

Managing the Complexity of Intentional Learning Spaces

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Teaching

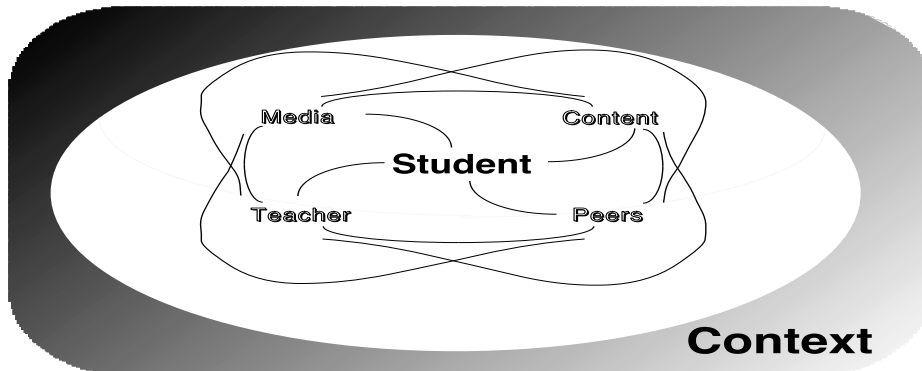
Message Design
Instructional Design
Project Management

Research

Visual Literacy
Complexity Theory
Process Models

Service

Department Head
Strategic Planning
International Partnerships



Purpose

Present a conceptual framework for addressing the complexities of school leader responsibilities.

Overview

1. Learning Space
2. Instructional Leadership and Supervision
3. Trends and Issues in Instructional Technology
4. Action Planning for Aspiring Principals

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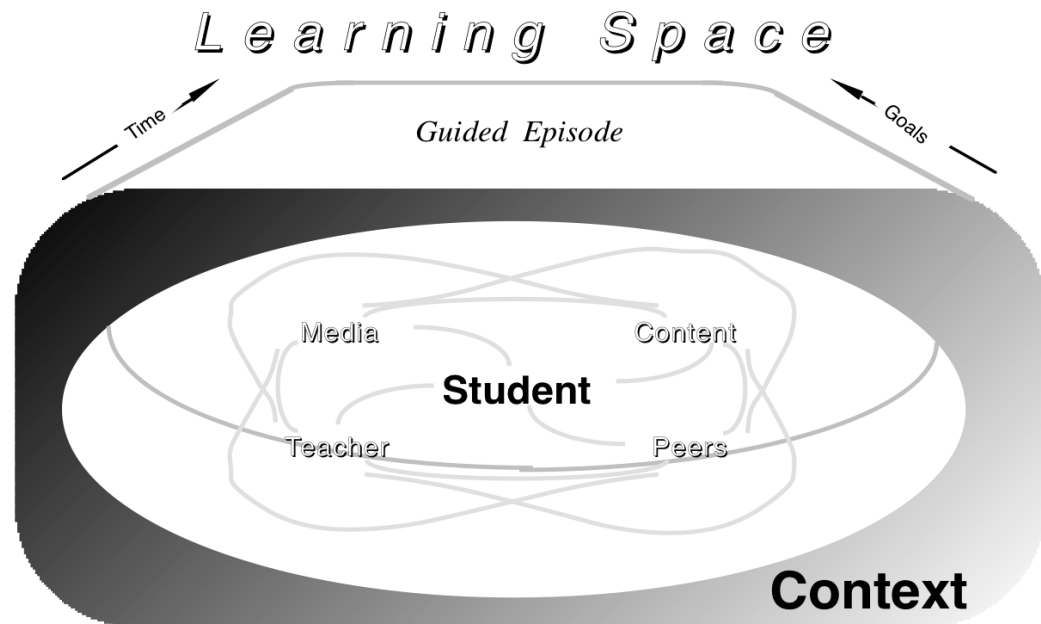
Learning Space

