

# DOWNLOAD PDF CASE STUDIES IN 21ST CENTURY SCHOOL ADMINISTRATION

## Chapter 1 : CASE STUDIES Archive - The Illinois Consortium for 21st Century Schools

*Case Studies in 21st Century School Administration: Addressing Challenges for Educational Leadership [David Gray, Agnes Smith] on racedaydvl.com \*FREE\* shipping on qualifying offers. Case Studies in 21st Century School Administration: Addressing Challenges for Educational Leadership presents real problems that confront today's school leaders who must deal with issues of diversity.*

Forrest Hills Academy, GA Overview Forrest Hills Academy Grades serves up to students per year, either suspended from their local school or adjudicated for crimes outside school. Male and female students spend from 10 days to a full school year at FHA. After discussions with key Illinois21 staff, it decided that Illinois21 would facilitate the changeover in years with MindQuest21 as a center piece. In the first year, site leaders and teachers investigated the MindQuest21 all school approach. Plans were initiated for a Maker Lab, a school garden, and internships in construction, hotel management, culinary practice, and digital media taught exclusively through MindQuest Goals Adopt a new school vision and mission intending to advance students as 21st Century productive citizens. Create a culture of mutual respect and trust among all stakeholders in the school. Seek alignment of the restructured FHA with district policy and practice. Illinois21 team visits FHA to observe classroom practice and to initiate year plan. Teams complete unit plans prior to month long state tests. Teams introduce first PBI units to students. Second year program planned and started. Monthly observations and conferences allow ILC21 consultants to provide live and on-line coaching, assist site leaders with plans for Maker Space and to assess implementation progress. Math team meets on line with math consultant to integrate math and PBI. Follow up on line coaching for math team. Institute day dedicated to planning 3rd Units and considering options for aligning school culture with new emphasis on creating a climate of mutual trust and respect. Renew classroom observations and conferences and introduce faculty to the new Maker Lab and ways to integrate it into PBL units. Illinois21 consultant confers with FHA Special Needs and other support personnel to examine how to ensure intake procedures will support new practices at FHA. Observations and conferences continue. Start of plans for 4th Units Spring: APS District financial difficulties end formal program. Third year not begun. The school leaders and faculty invited Illinois21 to help them increase communication skills as well as reading and math skills by bringing high engagement PBI to all students. After its initial 4 day summer workshop and a year of monthly grade level team planning conferences, each team had collaborated in planning and implementing at least one PBI unit. In this half-day session, each team presented its project to the whole faculty. Specifications Following a one- hands-on summer workshops, all teachers and administrators met once per week in grade level teams during common planning periods. As each team finished its unit, including gathering the materials and equipment they would need for interdisciplinary studies, they brought it to their classrooms. ILC21 consultants visited the classrooms, observed the units in action and gave feedback. At the end of the year, IIC21 scheduled a Gallery Walk with guiding questions. Teacher teams moved from station to station in the walk with their questions. After a complete rotation, the teams met and discussed what they had learned. Learn how to design Project Based Inquiry units and make plan to introduce them into the classrooms. Two days per month for onsite coaching. Illinois21 consultants visited classrooms and conferenced one class period per team with follow-up feedback to school administration. Institute day for added input re PBI. Peer coaching meetings started and consultant coaching days continue. Teams prepare for Gallery Walk with guiding questions template Spring: Gallery Walk and final report. Because the demographics of the district were becoming more diverse, the team sought to make instruction more culturally responsive to the new populations. District leaders invited Illinois21 to ready all teachers for these cultural changes by adopting MindQuest21 as the principle instructional model. Thirty-two staff members learn to plan, implement, and assess interdisciplinary Project Based Inquiry units in all grade levels with an emphasis on culturally responsive instruction. Monthly coaching conducted by Illinois21 to ensure success of implementation. Over two years, two more cadres

