Summer 7-21-2001

National ED.D Program for Education Leaders 2001

Nova Southeastern University

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Welcome to the 2001 Summer Institute. We have planned an exciting, challenging, and varied set of experiences over the course of the coming week. Our focus this year is learning—not the topic of learning, but the activity of learning. In the hectic and complex lives of administrators, in public or private schools or in other organizations, it sometimes happens that we lose sight of the most important work we can ever engage in … learning. So we have chosen to rededicate ourselves at this Summer Institute to the very broad arena that is learning. What do we know about learning? What is our connection with learning? What are effective environments for learning? How is our leadership about learning? These are some of the questions we hope you will struggle with as you work through the week.

We have a wide array of speakers this year from vastly different domains. We hope that their unique perspectives will broaden our understanding of learning and invite us to ask deeper questions about our role in the learning process. This year, we are honored to have Ralph Nader as the Donald P. Mitchell Lecturer. Nader will begin the week’s activities with a discussion of “Building a Civil Curriculum” and how we must view today’s students as tomorrow’s citizens. Alfie Kohn will offer perspective on testing and other forms of institutionalized competition and the impact on learning. Julie Weatherly will ask us to consider the needs of special learners from a legal point of view. John Gatto asks difficult questions about curriculum, childhood, schooling, and learning. Janice Jackson will consider the role of senior school administrators in creating effective learning environments. David Walsh will be addressing the ever-present role of the media in the lives and learning of our children.
There are many other sessions throughout the week on a host of varied topics all connected to learning in one way or another. You have also brought a document with you that reflects how learning is addressed in the setting in which you work. We want you to view this as a living, changing document, not just a required assignment you prepared for Summer Institute. In the end, we hope you will consider how your view of learning is changed by your experiences at Summer Institute.

You will be listening, thinking, dialoguing, writing, talking, and connecting with others. We want you to be observers of your own learning during this week. Think about how you are changing as a result of your experiences here. You will be in sessions where you may not agree with or even like what you are hearing. We ask that you be open to new perspectives. Please take a moment to pause and consider what you are hearing. What can be learned from what you are hearing, thinking, and doing? How are your views and perspectives shifting as a result?

As with every Summer Institute, the value in this experience is largely found in your willingness to be active participants in your own learning. We hope that you will exercise leadership in all of the sessions at Summer Institute. Listen actively. Ask questions. Engage your colleagues in debate. You will work hard during this week, but we also hope that you enjoy the journey you are about to undertake.
PARTICIPANT EXPECTATIONS FOR SUMMER INSTITUTE

- be open to new ideas, new information, and new ways of reviewing school issues posed by speakers, presenters, and colleagues
- gain better appreciation of divergent viewpoints and question your own preexisting assumptions
- use presenters' and colleagues' ideas to reframe the education issues you have selected to focus on during the Summer Institute
- take an active contributory role in discussions about ideas and issues raised by Summer Institute presenters and events
- join a team of colleagues and contribute to its development
- identify other colleagues with whom you have similar concerns
- collaborate about education issues, solutions, leadership, and other concepts and ideas raised during Summer Institute activities
- better understand your leadership qualities and use this information to grow as an education leader
- develop preliminary strategies for defining and solving the issues in your school
- continue to exercise the art of reflective practice after the Summer Institute as a tool for personal growth and development
RAY FERRERO, JR.
PRESIDENT, NOVA SOUTHEASTERN UNIVERSITY

I look forward with anticipation to this Summer Institute. The theme—Learning About Learning: Perspectives and Directions—is a timely one. It is time for all of us to speak up and tell what is good about American education.

Each of you, in your leadership roles in schools and school district offices across the country, is creating models of innovative education programs using the latest skills and technology. Nova Southeastern University will continue to provide you the latest in research and information technology. These activities will be enhanced with the completion of our new Library, Research, and Information Technology Center that is currently under construction.

The NSU community and I thank you for the role each of you play as ambassadors for the university in your respective communities. Your participation and involvement in the future of our university and the growing National Alumni Association will play an invaluable role in the growth of NSU and the enhancement of its academic reputation.
On behalf of the faculty and staff of the Fischler Graduate School of Education and Human Services, I welcome you to the National Ed.D. Program for Educational Leaders Summer Institute.

We are proud of our history linking professionals with practitioners in a variety of environments. As the catalyst for bringing programs and people together, we make every effort to ensure both quality and progress. By working collaboratively, we all enhance the professional lives of constituents.

Your involvement in the Summer Institute will be intensive, focused and, we assume, meaningful to you in your profession. We strive to develop our curriculum as a value-added endeavor as you apply the knowledge gained to your professional endeavors.

We wish you well as you meet, share ideas, and learn about new and exciting innovations in your profession. Our hope is that this experience will prompt you to renew your commitment to lifelong learning. For, in the final analysis, that is what this program is all about.
Welcome to Summer Institute 2001 in warm and sunny Scottsdale, Arizona. You are a member of an international network of doctoral students all working to improve the quality of education. This is also the largest assemblage of National Ed.D. Program for Educational Leaders graduate students since the program’s conception in 1972. Summer Institute is a unique educational experience for doctoral students providing an opportunity to learn, share ideas, and work with colleagues from around the United States, Canada, and other countries. Each of you should be proud of your own efforts and accomplishments in working toward the goal of improving education and growing as a leader in education.

The 2001 Summer Institute theme is “Learning About Learning: Perspectives and Directions.” Ralph Nader, this year’s Donald P. Mitchell Lecturer, will open the Summer Institute by addressing the issue of “Building a Civil Curriculum.” Other topics will include myths about dollars spent for education, the effects of media and technology on learning, and legal issues and learning for special needs children. A panel will address the current issue of assessment and accountability and a group of superintendents will react to the learning environments created by administrators in a variety of school districts. A series of seminars will be presented on “Blue Ribbon Schools,” “The All American High School,” and “New Politics for Education.” The Harvard Project for Parental Involvement will help you understand how to involve parents in the learning process. We have also provided a few Field Study workshops for those of you who want to review some of your study area work.

The week will be long and intense, but the speakers, panelists, and presenters will provide you with a variety of stimulating and challenging information that you can take with you back to your school or school district and use to carry out your vision and goals. Networking with your peers is an important component of the Summer Institute, and I know that each and every one of you will meet new friends and colleagues and find opportunities to discuss the issues of today’s education. We will also have fun. I hope that you will find time to relax by the pools and explore the Scottsdale and Phoenix area.

Learn and enjoy!
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- The Political Functions of Extended Childhood—John Taylor Gatto
- The Deadly Effects of “Tougher Standards”—Alfie Kohn
- Tips for Staying Out of Hot Water: What Every Educator Needs to Know—Julie J. Weatherly
- Educating Children in the Dot-Com Age—David Walsh
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- Improving Your School and Your Students’ Test Scores—Ed Bennetech
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- Inviting Leadership for the Public Good: The Problem with Leadership—Gary Burgess
- Using Assessment to Improve Performance—Ross Danis
- New American High Schools—John Reynolds and Jim Boyette
- The Changing Politics of Education—Michael Usdan
- Your Superintendent Search Process: Turning Crises into Opportunity—Donato Stelluto
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PART ONE: SUMMER INSTITUTE SCHEDULE

Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.
—Chinese Proverb
THE FIRST AMERICANS

The largest number of indigenous peoples, who have retained their ancient customs, beliefs, language, and traditions, live in the southwestern United States. They have made their homes among the mountains, mesas, canyons, and valleys for at least 11,000 years. In the late 15th and early 16th centuries, Europeans encountered societies as diverse in language, culture, and political organization as their own. They found a rich variety of Native American peoples, who were farmers, hunters, healers, warriors, astronomers, artists, storytellers, and dancers, living in harmony with their natural surroundings.

The first known inhabitants of the Southwest are commonly designated as Paleo-Indians, the ancient ones, who dwelt here from unknown millennia (perhaps 20,000 to 30,000 years ago). They are believed to have traveled to the New World from Asia via the Bering Land Bridge following the migration of big-game animals such as the woolly mammoth, bison, camels, and giant sloths. From 5000 B.C. to about 100 to 200 A.D. is called the Archaic Period and is characterized by a people who were nomadic hunter-foragers, before the development of agriculture and villages. Between about 200 to 700 A.D., pottery and agricultural crops arrived from Mexico and gave rise to several major cultural traditions, each occupying a distinctive ecological niche and each developing differently partly because of varying environmental conditions. The Hohokam—centered in southern Arizona (in the Salt and Gila River drainages), the Mogollon—in southwestern New Mexico and northern Sonora and Chihuahua (Mexico), and the Ancestral Pueblo People (Anasazi)—in the Four Corners area of Arizona, New Mexico, Utah, and Colorado, were the three main cultures that developed as direct descendants from these first aboriginal inhabitants.
SATURDAY,
JULY 21, 2001

Knowledge is love and light and vision.
—Helen Keller
## SUMMER INSTITUTE SCHEDULE

**SATURDAY, JULY 21, 2001**

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<td>11:30 a.m.–</td>
<td>BUS SHUTTLES BETWEEN HOTELS</td>
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<td>8:00 p.m.</td>
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<td>12:00–3:30 p.m.</td>
<td>SUMMER INSTITUTE REGISTRATION</td>
<td>West Foyer</td>
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<td>12:00–2:15 p.m.</td>
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<td>Payson/Mesa</td>
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<td>Financial Aid</td>
<td>Nogales</td>
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<td></td>
<td>Einstein Library Services</td>
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<td></td>
<td>Camelback Adventures</td>
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<td></td>
<td>(tour information and sign-up)</td>
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<tr>
<td>12:00–2:30 p.m.</td>
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<td>Mountain Shadows (Arizona)</td>
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<td>2:45–4:00 p.m.</td>
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Some people never learn anything because they understand everything too soon.
—Alexander Pope
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<td>Sedona/Prescott/Flagstaff</td>
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<td>Bart Teal and Judy Harwood</td>
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<td><em>Transforming Practice: The Role of Conversation in the Learning Process:</em></td>
<td>Tempe/Carefree</td>
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<td>Sue Elliott and Susan Clayton</td>
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<td><em>Using Assessment to Improve Performance:</em></td>
<td>Payson/Mesa</td>
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<td>Ross Danis</td>
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<td><em>The Changing Politics of Education:</em></td>
<td>Nogales/Yuma/Tucson</td>
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<tr>
<td></td>
<td>Michael Usdan</td>
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</tbody>
</table>
11:00 a.m.–12:15 p.m.  CONCURRENT SESSIONS
   Improving Your School and Your
      Students' Test Scores—
         Ed Bennetech
   Inviting Leadership for the Public Good:
      The Problem with Leadership—
         It's Leadership—Gary Burgess
         North Peace Pipe
   Inviting Leadership for the Public Good:
      The Problem with Leadership—
         It's Leadership—Gary Burgess
         South Peace Pipe

12:15–1:15 p.m.
   LUNCH (on your own)

12:15–1:15 p.m.  PARTICIPANT SERVICES
   Student Services (photo IDs)
         North Peace Pipe

12:15–1:15 p.m.  COMPUTER LAB
   Open Lab
         Town Hall

1:30–3:00 p.m.  CONCURRENT SESSIONS
   Conversations with Presenter—
      Ralph Nader
      Scottsdale/Paradise
   How to Become One of the Most Outstanding
      Schools in the World by Using the National
      Blue Ribbon Schools Process—
      Bart Teal and Judy Harwood
      Sedona/Prescott/Flagstaff
   Creating a Learning Community with
      the Blue Ribbon Schools Process—
      Ed Bennetech
      North Peace Pipe
   Inviting Leadership for the Public Good:
      The Problem with Leadership—
      It's Leadership—Gary Burgess
      South Peace Pipe
   Transforming Practice: The Role of
      Conversation in the Learning Process—
      Sue Elliott and Susan Clayton
      Tempe/Carefree
   Using Assessment to Improve Performance—
      Ross Danis
      Payson/Mesa
   The Changing Politics of Education—
      Michael Usdan
      Nogales/Yuma/Tucson