1. a conceptual framework for approaching the challenges of educating Georgia's youth
2. diversity as an asset
3. assessment versus evaluation

Complex Environment

... because each of the following entities is part of all learning spaces

- Student
- Content
- Media
- Teacher
- Peers
- Context
- Time
- Goals



Student



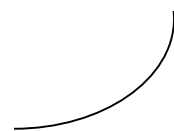
Content

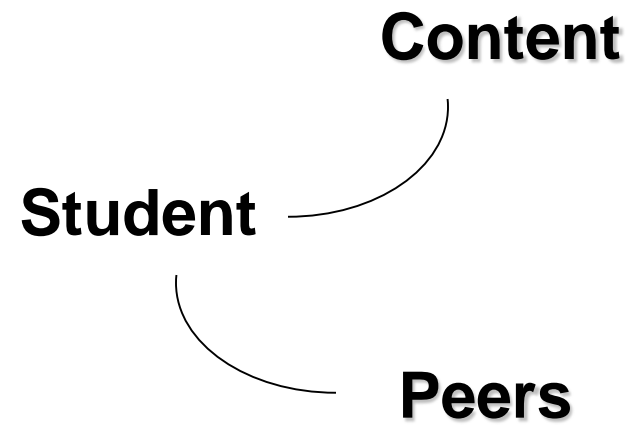
Content