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joined the training program as did district administrators. In addition, Illinois21 began to prepare in-district coaches to support and sustain PBL after the end of the initiative. Over three years, Illinois21 consultants introduced PBL to the three faculty cadres and coached their classroom applications. Goals Create a 21st Century district vision and mission that fully integrates the MindQuest21 approach into each classroom. Implement MindQuest21 as the primary method of technology-infused instruction across a culturally-responsive curriculum. Build grade level teams as Professional Learning Communities able to sustain a revised 21st Century, inquiry-rich learning program as caring environment for all students. Prepare a cadre of specialist coaches to assume responsibility for sustaining the MindQuest21 program. Illinois21 consultant team and District leaders plan 1 year pilot. Cadre 1, teacher teams initiate 1st PBL plans and assess impact. Illinois21 consultant team starts monthly school team review sessions to assess progress and add new unit plans. Leadership team meets with Illinois21 team on continuous basis to assess progress and adjust plan. Plans made to repeat schedule with cadre 2 and initiate in-house coaching prep element. Plans made to repeat schedule with final cadre and to start up in house PBL coaching program. In district coaches assist with Cadre 3 and receive Illinois21 coaching support. Illinois21 awards badges to all teachers and administrators for surpassing PBL implementation criteria. Three schools recognized as MindQuest21 Exemplars. After introduction to the MindQuest21 framework, grade level teams started their collaborative planning, implementing, and assessing project-based-learning units. In addition to sharing her findings on a blog a graphic blog , she raised funds with her peers to plant new trees. Rodriguez and others have risen to the challenge, with the help of formal and informal structures for professional collaboration and growth through the MindQuest21 model. While adding their own student-centered expertise to the MindQuest21 PBL model, the teachers built a culture of collaboration to enrich student learning and their own professional development. The district also provided the leadership by giving us eight professional development daysâ€”used mostly before the start of school each yearâ€”to help. Enable students as 21st Century Learners through MindQuest21 model for learning Build grade level teams as Professional Learning Communities who will sustain the project and scale to other district schools. Dedicate time for cross-disciplinary projects through collaboration. Illinois21 and District 41 leaders planned a one year pilot. Illinois21 introduces teachers, site and district leaders to MindQuest21 in a 4-day work-session to develop PBL unit plans. Teacher teams implement 1st PBL plans and assess impact. Illinois21 consultant team starts monthly school team review sessions to assess progress and add new unit plans. Illinois21 continues quarterly meetings to assess project progress with district leaders. Final report to Asst. Teachers make operations recommendations to School Board regarding multi-age classrooms, schedules and other needs for sustaining PBL. P21 recognizes Ben Franklin as Exemplar Categories.

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## Chapter 2 : Case Studies in 21st Century School Administration : David L. Gray :

*This text is written for students who plan to become school leaders. It contains case studies that are designed to enhance their analytical skills and to develop their problem-solving abilities because those are the skills administrators need to be effective in their jobs.*

A Good Teacher Turns Bad: Handling Conflicts with Practiced Educators Case 4: A Medical Emergency at School Case 5: School Property Is Missing: Who Has the Missing Crayons? Dealing with Chronic Theft Case 8: A Good Student Earns Detention: Poor Grades for Misbehavior at School Case 9: Copyright and the Computer: Regulations Governing Technology Case Too Much Parent Involvement! Organizations Need Boundaries Case A Problem with Inclusion: Inadequate Resources for Special Education Case Poor Evaluations for a Teacher: Reassigning an Ineffective Educator Case Missing Booster Club Funds: Athletic Funds are Lost Case A Transition to the Classroom Case A Gift for the Principal: It All Depends on the Numbers: Rewards Must Be Earned Case Diversity Becomes Unpopular Case School Attendance Is Important Case Illegal Drugs At School: Zero Tolerance Policies Case A former teacher and school principal, he teaches a number of courses in the educational administration and leadership areas. He has published extensively in journals and is a contributor to *Developing the Effective Teacher*: She has published widely in education journals. She is a former teacher and school principal.

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## Chapter 3 : SAGE Books - Internet Use Violations: Threats over the World Wide Web

*Case Studies in 21st Century School Administration: Addressing Challenges for Educational Leadership presents real problems that confront today's school leaders who must deal with issues of diversity, school improvement, and limited resources.*

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## Chapter 4 : Benjamin Franklin Elementary School - P21

*Offers a "Guide to Using Case Studies" that helps guide students in their analysis of the types of educational problems they are most likely to face Introduces students to specific challenges that will help them practice their decision-making, communication, resource management, and interpersonal relations skills.*

A Good Teacher Turns Bad: Handling Conflicts with Practiced Educators Case 4: A Medical Emergency at School Case 5: School Property Is Missing: Who Has the Missing Crayons? Dealing with Chronic Theft Case 8: A Good Student Earns Detention: Poor Grades for Misbehavior at School Case 9: Copyright and the Computer: Regulations Governing Technology Case Too Much Parent Involvement! Organizations Need Boundaries Case A Problem with Inclusion: Inadequate Resources for Special Education Case Poor Evaluations for a Teacher: Reassigning an Ineffective Educator Case Missing Booster Club Funds: Athletic Funds are Lost Case A Transition to the Classroom Case A Gift for the Principal: It All Depends on the Numbers: Rewards Must Be Earned Case Diversity Becomes Unpopular Case School Attendance Is Important Case Illegal Drugs At School: Zero Tolerance Policies Case Gray and Agnes E. Smith give prospective school leaders opportunities to resolve complex issues in K school settings through reflective questions, activities, and authentic assessment tools for skill development.