3:00–3:15 p.m.  BREAK
3:15–4:45 p.m.  LEARNING PLAN SESSIONS
Cluster 1 ................................................. North Peace Pipe
Cluster 2 ................................................. Board Room
Cluster 3 ................................................. Carefree
Cluster 4 ................................................. Prescott
Cluster 5 ................................................. Scottsdale West
Cluster 6 ................................................. Payson
Cluster 7 ................................................. Tempe
Cluster 8 ................................................. Scottsdale East
Cluster 9 ................................................. Yuma
Cluster 10 .............................................. Sunshine Rear
Cluster 11 ............................................... Cholla Front
Cluster 12 ............................................... Flagstaff
Cluster 13 ............................................... Cottonwood
Cluster 14 ............................................... Mesa
Cluster 15 ............................................... Chaparral
Cluster 16 ............................................... Chaparral
Cluster 17 ............................................... Chaparral
Cluster 18 ............................................... Paradise
Cluster 19 ............................................... Cholla Rear
Cluster 20 ............................................... Sunshine Rear
Cluster 21 ............................................... Nogales
Cluster 22 ............................................... Goldwater
Cluster 23 ............................................... South Peace Pipe
Cluster 24 ............................................... Tucson
Cluster 25 ............................................... Scottsdale East
Cluster 26 ............................................... Sedona
Cluster 27 ............................................... Scottsdale West

4:45–7:00 p.m.  COMPUTER LAB
Open Lab ................................................ Mountain Shadows (Arizona)

4:30–8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS

5:00–6:15 p.m.  CONCURRENT SESSIONS

ROUNDTABLES:
IARP Roundtable: Journey to the Practicum—Anne W. Joslin
Financial Aid Seminar—Kim Shabman
Disability vs. Handicap: Are Students with Disabilities Handicapped in America’s Public Schools?—Sidi Lakhdar
Distance Library Services: Accessing Resources—Laura R. Lucio
Conversation with the Dean—Charles L. Faires

Sedona/Prescott/Flagstaff
Nogales
Payson/Mesa
North Peace Pipe
South Peace Pipe
5:00-6:15 p.m.  FIELD STUDY SESSIONS
*Independent Specialization*
(cluster start 1999-2000):
*Taking Charge of Your Professional Growth*—Paulette A. Ebbs
*25 Steps to Improve Writing Skills for First Institute Participants*—John J. Kellmayer
*The Research Basis for Your Practicum*—Charles M. Achilles

COMPUTER LAB
Open Lab (4:45-5:15 p.m. and 6:15-7:00 p.m.)

8:00-10:00 p.m.  COMPUTER LABS
Open Electronic Library Lab
Open Lab
Open Lab

8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS CONCLUDE
MONDAY, JULY 23, 2001

Take the first step in faith. You don’t have to see the whole staircase, just take the first step.
–Martin Luther King, Jr.
MONDAY, JULY 23, 2001

6:30–8:30 a.m.  BUS SHUTTLES BETWEEN HOTELS

7:00 a.m.–5:00 p.m.  HEADQUARTERS OPEN

7:15–8:00 a.m.  CONTINENTAL BREAKFAST

7:30–8:15 a.m.  CONTINENTAL BREAKFAST

8:15–9:45 a.m.  INSTITUTE CLUSTER SESSIONS/LEARNING PLAN SESSIONS

10:00–11:30 a.m.  GENERAL SESSION
H. Wells Singleton, provost, Fischler Graduate School of Education and Human Services
State of the Fischler Graduate School of Education and Human Services

Keynote Speaker: John Gatto, author and lecturer,
The Political Functions of Extended Childhood

11:30–11:45 a.m.  BREAK

11:45 a.m.–1:00 p.m.  CONCURRENT SESSIONS
Conversations with Presenter—John Gatto
How to Become One of the Most Outstanding Schools in the World by Using the National Blue Ribbon Schools Process—Bart Teal and Judy Harwood
Using Assessment to Improve Performance—Ross Danis
New American High Schools—John S. Reynolds and Jim Boyette
The Changing Politics of Education—Michael Usdan
Improving Your School and Your Students’ Test Scores—Ed Bennetech
Inviting Leadership for the Public Good: The Problem with Leadership—It’s Leadership—Gary Burgess

Saquaro
Mountain Shadows (Sedona)
Camelback (West Foyer)
(Same as Saturday)
Scottsdale/Paradise
Scottsdale/Paradise
Sedona/Prescott/Flagstaff
Tempe/Carefree
Payson/Mesa
Nogales/Yuma/Tucson
North Peace Pipe
South Peace Pipe
1:00–2:00 p.m.  LUNCH (on your own)  

1:00–2:00 p.m.  PARTICIPANT SERVICES  
Student Services (Photo IDs)  North Peace Pipe  

1:00–2:00 p.m.  COMPUTER LAB  
Open Lab  Town Hall  

2:15–3:30 p.m.  CONCURRENT SESSIONS  
Conversations with Presenter-  
John Gatto  Scottsdale/Paradise  
How to Become One of the Most  
Outstanding Schools in the World  
by Using the National Blue Ribbon  
Schools Process-  
Bart Teal and Judy Harwood  Sedona/Prescott/Flagstaff  
Using Assessment to Improve Performance-  
Ross Danis  Tempe/Carefree  
The Changing Politics of Education-  
Michael Usdan  Nogales/Yuma/Tucson  
New American High Schools-  
John S. Reynolds and Jim Boyette  Payson/Mesa  
Creating a Learning Community with  
the Blue Ribbon Schools Process-  
Ed Bennetech  North Peace Pipe  
Inviting Leadership for the Public Good:  
The Problem with Leadership-  
It's Leadership-Gary Burgess  South Peace Pipe  

3:30–3:45 p.m.  BREAK  

3:30–7:00 p.m.  COMPUTER LAB  
Open Lab  Mountain Shadows (Arizona)  

3:30–8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS  

3:45–5:00 p.m.  CONCURRENT SESSIONS  
ROUNDTABLES  
IARP Roundtable: Journey to the  
Practicum—Lucille Beisner  Nogales  
Distance Library Services: Accessing  
Resources—Laura R. Lucio  North Peace Pipe  
Disability vs. Handicap: Are Students with  
Disabilities Handicapped in  
America's Public Schools?—  
Sidi Lakhdar  Payson/Mesa
<table>
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<td>3:45–5:00 p.m.</td>
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<td><em>Designing Staff Development for Your Practicum</em></td>
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<td><em>Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid</em></td>
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<td><em>John W. Evans</em></td>
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<td><em>(cluster start 1999–2000):</em></td>
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<td><em>Taking Charge of Your Professional Growth</em></td>
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<td><em>25 Steps to Improve Writing Skills for First Institute Participants</em></td>
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<td><em>Tempe/Carefree</em></td>
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| 5:00–5:15 p.m. | **BREAK**                                      |

| 5:15–6:30 p.m. | **CONCURRENT SESSIONS**                        |

| ROUNDTABLES    | **IARP Roundtable: Journey to the Practicum**  |
|                | *Shirley R. Lal*                               |
|                | *Nogales*                                       |
|                | **Change and Diversity**                        |
|                | *David Hinojosa*                                |
|                | *North Peace Pipe*                              |
|                | **Disability vs. Handicap: Are Students with Disabilities Handicapped in America’s Public Schools?** |
|                | *Sidi Lakhdar*                                  |
|                | *Payson/Mesa*                                   |
|                | **FIELD STUDY SESSIONS**                        |
|                | *Designing Staff Development for Your Practicum* |
|                | *Anne W. Joslin*                                |
|                | *South Peace Pipe*                              |
|                | *Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid* |
|                | *John W. Evans*                                 |
|                | *Sedona/Prescott/Flagstaff*                     |
|                | *Independent Specialization*                    |
|                | *(cluster start 2000–2001):*                    |
|                | *Taking Charge of Your Professional Growth*     |
|                | *Paulette A. Ebbs*                              |
|                | *Yuma/Tucson*                                   |
|                | *25 Steps to Improve Writing Skills for First Institute Participants* |
|                | *John J. Kellmayer*                             |
|                | *Tempe/Carefree*                                |
|                | *The Research Basis for Your Practicum*         |
|                | *Charles M. Achilles*                           |
|                | *Cholla*                                        |
5:15-6:30 p.m. CONCURRENT SESSIONS

COMPUTER LABS
Open Lab (6:30-7:00 p.m.)
Introduction to Distance Library Services

8:00-10:00 p.m. COMPUTER LABS
Open Electronic Library Lab
Open Lab

8:30 p.m. BUS SHUTTLES BETWEEN HOTELS CONCLUDE
TUESDAY, JULY 24, 2001

A human life is a single letter in the alphabet. It can be meaningless. Or it can be part of a great meaning.
TUESDAY, JULY 24, 2001

6:30–8:30 a.m.  BUS SHUTTLES BETWEEN HOTELS

7:00 a.m.–5:00 p.m.  HEADQUARTERS OPEN

7:15–8:00 a.m.  CONTINENTAL BREAKFAST

7:30–8:15 a.m.  CONTINENTAL BREAKFAST

8:15–8:45 a.m.  INSTITUTE CLUSTER SESSIONS

9:00–10:45 a.m.  GENERAL SESSION
Keynote Speaker: Alfie Kohn, author and lecturer, *The Deadly Effects of “Tougher Standards”*

2001 Kathleen Cooper Wright Award
Naomi Johnson-Booker—Bucks County II Cluster
*Restructuring into Small Learning Communities: A Model for Elementary School Improvement*

10:45–11:00 a.m.  BREAK

11:00 a.m.–12:15 p.m.  CONCURRENT SESSIONS
Conversations with Presenter—Alfie Kohn
*Honor Systems and Values Education*—Gary Emmons
*New American High Schools*—John S. Reynolds and Jim Boyette
*Transforming Practice: The Role of Conversation in the Learning Process*—Sue Elliott and Susan Clayton
*Learning and Growing from Student Work*—Stanley Thompson
*Your Superintendent Search Process: Turning Crises into Opportunity*—Donato Stelluto
*The Changing Politics of Education*—Michael Usdan

12:15–1:15 p.m.  LUNCH (on your own)
<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>12:15-1:15 p.m.</td>
<td>COMPUTER LAB&lt;br&gt;Open Lab</td>
<td>Town Hall</td>
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<tr>
<td>1:30-3:00 p.m.</td>
<td>GENERAL SESSION&lt;br&gt;Keynote Speaker: Julie Weatherly, attorney and consultant&lt;br&gt;Tips for Staying Out of Hot Water: What Every Educator Needs to Know</td>
<td>Scottsdale/Paradise</td>
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<tr>
<td>3:00-3:15 p.m.</td>
<td>BREAK</td>
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<tr>
<td>3:00-7:00 p.m.</td>
<td>COMPUTER LAB&lt;br&gt;Open Lab</td>
<td>Mountain Shadows (Arizona)</td>
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<td>3:00-8:30 p.m.</td>
<td>BUS SHUTTLES BETWEEN HOTELS</td>
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<tr>
<td>3:15-4:30 p.m.</td>
<td>CONCURRENT SESSIONS&lt;br&gt;ROUNDTABLES&lt;br&gt;Conversations with Presenter--Julie Weatherly&lt;br&gt;IARP Roundtable: Journey to the Practicum--Charles D. Amuso&lt;br&gt;Cultivating Your High-Performance Mind--Elizabeth French&lt;br&gt;Distance Library Services: Accessing Resources--Laura R. Lucio</td>
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<tr>
<td>3:15-4:30 p.m.</td>
<td>CONCURRENT SESSIONS&lt;br&gt;FIELD STUDY SESSIONS&lt;br&gt;Data Collection and Analysis: Making Sense of What You Have--Shirley R. Lal&lt;br&gt;Designing Staff Development for Your Practicum--Anne W. Joslin&lt;br&gt;Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid--John W. Evans&lt;br&gt;Field Study Requirements and Completing the Program--Lucille Beisner&lt;br&gt;25 Steps to Improve Writing Skills for First Institute Participants--John J. Kellmayer</td>
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<tr>
<td>4:30-4:45 p.m.</td>
<td>BREAK</td>
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</table>
WEEKLY SCHEDULE OF ACTIVITIES

4:45-6:00 p.m.