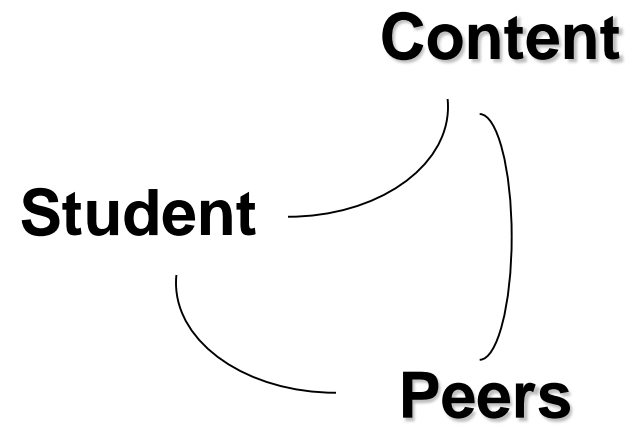
Student

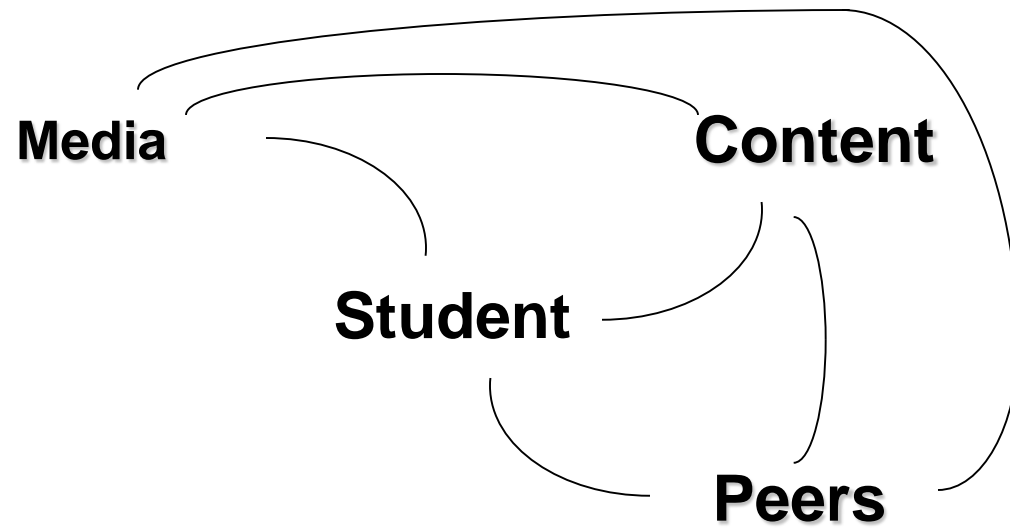
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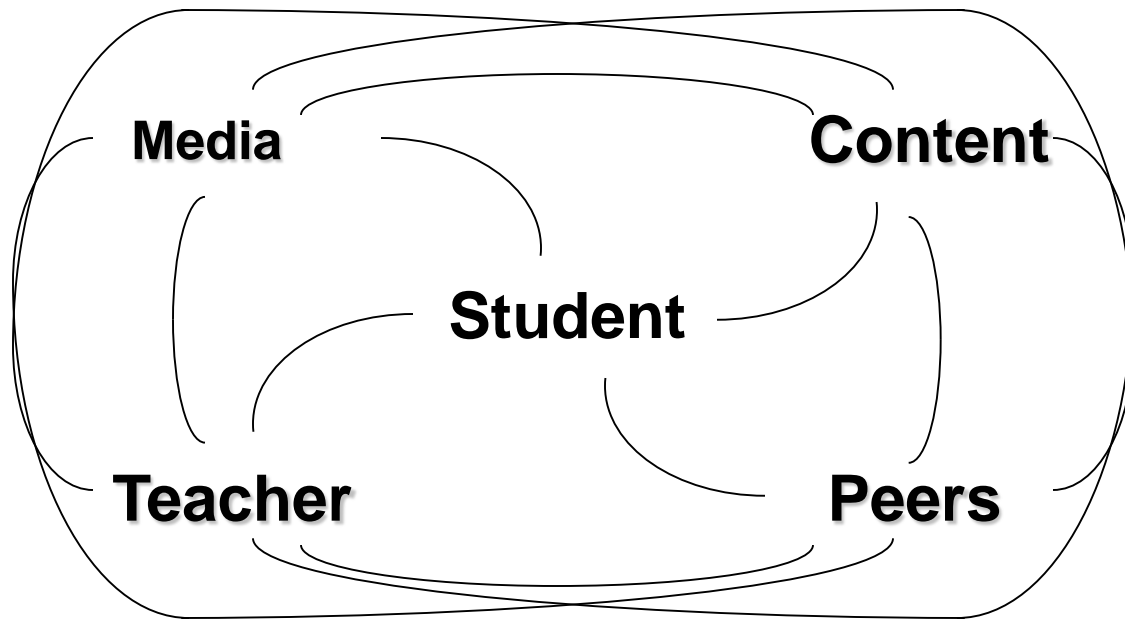
Student






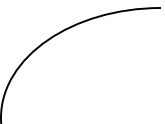








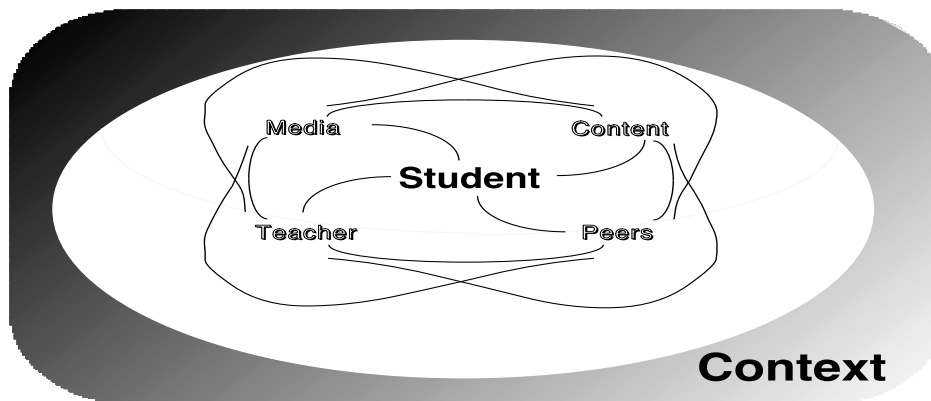
Teacher



Student

Learning Space

Several participating entities all interacting within a discrete period of time while moving toward a common instructional goal.





