. Teachers act as facilitator/coach/mentor.	Invite Foster Grand Parents and retirees to work with children and to serve as mentors to students.
3. What kinds of materials and tools do students use in their work?	1	Students use multi-source, multi-media, internet, no evidence of workbooks, dittos	Provide opportunities for parents and community members to share expertise in specified areas with students.
4. What are the work spaces and how are they organized?	1	Variety of settings, temporary groups, multi-media lab sites, large open commons areas, computers, laptop	
5. How is the classroom managed?	1	Dynamic, active, collaborative, self-directed, informal, indirect control, curiosity is encouraged	Utilize class parents to assist with classroom management.
6. What are the work patterns within the class?	1	A combination of inter-dependent work and project tasks	Create projects and tasks to allow for students to incorporate cultural diversity.
7. How do students create knowledge?	1	Experience, drawing conclusions, sharing, problem based, student-centered, student inquiry	Projects should provide students with opportunities that require them to seek input from family members.
8. How are students to demonstrate their learning?	1	Creative, authentic, varied, useful products, respond to open questions, demonstrate/exhibit understanding, multi-media, digital portfolios	Student projects should culminate in special presentations to the community and/or parents.
9. How are students' curiosities and	1	Student-Team initiated projects, talents	

Question	Value	Supporting Evidence	Social Capital/Engage Minority Population
competencies incorporated in school work?		nurtured and exhibited, student initiated research projects	
10. What order thinking skills are evident in student work?	1	Problem identification, creative, persuasive, understanding, concept driven, divergent opinions, thematic, logical (higher order thinking)	
11. How do students relate their learning to their lives in the community?	1	Personal experience as focus of study, service learning, community development, contextualized,	Projects that enable students to interview key stakeholders within the community.
12. In what ways is student learning organized into meaningful, sequential, and coherent instructional program?	1	Interdisciplinary units, coherent themes, scaffolding for projects, shadow-mentor-intern,	
<b><u>ORGANIZATION</u></b>			
13. How does the school group or place students, thereby controlling access to instruction and services? Who makes the decisions?	1	Self advocate, declared interest, common core with special courses, On-going evaluation and grouping,	Gather input from the site based management team comprised of administrators, teachers and parents.
14. How are facilities and school time used? What is the flow and cycle of activities?	1	Large, enriched blocks, community meetings, activity spaces, flexible schedules (X Block), regular school week (M-F)	Provide opportunities for mentoring and enrichment after school. Encourage student participation in clubs after school to provide service to the community and to the school.
15. How are students organized for their school career and what continuity is provided?	1	Small amount of students, continuing cohorts, core studies for all, core standards, Advisory groups, group meetings and individual conferences, mentoring programs	Provide students with the opportunities to be mentored by successful professionals in the community to acquire a better understanding of their career options.
16. How do adults relate to each other within the context of the school?	1	Sense of community and broadened roles, integration of instruction and support teams, Partners, Mentors	Practice active site based management.
17. What do staffing patterns look like	1	Professionally experienced, Adult	Blogs to solicit discussions on various topics

Question	Value	Supporting Evidence	Social Capital/Engage Minority Population
for the educational program (within the school?)		engagement with students, certificated, collaborating teams, task groups	(student: student, teacher: teacher, student: teacher)
18. How do external agencies and families relate to the school?	1	Low, formal parental involvement, seek resources and grants, active, sustained advocacy,	Increase parent partnership and opportunities for parents to participate in school programs.
<b><u>GOVERNANCE</u></b>			
19. How is the school governance system representative of the stakeholders? Who plans and/or implements the school model or design?	2	School employees only, core group, team, working committees, stake holders and advocates	
20. What commitment do stakeholder partners make to program? What do they bring to the table?	1	Field experiences, mentors, access, jobs, teacher support, active engagement	
21. Who controls development or training of participants, e.g. student leadership, parent training, staff development?	3	Core teams and groups, officials and employees, collaborative efforts	Create a parental involvement policy and actively engage parents in the planning process.
22. Who participates in inquiring into the school design or model's success?	1	Core advisory group, teacher researchers, continuous action research, open through digital media	Ongoing surveying of all stakeholders in order to vocalize their concerns regarding the school design.
23. How is authority distributed among participants? How are decisions made? Who has veto power?	3	One governing CEO, consultative units, stakeholder consensus, contract , informal and informative	Include parent participation in the decision making process. Invite universities to participate in the decision making process.
<b><u>ACCOUNTABILITY</u></b>			
24. How will this school design or model make the school community better for all adults as well as for all	1	Mixed civic capacity (one-way – “Going out into community”) low social capital,	Include stakeholders within the community to participate in the decision making process. Inform the community of decisions made.

Question	Value	Supporting Evidence	Social Capital/Engage Minority Population
children? What will it do to build civic capacity and a sense of community?			
25. How will the schools account for adult growth?	1	Engaged in action research, collaborative, developing learning organization	Involve stakeholders in determining the instruments to be used for assessment and evaluation.
26. How will the unit monitor the quality of daily life?	1	Organized family style advisories, focus groups, organized student assessments	Forums to include all members of the community, access via internet
27. How does the school account for student needs and competencies? Does accounting include community service?	1	Authentic product exhibitions, multi-media portfolios, student report cards and explicit written evaluations and responses of student's academic success (in order to compete with surrounding schools for college acceptance and clear understandings of report cards)	Ensure that parents feel welcomed, their questions responded to, their needs met.
28. How does this model use data to determine what the children know? How are the data analyzed and presented?	1	Cohort trend analysis, continuous assessment, periodic report cards, authentic teacher assessment (student and teacher portfolios)	Keep parents well informed and utilize ConnectEd to keep parents well informed of PTA meeting dates.
29. What types of information are collected; how is it distributed; and who receives it?	1	Student records and personal report cards, digital portfolios/authentic assessment , teacher evaluations,	Ensure that explanations are communicated to parents. Include modifications based on suggestions from the parents.