CONCURRENT SESSIONS
Conversations with Presenter—Julie Weatherly
Cultivating Your High-Performance Mind—Elizabeth French
Change and Diversity—David Hinojosa
Disability vs. Handicap: Are Students with Disabilities Handicapped in America's Public Schools?—Sidi Lakhdar
Managing Change in the School District—Frank Castellon, Sharon Jackson, and Angela Macrina

FIELD STUDY SESSIONS
Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid—John W. Evans
Data Collection and Analysis: Making Sense of What You Have—Shirley R. Lal
The Staff, the Culture of the Work Setting, and Adviser Interaction—Lucille Beisner
25 Steps to Improve Writing Skills for Second Institute Participants—John J. Kellmayer

COMPUTER LABS
Introduction to Distance Library Services
Open Lab (6:00–7:00 p.m.)

8:00–10:00 p.m.

COMPUTER LABS
Open Electronic Library Lab
Open Lab
Open Lab

8:30 p.m.

BUS SHUTTLES BETWEEN HOTELS CONCLUDE
WEDNESDAY, JULY 25, 2001

Leaders articulate and define what has previously remained implicit or unsaid; then they invent images, metaphors and models that provide a focus for new attention.
—Warren Bennis and Burt Wanus
# Weekly Schedule of Activities

## Wednesday, July 25, 2001

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:30-8:30 a.m.</td>
<td><strong>Bus Shuttles Between Hotels</strong></td>
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<tr>
<td>7:00 a.m.-12:00 p.m.</td>
<td><strong>Headquarters Open</strong></td>
<td>Saquaro</td>
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<tr>
<td>7:15-8:00 a.m.</td>
<td><strong>Continental Breakfast</strong></td>
<td>Mountain Shadows (Sedona)</td>
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<tr>
<td>7:30-8:15 a.m.</td>
<td><strong>Continental Breakfast</strong></td>
<td>Camelback (West Foyer)</td>
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<td>7:30-8:15 a.m.</td>
<td><strong>Cameback Adventures</strong> (tour information and sign-up)</td>
<td>West Foyer</td>
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<td>8:15-8:45 a.m.</td>
<td><strong>Institute Cluster Sessions</strong></td>
<td>(Same as Saturday)</td>
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<tr>
<td>9:00-10:45 a.m.</td>
<td><strong>General Session</strong></td>
<td>Scottsdale/Paradise</td>
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<td>Keynote Speaker: David Walsh, president and founder, National Institute on Media and the Family</td>
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<td><em>Educating Children in the Dot-Com Age</em></td>
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<td>2001 Kathleen Cooper Wright Award</td>
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<td>Gary Rosato--Springfield VII Cluster</td>
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<td><em>Evaluating a Third-Grade Local History</em></td>
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<td><em>Curriculum Using the Mixed-Method Approach</em></td>
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<td>10:45-11:00 a.m.</td>
<td><strong>Break</strong></td>
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<td>11:00 a.m.-12:15 p.m.</td>
<td><strong>Concurrent Sessions</strong></td>
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<td><em>Conversations with Presenter</em>--David Walsh*</td>
<td>Scottsdale/Paradise</td>
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<td><em>New American High Schools</em>--John S. Reynolds and Jim Boyette</td>
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<td>Tempe/Carefree</td>
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<td><em>Learning and Growing from Student Work</em>--Stanley Thompson</td>
<td>North Peace Pipe</td>
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<td><em>Using Assessment to Improve Performance</em>--Ross Danis</td>
<td>South Peace Pipe</td>
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<td><em>The School Shooter: A Victim's Perspective</em>--Richard Facciolo</td>
<td>Payson/Mesa</td>
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<td>12:00-2:00 p.m.</td>
<td><strong>Bus Shuttles Between Hotels</strong></td>
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<td>12:15-1:15 p.m.</td>
<td><strong>Computer Lab</strong></td>
<td>Town Hall</td>
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<td>Open Lab</td>
<td>Mountain Shadows (Arizona)</td>
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<tr>
<td>2:00 p.m.</td>
<td><strong>Bus Shuttles Between Hotels Conclude</strong></td>
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THURSDAY,
JULY 26, 2001

It’s important that we focus more on what we need to be than on what we need to do.
—Mary Depree
THURSDAY, JULY 26, 2001

6:30-8:30 a.m.  BUS SHUTTLES BETWEEN HOTELS

7:00 a.m.-5:00 p.m.  HEADQUARTERS OPEN

7:15-8:00 a.m.  CONTINENTAL BREAKFAST

7:30-8:15 a.m.  CONTINENTAL BREAKFAST

8:15-9:45 a.m.  INSTITUTE CLUSTER SESSIONS/
                    LEARNING PLAN SESSIONS

10:00-11:30 a.m.  GENERAL SESSION
                    Assessment Panel: Donna L. Sundre (moderator),
                    Margaret Jorgensen, Dianna Newman,
                    and Robert Terry
                    Testing, Testing ... Tool or Toll?

11:30-11:45 a.m.  BREAK

11:45 a.m.-1:00 p.m.  CONCURRENT SESSIONS
                    Understanding Statewide Assessment Results:
                    Methodological Issues and Answers—
                    Robert Terry
                    Assessing Your Building Assessment:
                    How to Make Sure You’re Doing It Right—
                    Dianna Newman
                    How Educators Can Communicate Their
                    Wants and Needs with Leaders in the Testing Industry—Margaret Jorgensen
                    New Directions for Family Involvement
                    with Families in the 21st Century—Elena Lopez and Holly Krieder
                    A Superintendent’s View—Camille Casteel
                    Proactive Strategies for Educational
                    Leaders—Donna L. Sundre
                    The School Shooter: A Victim’s Perspective—
                    Richard Facciolo
1:00–2:00 p.m.  LUNCH (on your own)

1:00–2:00 p.m.  COMPUTER LAB
Open Lab

2:15–3:30 p.m.  CONCURRENT SESSIONS
Understanding Statewide Assessment
- Results: Methodological Issues and Answers—Robert Terry
Assessing Your Building Assessment:
- How to Make Sure You’re Doing It Right—Dianna Newman
How Educators Can Communicate Their Wants and Needs with Leaders in the Testing Industry—Margaret Jorgensen
New Directions for Family Involvement with Families in the 21st Century—Elena Lopez and Holly Krieder
A Superintendent’s View—Camille Casteel
Proactive Strategies for Educational Leaders—Donna L. Sundre
Your Superintendent Search Process: Turning Crises into Opportunity—Donato Stelluto

3:30–3:45 p.m.  BREAK

3:30–7:00 p.m.  COMPUTER LAB
Open Lab

3:30–8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS

3:45–5:00 p.m.  CONCURRENT SESSIONS

ROUND TABLES
IARP Roundtable: Journey to the Practicum—John S. Reynolds
Change and Diversity—David Hinojosa
Distance Library Services: Accessing Resources—Laura R. Lucio
Managing Change in the School District—Frank Castellon, Sharon Jackson, and Angela Macrina

TABLES
Scottsdale/Paradise
Nogales/Yuma/Tucson
Payson/Mesa
Tempe/Carefree
North Peace Pipe
South Peace Pipe
Sedona/Prescott/Flagstaff
Nogales
Sedona/Prescott/Flagstaff
North Peace Pipe
Cholla
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<td><strong>COMPUTER LABS</strong>&lt;br&gt;Open Lab (3:30–4:00 p.m.)</td>
<td>Payson/Mesa</td>
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<td><strong>CONCURRENT SESSIONS</strong></td>
<td>Tempe/Carefree</td>
</tr>
<tr>
<td>5:15–6:30 p.m.</td>
<td><strong>ROUNDTABLES</strong>&lt;br&gt;IARP Roundtable: Journey to the Practicum--Donald D. Gainey&lt;br&gt;Conversation with the Dean--Charles L. Faires&lt;br&gt;Change and Diversity--David Hinojosa</td>
<td>Nogales</td>
</tr>
<tr>
<td></td>
<td><strong>FIELD STUDY SESSIONS</strong>&lt;br&gt;Data Collection and Analysis: Making Sense of What You Have--&lt;br&gt;Shirley R. Lal&lt;br&gt;Designing Staff Development for Your Practicum--Anne W. Joslin&lt;br&gt;The Staff, the Culture of the Work Setting, and Adviser Interaction--Lucille Beisner&lt;br&gt;25 Steps to Improve Writing Skills for Second Institute Participants--John J. Kellmayer</td>
<td>Sedona/Prescott/Flagstaff</td>
</tr>
<tr>
<td></td>
<td><strong>COMPUTER LABS</strong>&lt;br&gt;Introduction to Distance Library Services&lt;br&gt;Open Lab (6:30–7:00 p.m.)</td>
<td>Payson/Mesa</td>
</tr>
<tr>
<td>8:00–10:00 p.m.</td>
<td><strong>COMPUTER LABS</strong>&lt;br&gt;Open Lab&lt;br&gt;Open Lab</td>
<td>Town Hall</td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td><strong>BUS SHUTTLES BETWEEN HOTELS CONCLUDE</strong></td>
<td>Mountain Shadows(Arizona)</td>
</tr>
</tbody>
</table>
FRIDAY,
JULY 27, 2001

Obstacles are those frightful things you see when you take your eyes off your goal.
–Henry Ford
FRIDAY, JULY 27, 2001

6:30–8:30 a.m.  BUS SHUTTLES BETWEEN HOTELS

7:00 a.m.–2:00 p.m.  HEADQUARTERS OPEN  Saquaro

7:15–8:00 a.m.  CONTINENTAL BREAKFAST  Mountain Shadows (Sedona)

7:30–8:15 a.m.  CONTINENTAL BREAKFAST  Camelback (West Foyer)

8:15–8:45 a.m.  INSTITUTE CLUSTER SESSIONS  (Same as Saturday)

9:00–10:45 a.m.  GENERAL SESSION  Scottsdale/Paradise

   Keynote Speaker: Janice Jackson, assistant professor, Lynch School of Education, Boston College

   Living in a Glass House When People Throw Stones: School Leadership in the 21st Century

   2001 Herbert A. Drew, Jr., Memorial Award
   Emery Dosdall—Vancouver Cluster (1996)

   The Superintendents’ View of a School District Plan for School Improvement Through Empowerment and Accountability

10:45–11:00 a.m.  BREAK

11:00 a.m.–12:15 p.m.  CONCURRENT SESSIONS  Scottsdale/Paradise

   Conversations with Presenter—Janice Jackson

   Perspectives on School Leadership in the 21st Century—Camille Casteel

   Perspectives on School Leadership in the 21st Century—Nelson Diaz

   Perspectives on School Leadership in the 21st Century—Donato Stelluto

   Perspectives on School Leadership in the 21st Century—Richard Facciolo

12:15–1:15 p.m.  LUNCH (on your own)

1:30–2:30 p.m.  EVALUATION SESSIONS  (same as Saturday)

(Institute Clusters)

2:30–8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS

4:00–7:00 p.m.  RECEPTION AND CELEBRATION  Arizona Ballroom

8:30 p.m.  BUS SHUTTLES BETWEEN HOTELS CONCLUDE
PART TWO: GENERAL INFORMATION AND AWARDS

Personally, I’m always ready to learn, although I do not always like to be taught.
—Winston Churchill
The first settlements of Hohokam migrated up from Mexico around 200 to 300 A.D. and merged with the small native population in central and southern Arizona. Sites increased in size and number from 775 to 975 A.D. with dwellings clustered around a common courtyard. The Hohokam were accomplished desert-dwelling farmers (primarily corn, beans, squash, cotton, and peppers). They constructed more than 500 miles of irrigation canals—some 75 feet across and several miles long that brought water from rivers as far as 30 miles away—requiring a tremendous investment in labor to build and maintain. Gathering of wild plants and hunting remained an important dietary supplement. Another unique Hohokam trait was the abundance of community ball courts that may have been an imitation of those found in central Mexican Aztec and Mayan cities. One court at Snaketown had a mud plastered pit (resembling a football field) and an above embankment 16 feet high and was nearly 200 feet on a side. More than 500 people could watch a game on its elevated sidelines. It is unknown whether the games held religious, communal, or trade significance.