Diversity is an Asset

DIVERSITY IS AN ASSET

Welcome

We all lose when members of our communities are not seen and acknowledged.

We lose creativity, innovation, and contributions because of the personal and societal barriers that don't allow **all of us** to fully participate.

Inclusion, equity and fairness matter.

Every individual has a critical choice to make: To stand with each other and fight for social justice, or to stay on the sidelines –silently supporting the systems that perpetuate inequality, violence, and poverty in the world.

This work matters.

Social justice is the tool, the framework and the mechanism by which we can help create full and equal participation of all groups within society.

Showing us ways to love, protect and defend one another.

The work starts with us waking up, arming ourselves with education, tools and relationships. It continues in our community building, our speaking out –all of our inward and outward commitments to justice made tangible. It requires us to take action, to become the fuel of societal change.

It begins with diversity and it ends with equity for all.

This work is too important for us to leave it to chance. Thinking in terms of social justice is a critical life skill needed to navigate, evolve and compete in our current national and global realities.

All of us need the tools and the knowledge to examine our lives, our institutions, and our leaders.



Assessment versus Evaluation

The Assessment Process



Evaluation



Assessment Versus Evaluation

Assessment

Process of appraising something or someone in order to determine quality, a value or level of importance

Evaluation

Judges the performance of someone or something, typically as compared to an external value

Assessment Versus Evaluation

Assessment is made to identify the level of performance of an individual

Evaluation is performed to determine the degree to which expectations are achieved

BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgement on the basis of set of standards.
Nature	Diagnostic	Judgmental
What it does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented
Feedback	Based on observation and positive & negative points.	Based on the level of quality as per set standard.
Relationship between parties	Reflective	Prescriptive
Criteria	Set by both the parties jointly.	Set by the evaluator.
Measurement Standards	Absolute	Comparative

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Instructional Leadership and Supervision

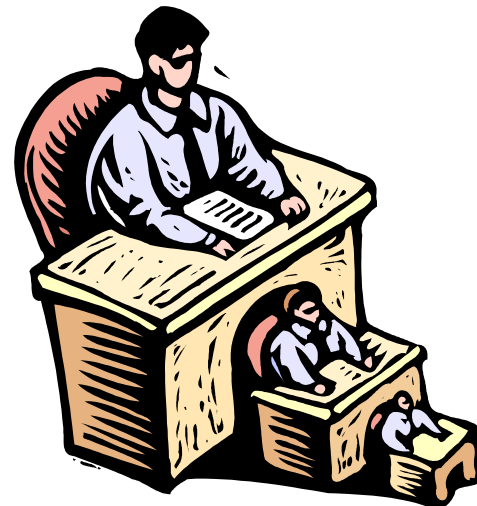
1. Administrator
2. Manager
3. Supervisor
4. Leader

Authority versus Responsibility

Responsibility and authority are often confused and sometimes treated the same, but they are different.

Responsibility

1. Someone who has a duty or obligation
2. Capable of distinguishing between right and wrong
3. Trustworthy
4. Dependable



Authority

1. The right to
 - a) Determine
 - b) Adjudicate
 - c) Settle issues and disputes
 - d) Control
 - e) Command
2. Sources of authority (power)
 - a) Legislation
 - b) Ability
 - c) Community practices

Power [and Empowerment]

1. Relevant power relationships
 - a) Teacher – Student
 - b) Faculty – Staff
 - c) Principal – Teacher
 - d) Principal – Staff
2. Vesting power in people (Empowerment)
 - a) Professional development
 - b) Public displays of support
 - c) Private expressions of need for change

Authority and Responsibility

1. Authority can be delegated, but responsibility is rarely delegated
2. Delegation
 - a. an individual represents someone with the right to make a final decision on his or her behalf
 - b. remains accountable to his or her supervisor