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## Chapter 5 : AASA | American Association of School Administrators

*Case studies in 21st century school administration: addressing challenges for educational leadership. [David L Gray; Agnes E Smith] -- "Authors David L. Gray and Agnes E. Smith have written a book of cases to give prospective school leaders opportunities to resolve complex issues in K school settings through reflective questions.*

Scott Oney Preface [Page vii] This text is written for students who plan to become school leaders. It contains case studies that are designed to enhance their analytical skills and to develop their problem-solving abilities because those are the skills administrators need to be effective in their jobs. Readers may think the behaviors of some of the parents, teachers, students, and administrators in the text to be unusual, but these cases really happened! After teaching aspiring school leaders for a decade, we have discovered a few truths about people who want to lead. First, without making the emotional, mental, and physical commitment to leadership that motivates a principal, the majority of teachers who aspire to that position have only a vague idea of what the job entails. Some of them are sincere about wanting to improve learning conditions for students; others see advancement as a pathway to a higher salary. Their mastery of its complexities is requisite to successful leadership. Those who understand that language skills are paramount in the business of working with students, teachers, and other stakeholders have a greater chance at success. Third, effective leaders find ways to empower the people around them. They care that others are striving toward worthy goals, and they look for opportunities to reward accomplishment. The day of the principal as an autocratic leader is gone. A new paradigm of leading successful learning organizations is based on collaboration and collegial relations. We hope that professors and students of educational leadership who read this text will immerse themselves in the details of school administration. Our cases are complex and require thoughtful analysis. Many of them are routine and only require knowledge of current policies and procedures, but others test the limits of what a leader can be expected to know. Important legal and ethical issues are entwined within that question. There is an answer; it lies in the code of behavior that administrators should use to guide their actions when faced with challenges. Gray and Agnes E. Smith

The University of South Alabama Mobile, Alabama Acknowledgments [Page ix] We would like to thank the reviewers whose feedback helped us shape this book so that it will best serve the needs of students and instructors: Shouse, Penn State Olusegun A. Traditionally, aspiring administrators received an essential curriculum of law, finance, and courses centered on leadership theories, traits, and principles. They were expected to acquire interpersonal relationship skills and technical competence through on-the-job training after their first leadership appointment. Principals do not have time to make a gentle transition from graduate classes to school leadership. Only a few administrative interns have participated in field experiences in which they could observe firsthand what principals really do, but they come, armed with theory, to lead and improve student learning. Case studies offer opportunities to learn from experienced professionals. They also give aspiring principals an idea of the spectrum of challenges they will encounter. If teachers are unaware of a problem in the office, they do not assume that one has occurred. The principal stands at the center of a storm, trying to use available resources to improve the learning environment for students and staff. We suggest that readers will benefit most from their case study experience if they read the case carefully and completely without judging the people involved until the class has discussed all pertinent issues. Large schools tend to use a bureaucratic approach to problem solving more often than small schools do. Administrators deal with complex challenges and must be able to isolate key elements from those of lesser importance. Communication skills are vital to this process. Sometimes the best solution to a problem comes from combining several alternatives. Each of our case studies offers the reader a Background of relevant facts and issues that influence the case. Each case is followed by Questions to guide students toward research-based solutions to the problems they have identified. Each of the standards warrants thorough discussion and understanding by prospective school leaders. Finally, the authors recommend that leadership students engage in the Activities at the end of each case. Each case includes a provision for a written exercise.

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Our experience as principals and professors leads us to believe that graduate students must have impeccable writing skills as part of a larger communicative talent, and they must learn to write concisely. Nothing can substitute for being a school leader. Graduate classes stimulate your thinking, but the emotional and physical investment of your resources is aimed at earning good grades and a degree. Leading others and taking ownership for the successes and failures of your school is another matter. We hope our text helps with the transition. A Matrix of Case Studies [Page xiii].

### Chapter 6 : Case Studies - P21

*"Case Studies in 21st Century School Administration" presents thought-provoking case studies based on actual events relating to the knowledge and skills instructional leaders must demonstrate when balancing the needs of stakeholders; provides a matrix in which cases are correlated to the Interstate School Leaders Licensure Consortium (ISLLC).*