From 975 to 1150 the Hohokam’s geographical range expanded. Mass-produced pottery, shell jewelry, copper bells, macaws, and other goods were traded with tribes from New Mexico, Mexico, and coastal California. From 1150 to 1350 A.D., many sites were abandoned and some new sites established. Cultural ties with the Mogollon people to the north and east were established. Irrigation systems were expanded and the society reached its environmental limits. After 1350 A.D., public architecture was no longer built and the irrigation system was abandoned. The society collapsed. The Pima Alto, Papagos, and Tohono O’Odham Pueblo people are believed by archaeologists to be descendants of the Hohokam.
GENERAL INFORMATION

BADGES

Throughout the week, you will notice attendees wearing badges of different colors. The color-coded badges are provided to assist in networking during the Summer Institute.

- First Institute Attendees
- Second Institute Attendees
- Speakers, Guests, and Presenters
- Faculty Members, Site Administrators, and Program Staff Members
- Gold Badges
- Blue Badges
- Green Badges
- Orange Badges

NSU SCHEDULED SERVICES

Representatives from the following NSU services will be available on Saturday, July 21, from 12:00 to 2:15 p.m. to answer questions and offer assistance. Visit one or more of these services during the times indicated to view opportunities and resources, seek technical help, access personal records, and meet university staff members.

- NSU Bookstore
- NSU Einstein Library
- NSU Financial Assistance Advisers

NSU representatives will be available during the lunch hour on Sunday, July 22, and Monday, July 23, to take photographs for the student identification card. The ID cards will be provided to you during the Summer Institute cluster meeting later in the week.

ORIENTATION FOR FAMILY MEMBERS

We have arranged for the hotel personnel to provide information about local attractions that family members can visit while participants are in Summer Institute sessions. This orientation is scheduled for Saturday, July 21, from 1:30 to 2:30 p.m. in the Flagstaff/Prescott Room.

DINING ALTERNATIVES

The Marriott Camelback has several dining facilities open at the hotel during Summer Institute 2001. However, due to the size of our group, box lunches will be available Sunday through Friday (except Wednesday) in the West Foyer. The hotel will provide evening dining information for local area restaurants that can be reached by foot, short car ride, or inexpensive taxi trip.
FACILITY USE REQUIREMENTS

Consistent with our concern for the environment and the health of others, this will be a non-smoking institute. Please do not smoke at any Summer Institute event. Smoking is prohibited in most public areas used by the Summer Institute at the Marriott Camelback.

Food and beverages are prohibited in meeting rooms at the Marriott Camelback. Special areas are designated for consuming food and beverages.

FRIDAY RECEPTION AND CELEBRATION

The culminating activity of Summer Institute will be a reception from 4:00 to 7:00 p.m. on Friday, July 27. Attendance at the reception is covered by the Summer Institute Attendance Policy. The cost of the reception and celebration for participants’ guests is $55 per person.

HEADQUARTERS HOURS OF OPERATION

Headquarters will be located in the Saguaro Room. The hours of operation are shown below:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Sunday</td>
<td>7:00 a.m.–5:00 p.m.</td>
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<tr>
<td>Monday</td>
<td>7:00 a.m.–5:00 p.m.</td>
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<tr>
<td>Tuesday</td>
<td>7:00 a.m.–5:00 p.m.</td>
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<tr>
<td>Wednesday</td>
<td>7:00 a.m.–12:00 p.m.</td>
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<tr>
<td>Thursday</td>
<td>7:00 a.m.–5:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7:00 a.m.–2:00 p.m.</td>
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</tbody>
</table>

Changes in session times, locations, and other program-related information will be discussed each morning in the Summer Institute cluster meetings, posted each day outside of headquarters, and available on Camelback’s and Mountain Shadows’ closed-circuit television.

INTERFAITH WORSHIP SERVICE

A Christian interfaith worship service will be conducted by the Reverend Paul Michael, pastor, MFIA Ecumenical Church on Sunday, July 22, from 7:00 to 8:00 a.m. in the Sunshine Room.

MESSAGES AND INFORMATION

Messages and changes to the sessions will be posted adjacent to headquarters. Unless there is an emergency, messages will not be delivered. Any session changes will be shown on the Marriott’s closed-circuit television.
SPECIAL ACCOMMODATIONS

Should any person require special assistance under the Americans with Disabilities Act, please contact headquarters, Saguaro Room.

PARKING

Daily parking is available at the Camelback and the Mountain Shadows. There are no costs for parking.

REQUIREMENTS

All NSU participants enrolled in the 2001 Summer Institute are required to attend all scheduled institute activities. Attendance will be taken at random times throughout the week.

Periodically, we are asked in state accreditation and licensure meetings to provide evidence that the Summer Institute is more than the typical convention where people may or may not attend sessions. Because graduate credit is granted for Summer Institute participation, state licensing agencies and our own accrediting agency want to ensure that appropriate academic effort is associated with each Summer Institute. If you find it necessary to miss a session, please contact headquarters, your site administrator, and the Summer Institute cluster coordinator.

Active participation in sessions, collaboration with colleagues, and building networks for future contacts are required actions during the Summer Institute.

SUMMER INSTITUTE JOURNALS

All Summer Institute attendees are expected to maintain a personal journal throughout the week. Journals are to serve as sources of ideas and reactions stimulated by presentations and discussions during Summer Institute sessions. Thus, journal entries will typically include notes on the context of an event (title of session, name of presenter or discussion leader, etc.), the content of the session that you consider significant, your thoughts and critiques of the ideas presented, and what you are going to do as a result.

Write all observations in your journal. Your writing, particularly your notes about each event, may be discussion topics for each day's Summer Institute cluster meeting, though the reflection and performance responses might be more personal and not necessarily something you will want to share with others.
GENERAL INFORMATION

SUMMER INSTITUTE EVALUATION

The evaluation forms for Summer Institute will be enclosed with your registration materials. Please fill them out and return them during the week. During the final Summer Institute cluster meeting, your Summer Institute facilitators will ask you to identify highlights of the Summer Institute, and concerns and recommendations for future Summer Institutes. They also will collect your completed evaluation forms.

ADVISING SESSIONS

There are no scheduled meetings with advisers during the Summer Institute, although advising team leaders will present sessions designed to help you with Field Study and practicum work.

PRESENTERS' HANDOUTS

Should the presenters provide us with handouts, we shall reproduce the handouts and provide copies to site administrators on Friday, July 27. Please contact your site administrator for copies.
AWARDS

Each year during Summer Institute, participants and graduates of the National Ed.D. Program for Educational Leaders are recognized for their outstanding contributions to education by the administrators and faculty members. There are two award categories: the Kathleen Cooper Wright School Improvement Award and the Herbert A. Drew, Jr., Memorial Award for Excellence in Education. Recipients of these awards are presented on the following pages.

THE KATHLEEN COOPER WRIGHT SCHOOL IMPROVEMENT AWARD

The Kathleen Cooper Wright Award of the National Ed.D. Program for Educational Leaders was instituted in 1980. This distinguished honor is given in recognition of outstanding achievement in serving the educational needs of students through the implementation of a dissertation.

In 1986, this award was renamed the Kathleen Cooper Wright School Improvement Award. Wright was a program professor and a Field Study adviser in the National Ed.D. Program for Educational Leaders. In addition to her responsibilities at the university, she served as a member of the Broward County Board of Education and as its first African American chairperson. Wright died in an airplane crash in Dallas at the close of the 1985 Summer Institute. In recognition of Wright’s inspiration, leadership, and contributions to education, her advisees recommended that the award be named in her honor.

Past Kathleen Cooper Wright Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1980</td>
<td>Walter Scott</td>
<td>1993</td>
<td>Mary Stephens</td>
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<td>1981</td>
<td>Arthur Iacuzio</td>
<td>1994</td>
<td>Michele Rhule</td>
</tr>
<tr>
<td>1982</td>
<td>Corrine Piatt</td>
<td>1995</td>
<td>Barbara Gerard</td>
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<tr>
<td>1983</td>
<td>Ralph Morgan</td>
<td>1996</td>
<td>Judith R. Merz</td>
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<tr>
<td>1984</td>
<td>Robert Saddler</td>
<td>1997</td>
<td>Chris Mann</td>
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<td>1985</td>
<td>Jerry Wiseman</td>
<td></td>
<td>Wayne Rose</td>
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<tr>
<td>1986</td>
<td>Doris Fassio</td>
<td>1998</td>
<td>Steven Blinder</td>
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<tr>
<td>1987</td>
<td>Robert Censullo</td>
<td></td>
<td>Lynn Manning</td>
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<tr>
<td>1988</td>
<td>Mable Brooks</td>
<td></td>
<td>Samuel Weinschenk</td>
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<tr>
<td>1989</td>
<td>Ellen Clark</td>
<td></td>
<td>Deborah Wortham</td>
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<tr>
<td></td>
<td>Daniel Cobb</td>
<td>1999</td>
<td>Harvey Chiles</td>
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<tr>
<td>1990</td>
<td>Pamela Jackson</td>
<td>2000</td>
<td>Daniel J. Martin</td>
</tr>
<tr>
<td>1991</td>
<td>Doris Dunn</td>
<td></td>
<td>Ronald D. Dufault</td>
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<tr>
<td>1992</td>
<td>Joseph O’Brien</td>
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The Kathleen Cooper Wright Awards will be made to the following two outstanding individuals during the General Session on Tuesday, July 24, and Wednesday, July 25, 2001.
Naomi Johnson-Booker, Ed.D.
Bucks County II

Restructuring into Small Learning Communities: A Model for Elementary School Improvement

Naomi Johnson-Booker is the principal of George Clymer School in Philadelphia, Pennsylvania. She has more than 25 years of experience as an educator. In her vision of success for all children, she transformed the Clymer School into the first elementary school in the city to use the concept of small learning communities. Among her many awards, she has been recognized as Principal of the Year (2000), Woman of the Year (1998) by the Zeta Phi Beta Sorority, and received the Educational Leadership Award (2000) from the New Millennium Foundation, Inc.