Essential Qualities of Leadership

- A. Discipline
- B. Sincerity
- C. Decision
- D. Humility
- E. Courage
- F. Integrity
- G. Vision
- H. Wisdom

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Trends and Issues in Instructional Technology

1. bring your own technology
2. flipped classroom
3. media literacy

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Action Planning for Aspiring Principals

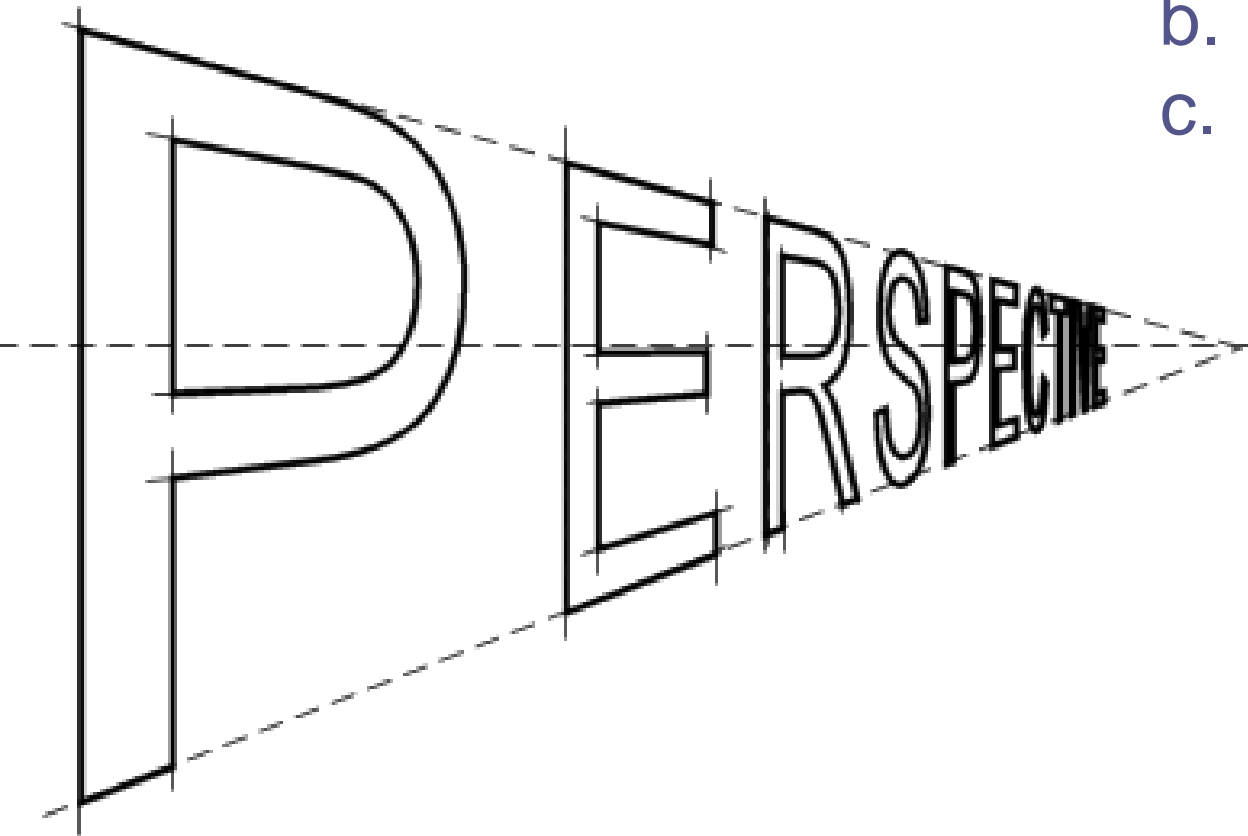
1. value of the peer network
2. role of a mentor
3. strategy for success



What are you bringing to the party?