Gary A. Rosato, Ed.D.
Springfield VII

Evaluating a Third-Grade Local History Curriculum Using the Mixed-Method Approach

Gary A. Rosato is the principal of Great Plain Elementary School in Danbury, Connecticut. His background includes more than 20 years in regular and special education as a teacher, curriculum coordinator, and administrator. He is chairman of the Connecticut Association of Elementary School Principals. Rosato is a member of the board of directors for the Connecticut Association of Schools and serves on the board of trustees for the Danbury Museum and Historical Society.
THE HERBERT A. DREW, JR.,
MEMORIAL AWARD FOR EXCELLENCE IN EDUCATION

The Herbert A. Drew, Jr., Memorial Award for Excellence in Education was created in 1992 to honor the memory of Herbert "Herb" Drew, a respected and admired cluster coordinator (site administrator) and a former superintendent of the Westfield, Massachusetts, public schools. Drew's sudden and untimely death in 1991 tragically ended a most distinguished career of 38 years in education.

A graduate of the National Ed.D. Program for Educational Leaders, Drew devoted a lifetime to promoting and ensuring excellence in educational programs for all children of all ages in the public schools. In addition to his educational pursuits, he was also well-known for the many contributions he made to the social structure of the community in which he lived. Drew served in the Army during the Korean War and began his career as a special education teacher in Boston.

The award in honor of Drew is presented annually at the Summer Institute. Winners of the award are graduates of the Educational Leaders Program who have instituted an innovative and meaningful program in an educational or community setting. Site administrators nominate individuals for the award, and each candidate submits a three- to five-page description of his or her project. Program faculty members review the nominations and select a winning entry based on the "meaningfulness of the project."

Past Herbert A. Drew, Jr., Memorial Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>1993</td>
<td>Marilyn Raby</td>
<td>1997</td>
<td>Sherrill Martin</td>
</tr>
<tr>
<td>1994</td>
<td>Sheri Perpich Curet</td>
<td>1998</td>
<td>Rickard Gannon</td>
</tr>
<tr>
<td>1995</td>
<td>Ann Papagiotas</td>
<td>1999</td>
<td>Pamela Scott-Powell</td>
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<td>1996</td>
<td>Bruce Ettinger</td>
<td>2000</td>
<td>Robert D. Strickland</td>
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</table>

The 2001 Herbert A. Drew Award will be presented to the following outstanding candidate at Summer Institute during the General Session on Friday, July 27.
2001 HERBERT A. DREW, JR., MEMORIAL AWARD FOR EXCELLENCE IN EDUCATION RECIPIENT

Emery Dosdall, Ed.D.
Vancouver (1996)

The Superintendents’ View of a School District Plan for School Improvement Through Empowerment and Accountability

In 1982, after 16 years with Edmonton Public Schools, Emery Dosdall left the district as an associate superintendent to become superintendent for the District #35 in Langley, British Columbia. Dosdall returned in 1995, and has served as the superintendent for Edmonton Public Schools, a progressive district that educates 80,000 students in 209 schools. This summer, he will again move to Vancouver to begin his new position as deputy secretary of education for British Columbia.

Dosdall has been featured in several magazines, including Journal of Staff Development and The Family Magazine. He is the only Canadian administrator to have been profiled in the American Association of School Administrators publication. In 1996, he received the Capital Communicator of the Year Award from the International Association of Business Communicators and in 1997, he was awarded the prestigious Institute of Public Administration of Canada (IPAC) Lieutenant Governor’s Award. In 2000, he received the University of Alberta Council for Educational Administration’s Excellence in Educational Leadership Award.

Dosdall is committed to his community and his profession. He is a member of the Business Advisory Group of Economic Development Edmonton, and serves on the board of directors for numerous organizations. He lives in Edmonton with his wife, Hilda.
PART THREE: PARTICIPANT ASSIGNMENTS AND LEARNING PLANS

Imagination is more important than knowledge, for knowledge is limited while imagination embraces the entire world.

—Albert Einstein
THE MOGOLLON

The first simple pottery and pithouses (dwellings built of framework covered with mats and grass covered with mud and roofs of thatch or mud) from the Mogollon region date from around 200 A.D. They lived in a vast region of extremely rugged terrain of steep mountains and narrow valleys in southern Arizona, New Mexico, and northern Mexico. The period from 200 to about 550 A.D. is referred to as the Early Pithouse Period with sunken floor round pithouse settlements located on ridges or mesa tops. The villages were small, and agriculture was supplemented with hunting and gathering.

A Late Pithouse Period lasted from 550 to about 1000 A.D. High-quality decorated coiled brown ware pottery was developed. Raw clay was also used to line hearths, dwelling floors, and storage pits. Large kivas (larger round sunken structures—usually built away from the dwellings) were common as a community site for religious ceremonies or social gatherings.

From 1000 to 1130 A.D., three major changes occurred. The first was a change from pithouses to aboveground pueblos with contiguous, rectangular rooms and open areas or plazas. Second, clay vessels painted black on white (beautifully decorated with boldly complex, symmetrical and geometrical designs, sometimes combined with insect, fish, bird, animal, or human figures—probably depicting some historical myth) replaced the long-established brown or red pottery. Third, the population increased and expanded into less productive agricultural areas. These dramatic changes have led archaeologists to suggest that during this period, the Mogollon somehow had been taken over by or assimilated with the Ancestral Pueblo people. The culture continued to decline throughout the 12th and 13th centuries. The biological descendants of these people are likely living among the modern residents of the Zuni Pueblo and several Hopi villages.
PARTICIPANT ASSIGNMENTS

INSTITUTE CLUSTERS

All participants have been assigned to an Institute Cluster. The first meeting of the Institute Clusters will be at 2:45 p.m. Saturday, July 21, 2001. These Institute Clusters will meet Sunday through Friday at 8:15 a.m. Site administrators will facilitate the sessions. The facilitators, Institute Clusters, and the locations of sessions are shown below:

<table>
<thead>
<tr>
<th>Institute Clusters</th>
<th>Facilitators</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1</td>
<td>Susan Achilles</td>
<td>North Peace Pipe</td>
</tr>
<tr>
<td>Cluster 2</td>
<td>Robin Arden and Greg Fields</td>
<td>Board Room</td>
</tr>
<tr>
<td>Cluster 3</td>
<td>Michael Brown and Laverne Espy</td>
<td>Carefree</td>
</tr>
<tr>
<td>Cluster 4</td>
<td>Wanda Caldarera and James Weatherill</td>
<td>Prescott</td>
</tr>
<tr>
<td>Cluster 5</td>
<td>Wayne Cochrane</td>
<td>Scottsdale West</td>
</tr>
<tr>
<td>Cluster 6</td>
<td>Frederick Fishback and John Drewes</td>
<td>Payson</td>
</tr>
<tr>
<td>Cluster 7</td>
<td>Ricardo Garcia</td>
<td>Tempe</td>
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<tr>
<td>Cluster 8</td>
<td>Cade Gervais and Brenda Montgomery</td>
<td>Scottsdale East</td>
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<tr>
<td>Cluster 9</td>
<td>Robert Harper</td>
<td>Yuma</td>
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<tr>
<td>Cluster 10</td>
<td>Pedro Hernandez</td>
<td>Sunshine Rear</td>
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<tr>
<td>Cluster 11</td>
<td>J. Howard Hunt</td>
<td>Cholla Front</td>
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<td>Cluster 12</td>
<td>Eugene Karol</td>
<td>Flagstaff</td>
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<td>Cluster 13</td>
<td>Ron Kochman</td>
<td>Cottonwood</td>
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<td>Cluster 14</td>
<td>Charles Greco</td>
<td>Mesa</td>
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<td>Cluster 15</td>
<td>Dhyan Lal</td>
<td>Chaparral</td>
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<td>Cluster 16</td>
<td>Brenda Merchant</td>
<td>Chaparral</td>
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<tr>
<td>Cluster 17</td>
<td>Rebecca Green</td>
<td>Paradise</td>
</tr>
<tr>
<td>Cluster 18</td>
<td>Gerald Neipp</td>
<td>Cholla Rear</td>
</tr>
<tr>
<td>Cluster 19</td>
<td>Andy Nixon and Ron Newell</td>
<td>Sunshine Front</td>
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<tr>
<td>Cluster 20</td>
<td>Armando Rodriguez</td>
<td>Nogales</td>
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<tr>
<td>Cluster 21</td>
<td>Michael Rush and Henry LaBranche</td>
<td>Goldwater</td>
</tr>
<tr>
<td>Cluster 22</td>
<td>Andy Smarkanic</td>
<td>South Peace Pipe</td>
</tr>
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<td>Cluster 23</td>
<td>Curtis Smith</td>
<td>Tucson</td>
</tr>
<tr>
<td>Cluster 24</td>
<td>Anita Krull</td>
<td>Scottsdale East (R33)</td>
</tr>
<tr>
<td>Cluster 25</td>
<td>Columbus Watkins</td>
<td>Sedona</td>
</tr>
<tr>
<td>Cluster 26</td>
<td>Rachel Winstead</td>
<td>Scottsdale West</td>
</tr>
<tr>
<td>Cluster 27</td>
<td>Mai-Lon Wong</td>
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</tbody>
</table>
A LEARNING PLAN

CREDIT-AWARDING ACTIVITY FOR SUMMER INSTITUTE 2001

Purpose
The Learning Plan discussion groups are intended to actualize this year’s Summer Institute theme. Please read that theme paper again (page ii). We believe, however, that a more important and lasting result will be the collaborative process of analyzing the papers you have brought with you to Summer Institute. Participants will be joined by fellow participants who may not share the opinions of others in the group. This is an opportunity to hear these opinions and debate them on the practice field, so to speak. At a time when most of us are preoccupied with bus routes, discipline, class schedules, teacher dismissal, baseball games, test scores, and crises, we rarely have occasion to reach several rungs higher and to respond logically and thoughtfully to initiatives in other schools and districts.

Preassignment
Collect a set of materials from your school or school district that are directly related to learning, the learning process, and/or learning outcomes. Your documents will be called a “Learning Plan” and examples of these documents might be a combination of the following:

- A curriculum
- Student outcomes
- Strategic plan (learning component of the plan)
- Goals and objectives for learning
- A school improvement plan
- Assessment policies and procedures
- Testing procedures and policies
- Special education policies and procedures
- Student inclusion plan
- School and community
- Innovative school ideas for learning
- Required state or school system standards
- Other items related to learning

Each participant will synthesize the learning materials they select into three pages representative of the school’s or school system’s learning philosophy. Bring 40 copies of your three-page learning handout with you to Summer Institute.
Preliminary Papers
You have prepared a report on an initiative of interest to you. You have been assigned to a group all of whom have a similar position to yours. Each participant's report has been reproduced and provided to other members of your assigned group. Before Monday morning, you must read all of the papers you received, making notes on areas of similarity, variance, and issue with them.

This year's Summer Institute is focused on "learning." To a large extent, the quality of the Summer Institute depends on the experiences you bring with you and your willingness to distill insights from them. Therefore, we ask that you complete the following written assignment. Your written assignment will be used as part of a major institute activity that involves constructing generalizations about learning from the specifics embedded in your experiences and your "Learning Plan" materials. Your work will also be tied to the credit-awarding process for this year's Summer Institute.

Assignments for the Week
During the week you will take part in a variety of sessions facilitated by speakers and presenters, experts in various aspects of the learning process and learning outcomes. You will also meet with your colleagues in job-alike sessions and a series of meetings called "Learning Plan" sessions where you will be able to analyze, revise, improve, and even rewrite your school's or school system's learning process and learning outcome materials. You can take your new ideas and your revisions back to your faculty and administrators to review and discuss as a way to continually improve the learning process for students.