Know thyself

- a. Your assets
- b. Your liabilities
- c. Your aspirations



Upper Duck







Some Takeaways

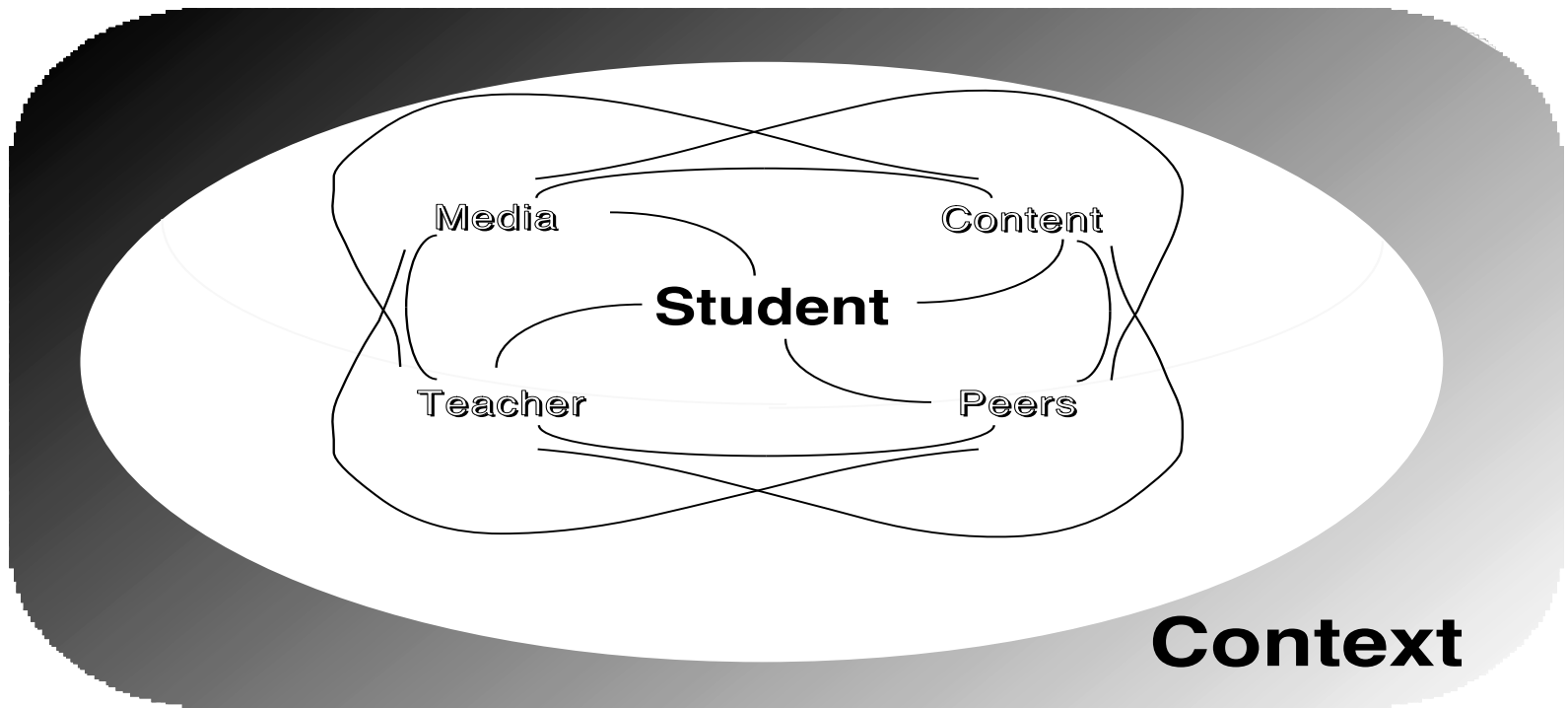
A. Conduct a self-audit

1. Flexible
2. Patient
3. Avoid conflict of interest situations
4. Don't take it personal

B. Seek balance

1. Work and family
2. Professional aspirations and personal aspirations

C. Be upper duck



Open Forum