Saturday, July 21
In your first Institute Cluster meeting, you will be submitting a copy of the Learning Plan that you brought with you to Summer Institute. You will also receive copies of your colleagues' Learning Plans for your consideration. Over the next several days, we will be working with these Learning Plans and asking you to:

- Think critically about what you have developed
- Relate your Learning Plan ideas to those of the speakers and your colleagues
- Examine your own role as a school leader
- Reflect on how much of your current role is devoted to learning and learners
- Develop an action plan that applies the skills and knowledge that you have developed over this week to your own professional situation

Each Learning Plan session will be facilitated by faculty members or site administrators. We want each of you, as participants, to play an active leadership role in each session. Think critically, analyze issues, and make significant contributions to each session. The outcome of these sessions will depend on you.
We hope to achieve the following learning outcomes:
- You will see a significant transformation of your ideas and thinking about learning
- Your view will be broadened to include new thoughts and practices relating to your learning leadership role
- You will be able to engage your colleagues in your workplace and share your new thinking with them
- You will have an action plan to enable you to implement some of your new ideas in your workplace
- You will have a new perception of your own role as a leader in the learning process

Preparation for Learning Plan Session #1 (Sunday, July 22)

Review your own Learning Plan document and be familiar with its content. Come prepared to speak about your document in no more than three minutes. This means you must synthesize its content and pull out generalizations. To do this, ask yourself the following questions:
- What are the beliefs and assumptions about learning in your school/district?
  For example, look at:
  How classrooms look
  How teachers relate to students
  How learning is assessed and evaluated
  How reading is taught
  How administrators relate to teachers, students, and parents
  How the day is structured
  What the content of the curriculum is
  How discipline is addressed

Based on your professional experience with schools, what, if anything, is missing in your Learning Plan?

As you read your colleagues' Learning Plans, think about the following:
- What are the similarities with your own plan?
- What insights did you gain from reading these other plans?
- What issues were addressed by these plans that were not addressed in your own?

We have asked you to keep a journal about your experiences at Summer Institute. Please keep a written record of your responses to the above questions in that journal and bring your journal to every session at Summer Institute.

When you attend sessions and keynote addresses, think about how the ideas being presented inform your view of learning and your role as a leader in your school/district/organization. Keep a written record of these ideas as well in your journal.
Sunday and Monday, July 22 and 23

Today you will meet in the first of three Learning Plan sessions that you will be attending during the week. In preparation for today's session, you should have reviewed your own Learning Plan and the plans of your colleagues. You should also have brought with you your written responses to the guideline and analysis questions that you completed after yesterday's session.

The primary purpose of these sessions is to create a stimulating atmosphere for dialogue, reflection, criticism, and analysis. In order to do this, we will be creating small groups for discussion in each facilitation session. We encourage you to use your leadership skills and knowledge and think outside the box, whenever and wherever possible.

We want you to reflect on the purpose of education and schooling and your role as a leader in the learning process.

In your small group sessions, we would like you to discuss the following:

Setting the context:
  What is the current role of schools in education? In society? In the economy?
  What should the role of schools be within the broader social context?
  What should students learn?
  How should they learn?
  What is the current role of the educational administrator?
  What should that role be? How can the administrator be a learning leader?

Specific issues related to your Learning Plan:
  Present your Learning Plan synthesis (your three minute overview)
  Draw generalizations from all of the Learning Plan presentations in your small group
  Examine the commonalities and differences
  Explore the missing pieces
  Relate the Learning Plans to the speakers' presentations
Thursday, July 26
You have spent the past several days listening to keynote addresses and presentations from an array of professionals and practitioners. These speakers have covered topics related to citizenship and curriculum, the role of the university in educating teachers and administrators, the law and special education agendas, subverting the status quo, standardized testing, the role of teachers in learning, the impact of mass media on children, and the role of the senior school administrator in developing and sustaining a creative learning environment.

In your small groups, we will ask you to assemble the basic building blocks of an action plan.

Your action plan should contain the following initial and critical elements:

- A synthesis of the knowledge and skill sets that you have gained over the course of this week that directly impacts on your role as a learning leader
- A proposal for implementing a forum for dialogue and debate with your colleagues in your own school/district/organization
- A set of goals that will enable you to integrate what you have learned at Summer Institute about leadership and learning into your own professional life
- A framework that enables you to refocus your role from administrator to learning leader
PART FOUR: DONALD P. MITCHELL
LECTURE AND GENERAL SESSIONS

Education is when you read the fine print.
Experience is what you get if you don’t.
—Pete Seeger
The Ancestral Pueblo People (Anasazi) (The common reference word Anasazi is a Navajo word meaning "ancient enemy." The Hopi, who are likely descendants of these people, call their predecessors Hatisinom meaning "the ancient people" or "those who came before." Native Americans and archaeologists are now using the term Ancestral Pueblo People.)

Because these early peoples did not use pottery and relied extensively on baskets (made of yucca, willow, and squashbush, then so tightly woven they could hold water), they were called Basketmaker. During Basketmaker II Period (1 to 500 A.D.) agriculture-based (maize, squash, and later beans) pithouse villages began to replace the archaic nomadic hunter-gatherers (Basketmaker I Period) in the high desert of the Colorado Plateau in the Four Corners area of Arizona, New Mexico, Utah, and Colorado. High mesas and deep canyons with springs and streams (that are often dry except for spring runoff and storms) characterize this region. They became adept at dry farming, which relies on melted snow and only occasional rain. Hunting (deer, elk, antelope, bighorn sheep, as well as rabbits, birds, and mice) and gathering of wild native plants (pinon nuts, yucca fruit, wild greens, seeds, and berries) supplemented their diet. They were highly skilled artists who left strange stylized pictograph and petroglyph (painted outlines with pecked-out surfaces) panels on the sandstone cliff walls.

Basketmaker III Period (450 to 750 A.D.) was characterized by the move into larger clusters of shallow pithouse communities. Storage rooms (of mud and stone) were built at the back of the settlement and large ceremonial kivas (round sunken stone slab lined structures with wooden roofs) were constructed in the front. The bow and arrow replaced the more primitive long-handled spear and dart for hunting. Clothing was still made from woven vegetable fibers and rabbit furs, and simple clay pottery (not fired) was introduced.

Cotton (introduced from the south) for blankets and clothing replaced fur robes during the Pueblo I and II Period (750 to 1100 A.D.) as loom weaving became established. Pottery developed into an art form with a wide range of vessel forms and functions in a variety of decorative styles. Pithouses were gradually replaced with well-planned, aboveground, multistoried pueblos made of mortared stone arranged in rows. The round sunken kivas continued to be built as a ceremonial site or community gathering place. Some settlements were quite large with one site containing 130 surface rooms, 16 pithouses, and two large kivas.

During this period, some areas were abandoned and new larger settlements established. One such location is at Chaco Canyon, a relatively featureless, barren site on the dry San Juan River Basin. Between 900 and 1150 A.D., the Ancestral Pueblo people of Chaco built 14 magnificent pueblo great houses constructed of carefully dressed masonry and at least 200,000 timbers transported from 40 to 50 miles from the site. The C-, D-, or E-shaped great houses were large, formal, multistoried (some sections were four to five stories high) structures—with more than 200 rooms. In addition, at least 125 smaller village settlements were established in the canyon. All of the villages and great houses were connected by an intricate series of roadways (more than 400 kilometers have been found so far). The processing of turquoise and a widespread system of trade in food and luxury goods may have been important when agricultural conditions failed. Chaco was the first regionally organized pueblo system containing some of the most abundant and impressive architectural remains in the United States—a testimony to their planning, fine craftsmanship, and remarkable ability to organize human labor.

A major drought began in 1130 and lasted for 50 years. Many of the great house communities began to fail and were abandoned during this time. The Pueblo III Period (1100 to 1300 A.D.) saw a great refinement of pueblo building skills, domestic arts, and crafts. Architecture consisted of multistory pueblos constructed with well-shaped masonry of mud, stone, and wood. Ceremonial structures became more elaborate with tower kivas and great kivas with specialized floor features.

Fewer than 10 percent of the habitations from the Archaic Period through the Pueblo III Period were cliff dwellings. It was only in the last half of the 13th century that cliff dwellings predominated. Why did the Ancestral Pueblo people have a penchant for building villages in caves and on cliff ledges high above the canyon floor? Perhaps because these shelters took advantage of climatic benefits (they were south-facing ledges) making them warmer in the winter and cooler in the summer. They also provided a natural position of defense as the dwellings had only one very difficult route up (usually by hand-and-toe trails up the steep cliff wall). Another theory is that these remote habitat locations did not take away from scarce cultivatable land at the mesa tops and canyon floors. Clearly, they were the finest prehistoric cliff dwellers to inhabit the United States. The Navajo, who arrived in the canyon more than a century after the abandonment, were sure the ancient inhabitants could fly and used magic or special sticky feet to scale the walls.

As populations grew, their communities and fields became overextended. They depleted the supplies of game, firewood, and wild plants. 1300 A.D. marked the end of the Great Pueblo Period, with the abandonment of the Ancestral Pueblo and Mogollon territories in the Four Corners region by 1400 A.D. Exactly why they left and where they went is one of the great mysteries of the prehistoric Southwest. Rather than a single cause, it was probably a complicated combination of events. Some of the theories are:

- a long period of drought combined with a decline in the water table and accompanying soil erosion
- ecological degradation brought on by extensive cutting of timbers for use in apartment construction
- invasion of hostile tribes or threats of warfare may have forced relocation (perhaps from ancestors of the modern Navajo, Apache, and Utes tribes from the south, or other Pueblo clans)
- people traveled south and west to join new larger villages for trade or agricultural advantages
- inability of the social and political system to sustain dense populations
- spread of an infectious disease or malnutrition resulting in shorter life spans and increased infant mortality
- emergence of a strong new belief system, the Katchina religion, which drew whole populations to new holy sites in the south

Following the abandonment of the once densely populated Four Corners area, Pueblo society dramatically changed. Communities integrated and alliances were formed. During the late 15th and 16th centuries, the Navajo drifted south from their original homeland in central Canada and Alaska and settled on land between the Navajo and Mogollon territories in the Four Corners region. Interaction with these very different peoples mutually affected both Navajo and Pueblo societies. They exchanged ideas and practices in agriculture (growing corn), religion, architecture, pottery, and weaving. They were uneasy neighbors and were often considered enemies as they competed for resources of land, water, and mineral rights.
DONALD P. MITCHELL LECTURE

The Donald P. Mitchell Lecture honors the lifelong mission and accomplishments of the founding director of the National Ed.D. Program for Educational Leaders. Delivered annually at the program's Summer Institute, the lecture reflects the persistent theme of Donald P. Mitchell's work as an educator: fostering school improvement by broadening the perspective of practicing school administrators and by enhancing their capability and readiness to exercise courageous leadership. Each year, focusing on the notion of school administrators as gatekeepers of educational change in a global society, a distinguished individual will be invited to speak about critical societal issues and their relevance to the quality and character of life nationally and worldwide. Previous Donald P. Mitchell Lecturers have been:

- 1997–Mario Cuomo, former governor of New York
- 1998–Reverend Jesse Jackson, Sr., president and founder of the Rainbow/PUSH Coalition
- 1999–Lorraine Monroe, founder and CEO of the School Leadership Academy
- 2000–Brian Greene, physicist and string theorist, Columbia University, and author of *The Elegant Universe*

This year Ralph Nader, consumer advocate, author, and Green Party presidential candidate, will be the Donald P. Mitchell Lecturer.
RALPH NADER

BUILDING A CIVIL CURRICULUM:
TODAY'S STUDENTS AND
TOMORROW'S CITIZENS

General Session, Donald P. Mitchell Lecturer
(Sunday, July 22, 2001)
Two Conversation Sessions
(Sunday, July 22, 2001)

Honored by *Time* magazine as one of the 100 most influential Americans of the 20th century, consumer activist and presidential candidate for the Green Party, Ralph Nader has devoted his life to giving ordinary people the tools they need to defend themselves against corporate negligence and government indifference. With tireless, selfless dedication, he continues to expose and remedy the dangers that threaten a free and safe society.

Working with lawmakers, Nader was instrumental in creating the Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA), and the Consumer Product Safety Commission. He has formed numerous citizen groups, including the Center for Auto Safety, Public Citizen Pension Rights Center, the Coalition for Universities in Public Interest, and the student Public Interest Research Groups (PIRGs) that operate in more than 20 states. His latest initiative is working with alumni classes to redirect their efforts from parties and reunions to volunteerism and community projects.

Nader, a graduate of Princeton University and the Harvard Law School, has authored several best-selling books, which include *Unsafe at Any Speed*, *Winning the Insurance Game*, *Why Women Pay More*, and *Getting the Best from Your Doctor*. His most recent consumer education books are *Children First: A Parents Guide to Fighting Corporate Predators* and *No Contest: Corporate Lawyers and the Preservation of Justice in America*.

Nader's message is simple and compelling, "To go through life as a non-citizen would be to feel that there's nothing you can do, that nobody's listening, that you don't matter. But to be a citizen is to enjoy the deep satisfaction of seeing pain prevented, misery avoided and injustice decline."
KEYNOTE SPEAKERS

H. WELLS SINGLETON
STATE OF THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

Welcoming Remarks and Address
(Monday, July 23, 2001)

H. Wells Singleton, provost of the Fischler Graduate School of Education and Human Services, came to NSU from Ohio University, where he served as dean of the College of Education. Before that, he served as associate dean of teacher education at the University of Wyoming.

He holds a B.A. in social studies from the University of Wyoming, an M.A. in administration and American history from Southern Methodist University, and a Ph.D. in curriculum/administration from Stanford University.

Singleton is a nationally recognized leader in fostering partnerships involving higher education and public schools, which benefit children and families. As an advocate for children, he was the only higher education representative to serve on the Steering Committee of the Ohio Coalition for Equity and Adequacy of School Funding.
JOHN TAYLOR GATTO
POLITICS OF EXTENDED CHILDHOOD

General Session
(Monday, July 23, 2001)
Two Conversation Sessions
(Monday, July 23, 2001)

Three-time former New York City Teacher of the Year, John Taylor Gatto is an author and lecturer on the subject of school reform. In 1992 he was named secretary of education in the Libertarian Party Shadow Cabinet. In 1997 he was given the Alexis de Tocqueville Award for his contributions to the cause of liberty, and was named to the board of advisers of the National TV-Turnoff Week.

Gatto did his undergraduate work at Cornell, the University of Pittsburgh, and Columbia, then served in the U.S. Army medical corps. Following his army service, he did graduate work at the City University of New York, Hunter College, Yeshiva, the University of California, and Cornell.

His books include Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling, The Exhausted School, A Different Kind of Teacher, and The Underground History of American Education. He is currently working on a documentary film about the nature of modern schooling titled, "The Fourth Purpose." Gatto hopes to build a rural retreat and library for the use of families pondering local and personal issues of school reform.
ALFIE KOHN

THE DEADLY EFFECTS OF “TOUGHER STANDARDS”

General Session
(Tuesday, July 24, 2001)
One Conversation Session
(Tuesday, July 24, 2001)

Alfie Kohn writes and speaks widely on human behavior, education, and social theory. Of his eight books, the best known are *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A’s, Praise, and Other Bribes*; *No Contest: The Case Against Competition*; and *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and “Tougher Standards.”* His most recent book, just published by Heinemann, is *The Case Against Standardized Testing.*

Kohn was recently described by *Time* magazine as “perhaps the country’s most outspoken critic of education’s fixation on grades [and] test scores.” His criticisms of competition and rewards have helped to shape the thinking of educators—as well as parents and managers—across the country and abroad. Kohn has been featured on hundreds of TV and radio programs, including the *Today* show and two appearances on *Oprah*; he has recently been profiled in the *Washington Post* and the *Los Angeles Times*, while his work has been described and debated in many other leading publications.

Kohn has contributed to publications ranging from the *Journal of Education* to *Ladies Home Journal*, and from the *Nation* to the *Harvard Business Review* (“Why Incentive Plans Cannot Work”). His efforts to make research in human behavior accessible to a general audience have also been published in the *Atlantic Monthly, Parents,* and *Psychology Today* (where he was a contributing editor). Educated at Brown University and the University of Chicago, Kohn lives in the Boston area with his wife and two children.
JULIE J. WEATHERLY

TIPS FOR STAYING OUT OF HOT WATER: WHAT EVERY EDUCATOR NEEDS TO KNOW

General Session
(Tuesday, July 24, 2001)
Two Conversation Sessions
(Tuesday, July 24, 2001)

Julie Weatherly is an attorney with the Weatherly Law firm in Atlanta, Georgia, and the owner of a consulting business, Resolutions in Special Education, Inc., which is designed to assist educational agencies in avoiding special education disputes. Weatherly graduated from Presbyterian College in Clinton, South Carolina, in 1983 and received her law degree from the University of Georgia in 1986.

For 15 years she has consulted with and represented school systems and other educational agencies across the country in their efforts to comply with IDEA and Section 504. She has conducted numerous seminars and in-services, and has been a member of the faculty for several national and state legal institutes for regular and special education personnel and attorneys. Weatherly has consulted with state and local agencies in the development and implementation of appropriate policies and procedures applicable to the education of students with disabilities.
DAVID WALSH

EDUCATING CHILDREN IN THE DOT-COM AGE

General Session
(Wednesday, July 25, 2001)
One Conversation Session
(Wednesday, July 25, 2001)

David Walsh is the president and founder of the National Institute on Media and the Family based in Minneapolis, Minnesota. Psychologist, educator, author, and parent, Walsh has emerged as one of the leading authorities in North America on the impact of media on children and families. He has written six books including the award-winning Selling Out America's Children and Dr. Dave's Cyberhood. He also authored the American Medical Association's Physician Guide to Media Violence as well as many articles for the professional and general press.

Walsh's presentations focus on the impact of mass media on children and the implications of that influence for school performance, literacy, and violence prevention. He describes the impact of mass media in the context of the recent discoveries about children's brain development. He explains to both professional and lay audiences how and why media is as influential as it is.

Walsh is a frequent guest on national radio and television. He has appeared on such programs as Dateline NBC, CBS This Morning, The News Hour with Jim Lehrer, and National Public Radio's All Things Considered. His work has been covered in major publications such as the New York Times, Wall Street Journal, Washington Post, Los Angeles Times, Time magazine, Reader's Digest, and others.

Walsh received his Ph.D. in psychology from the University of Minnesota and is currently on the faculties of both the University of Minnesota and the University of St. Thomas. He lives in Minneapolis with his wife Monica and three children.
ASSESSMENT PANEL

TESTING, TESTING... TOOL OR TOLL?

Panel Session
(Thursday, July 26, 2001)
Conversation Session with Each Panelist
(Thursday, July 26, 2001)

**Donna Sundre** (Panel Moderator)
Donna Sundre is the senior national faculty member in the Evaluation study area for the Educational Leaders Program. She is also an associate assessment specialist and associate professor of psychology at James Madison University in Harrisonburg, Virginia.

**Margaret Jorgensen**
Margaret Jorgensen is a national faculty member in the Evaluation study area for the Educational Leaders Program. She is also the vice president for educational product development, The Psychological Corporation, Harcourt Educational Measurement Corporation in San Antonio, Texas.

**Dianna Newman**
Dianna Newman is a national faculty member in the Evaluation study area for the Educational Leaders Program. She is also an associate professor at State University of New York in Albany, New York.

**Robert Terry**
Robert Terry is a national faculty member in the Administrative Methods of Inquiry study area for the Educational Leaders Program. He is also an associate professor of psychology at the University of Oklahoma in Norman, Oklahoma.
JANICE JACKSON

LIVING IN A GLASS HOUSE WHEN PEOPLE THROW STONES:
SCHOOL LEADERSHIP IN THE 21ST CENTURY

General Session
(Friday, July 27, 2001)
Conversation Session
(Friday, July 27, 2001)

Janice Jackson is an assistant professor with the Lynch School of Education at Boston College. She is jointly appointed to the Department of Teacher Education, Special Education, Curriculum, and Instruction and the Department of Administration and Higher Education. Before this role, she was the deputy superintendent for the Boston Public Schools. During the first term of the Clinton administration, she served as deputy assistant secretary for elementary and secondary education for the U.S. Department of Education. She also served as acting assistant secretary for the same organization.

Jackson has held several positions with the Milwaukee Public Schools including coordinator of school-based management, human relations coordinator, personnel analyst, and substitute teacher. She has held two positions with the Archdiocese of Milwaukee as the director of the Office for Black Catholics and as an elementary-school teacher. She has been an instructor of education at Marquette University and the University of Wisconsin at Milwaukee. She is a consultant on issues related to the reform of urban schools.

Jackson holds a B.A. in sociology with a minor in elementary education from Marquette University, an M.Th. in black Catholic studies from Xavier University in New Orleans, an M.S. in administrative leadership from the University of Wisconsin at Milwaukee, and an M.Ed. in administration, planning, and social policy from Harvard University. She completed her doctoral studies in Harvard University's Urban Superintendents Program. Jackson has been the recipient of numerous civic and professional awards and has served on a variety of boards and committees on the local and national levels.
PART FIVE: PRESENTATION SESSIONS AND WORKSHOPS

He has achieved success who has worked well, laughed often, and loved much.
—Elbert Hubbard
SPANISH INFLUENCE

In 1540 A.D., Francisco Vasquez de Coronado was the first Spanish explorer to travel up the Gila River from Mexico. He visited the Zuni and Rio Grande Pueblos seeking a legendary treasure. What he found was only a huddle of Native villages. Missionaries were sent to convert the Pueblos to Christianity and suppress their religious and cultural beliefs. Land was confiscated for cattle and agriculture, and Native Americans were used as slave labor. The horse, the wheel, the written word, and the gun were four advantages the Spanish had that helped them to dominate the Native peoples. The first Spanish Colonial capital in New Mexico was established in 1598 at San Gariel del Yunge immediately across the Rio Grande from San Juan Pueblo. In 1680, the New Mexican Pueblos rose in united revolt against the Spaniards killing 21 priests and 400 settlers. They burned all the churches and forced the remaining survivors to march south abandoning the territory they had ruled for more than a century.

In 1692, General Don Diego de Vargas reconquered the territory. New laws were implemented protecting the Pueblo people. The Spaniards brought a host of diseases such as smallpox, measles, and scarlet fever. Epidemics swept the land and some tribal populations were reduced by 75 percent. More than 50 villages were abandoned between 1540 and 1750. Two languages became extinct and villages consolidated into fewer, larger settlements or moved to more defensible land. Spanish rule continued until the Mexican Revolution of 1821, after which the Indians were declared citizens on equal basis with non-Indians. At the end of the war between the United States and Mexico in 1848, Mexico gave up all territory east of the Rio Grande and ceded New Mexico and upper California to the United States. In 1849, the Bureau of Indian Affairs was created.

Despite the early encounters between members of Coronado’s expedition and the Zuni and Hopi in 1540 to 1541, neither group was effectively brought into the mission system. The Hopi were so distant from the base of Spanish power that they remained largely outside the control of the Colonial government. For this reason, the Hopi represent a “purer” version of traditional Pueblo life.
PRESENTATION SESSIONS AND WORKSHOPS

GENERAL SESSIONS

Sunday, July 22, through Friday, July 27, sessions have been scheduled dealing with educational leadership, Field Study workshops, and technology. Conversation sessions will be offered during the morning on Friday, July 27, 2001. The sessions offered are discussed in this section.

Building a Civil Curriculum: Today’s Students and Tomorrow’s Citizens—Ralph Nader
“To go through life as a non-citizen would be to feel that there’s nothing you can do, that nobody’s listening, that you don’t matter. But to be a citizen is to enjoy the deep satisfaction of seeing pain prevented, misery avoided and injustice decline. Children are parents’ most precious beings, but they are not receiving proper protection from a massive exploitative onslaught of corporate hucksters.” Nader cries out against the increasing difficulty of raising children in a corporate product world that exudes violence, sex, addiction, and downright savagery.

State of the Fischler Graduate School of Education and Human Services—H. Wells Singleton
The Fischler Graduate School of Education and Human Services State of the Graduate School Address will present a snapshot of where the programs and initiatives have been, where they are, and what is being done to move forward with the vision. The planning and implementation of objectives and strategies by the administration, the faculty, and the staff have moved the school’s programs much closer to our goal.

The Political Functions of Extended Childhood—John Taylor Gatto
For the past century, astute commentators have known that institutional-forced schooling deliberately retards maturity. In his talk, John Taylor Gatto presses to the center of the revolution in schooling, which began in 1890 and was complete by 1925, analyzing its political and economic functions—that dictate that no reform of the institution other than cosmetic can ever occur, at least from a policy perspective. The Political Functions of Extended Childhood will offer a comprehensive context against which confusion, violence, and anti-intellectualism of schooling can be measured.

The Deadly Effects of “Tougher Standards”—Alfie Kohn
The main effect “of the drive for so-called higher standards in schools is that the children are too busy to think” said John Holt in 1959. Today, an ill-informed version of school reform has been embraced by politicians, corporate executives, and journalists, all demanding “accountability,” which turns out to be a euphemism for more control over what happens in classrooms by people who are not in classrooms. The results: superb educators get tired or fired, and the intellectual life is squeezed out of schools as they are turned into giant test-prep centers. Alfie Kohn explains the difference between authentic challenge and a mindless “harder is better” mentality, as well as the difference between standards as guidelines for better teaching and standards as rigid (and often ridiculous) lists of facts students must know. The latter is described in this session not as a reality to be coped with but as a political movement that can be opposed—by people who understand how children actually learn.
Tips for Staying Out of Hot Water: What Every Educator Needs to Know—
Julie J. Weatherly

Though some members of Congress may have believed that the enactment of the 1997 IDEA Amendments would serve to decrease special education litigation, that has not been the case. IDEA litigation is as hot as ever and there does not appear to be any sign that it is decreasing in the year 2001. This presentation is designed to assist educators in avoiding potential legal disputes and will provide practical tips to keep them out of "hot water."

Educating Children in the Dot-Com Age—David Walsh

This presentation will break new ground on the issue of the impact of mass media on children. Walsh will combine the latest discoveries in the field of brain research with empirical data to show how and why mass media is as powerful as it is in shaping attitudes, values, and behavior in children. Particular attention will be paid to the impact of media on the "culture of disrespect" and the "seven critical traits for school success." This presentation will not only provide a new understanding of the impact of media, it will also offer a concrete plan for change. Walsh will explain why it is imperative to address the role of media in children's lives in order to change the "culture of disrespect" and improve school performance.

Testing, Testing ... Tool or Toll?—Panel: Donna Sundre (Panel Moderator), Margaret Jorgensen, Dianna Newman, and Robert Terry

America's educational leaders are searching for appropriate responses to increased assessment and accountability demands. Many student leaders find their teachers spending less time on students and instruction and more time and resources (at more grade levels than ever before) on school, district, and state testing mandates. A panel has been assembled to provide some provocative thoughts on both the pitfalls and the promise of assessment activities.


Conversations on education reform are being held in many places outside of the schoolhouse. Educators are the targets of much criticism as our nation engages in a struggle to improve the academic achievement of our children. Teachers and administrators are being called to lead in new ways. Learning must be our focus. Leadership in this environment requires a new set of competencies that include vision for our schools and districts, a deep understanding of learning by children and adults, an ability to work collaboratively, and a comfort with partnerships outside of K–12.
SPECIAL SESSIONS

The opportunity will exist for you and your colleagues to meet with the presenters Ralph Nader, John Gatto, Alfie Kohn, Julie J. Weatherly, David Walsh, and Janice Jackson as well as other prominent educational commentators.

These discussion sessions will be held concurrently at different times Sunday through Friday. You will be able to attend only two of these discussion sessions each day. Each session will be interactive with questions and answers between presenter and audience.

**How to Become One of the Most Outstanding Schools in the World Using the National Blue Ribbon Process—Bart Teal**, director, Blue Ribbon Schools Institute, Nova Southeastern University, Fort Lauderdale, Florida, and **Judy Harwood**, director, School Enhancement and Reform, Nova Southeastern University, Fort Lauderdale, Florida

Since 1982, the U.S. Department of Education has celebrated many of America's most successful schools. A Blue Ribbon flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities. The emerging secret of the Blue Ribbon Schools Program is its power to stimulate and focus school-improvement initiatives. This session will highlight two principals who have used this reform tool to become National Blue Ribbon Schools. Join this session to learn how to move your school to the next level by using the National Blue Ribbon process. This session will be offered on Sunday and Monday.

**Improving Your School and Your Students’ Test Scores—Ed Bennetech**, principal, Beachwood Middle School, Beachwood, Ohio

Form an action plan for improving your students’ test scores by learning new strategies for reducing test anxiety (yours and your students'), developing effective test preparation, and aligning what you teach with what you test. Learn what impact mastery learning and brain research can have on your students’ test scores. This session will be offered once on Sunday and Monday.

**Creating a Learning Community with the Blue Ribbon Schools Process—Ed Bennetech**, principal, Beachwood Middle School, Beachwood, Ohio

School reform experts like Michael Fullan and Roland Barth agree that the best way to improve a school is to transform it into a Learning Community. Learn what constitutes a true Learning Community, and how begin developing one in your school. This session will be offered once on Sunday and Monday.

**Inviting Leadership for the Public Good: The Problem with Leadership—It’s Leadership—Gary Burgess**, principal, Pendleton High School, Pendleton, South Carolina

Participants will leave this workshop with a better understanding of the art of leading. The presenter will address the concept of leadership, suggest that leaders “loosen up,” discuss shared leadership, and encourage leaders to develop leaders. This session will be offered on Sunday and Monday.
Using Assessment to Improve Performance—Ross Danis, program officer, Geraldine R. Dodge Foundation, Morristown, New Jersey

The primary purpose of assessment is to improve the quality of the work being assessed. This hands-on design session will engage participants in understanding foundational principles of assessment and developing criteria and exemplars within and related to the use of rubrics to improve performance.

Participants can expect to be able to return to their own work sites equipped with the knowledge and skills to collaborate with members of their school leadership teams, teacher work groups, and parent committees, on the development of rubrics and sound assessment practices. This session is offered twice on Sunday.

New American High Schools—John Reynolds, assistant principal, Fort Mills High School, Fort Mills, South Carolina, and Jim Boyette, principal, Fort Mills High School, Fort Mills, South Carolina

This session will address the philosophy and organizational strategies behind being designated as a “New American High School.” This session will be offered twice on Monday and once on Tuesday and Wednesday.


This session will look at the new politics of education as they have evolved during the past 40 years including the secularization of educational leadership since the 1960s and the influence of business and political involvement in the educational system. Usdan will explore technology, the relationship between K–12 and higher education, privatization and educational alternatives, globalization, and forces compelling new connections between schools and society such as:

- profound demographic changes (e.g., children’s poverty, an aging population, single-parent households, and new diversity)
- the new influence and role of the private sector
- political saliency of education (governors and education presidents)
- need for collaborative leadership

This session will be offered twice on Sunday and Monday and once on Tuesday.

Your Superintendent Search Process: Turning Crisis into Opportunity—Donato Stelluto, senior field representative, New Jersey School Board Association, New Jersey

This presentation focuses on the search process for the job of chief school administrator/superintendent. Stelluto will share the secrets of an effective job search, from making the initial decision to apply to the final negotiations for salary and benefits. Topics include the leadership crisis, what school boards look for, preparing the cover letter and resume, making the first impression, preparing for the interview and the killer questions, making effective presentations, negotiating salary and benefits, and related topics. This session will be offered once on Tuesday and Wednesday.
Transforming Practice: The Role of Conversation in the Learning Process—Sue Elliott, president, Staff Development Council, British Columbia, Canada, and Susan Clayton, faculty associate, Simon Fraser University, British Columbia, Canada

Conversation is an important tool in the quest for learning about our learning. Our conversation will begin with "what is learning" and the conversation will be sustained by working with what cognitive science is telling us about the role of conversation in learning. We will provide "food for thought" to sustain your thinking about closing the gap between “think and do” in learning and teaching. This session will be offered twice on Sunday and once on Tuesday and Wednesday.

Learning and Growing from Student Work—Stanley Thompson, principal, Coventry High School, Coventry, Rhode Island

A close examination of student work reveals much about the level of student engagement, the quality of assessment and self-reflection of that work, and the thoughtfulness of instruction facilitating its process and product. In this session, participants will be introduced to a protocol that will help them carefully consider the quality and mindfulness of student work as well as the merit of teacher preparation and practice for that assignment or activity. This session will be offered once on Tuesday and Wednesday.

Proactive Strategies for Educational Leaders—Donna Sundre, senior national faculty, Evaluation, National Ed.D. Program for Educational Leaders, associate professor of psychology, James Madison University, Harrisonburg, Virginia

Don’t be a victim. This interactive session will explore the strategies proactive educational leaders have employed to share the news of their schools’ successes. The session will feature the positive use of assessment and testing information to improve instructional delivery and guide leadership activities. This session will be offered twice on Thursday.


The testing process and the information resulting from it can be powerful tools to improve teaching and learning. To maximize the benefit of the testing process it is important for companies providing these services to be well-informed about what is wanted and needed at the classroom, school, and district level. This session will explore communication strategies available for educators to influence and shape the testing products and services being developed for use in schools. Technology as both a communication tool and as a platform for testing will also be discussed. This session will be offered twice on Thursday.
Assessing Your Building Assessment: How to Make Sure You're Doing It Right—

This presentation will show building and district leaders how to use the Joint Committee on Standards for Evaluation's new set of materials pertaining to classroom assessment. This set of standards provides guidelines for developing, using, and monitoring classroom assessment practices to ensure that they meet the growing needs of teachers, parents, students, and other stakeholder groups. Newman will review the standards in-depth and provide practice sheets that building leaders can use with teachers to validate and modify their daily classroom practices so that they are confident of meeting the assessment needs of all consumer groups. This session will be offered twice on Thursday.

Understanding Statewide Assessment Results: Methodological Issues and Answers—
Robert Terry, national faculty member, Administrative Methods of Inquiry, National Ed.D. Program for Educational Leaders, assistant professor of psychology, University of Oklahoma, Norman, Oklahoma

The prevalence of statewide assessment programs suggests that a new era has arrived in American education programs. Standardized assessment results can and do provide useful adjunct information regarding student development. Naturally, any system of gathering information and its subsequent use in assisting decision-making behavior has both positive and negative consequences. Understanding these consequences often requires methodological and statistical sophistication that is unfamiliar to the educational leaders who must make the ultimate decisions on the basis of the assessment results. It is the purpose of this presentation to illuminate some of the most common methodological issues that arise in statewide assessment programs and to show how these issues can provide an interpretational lens on assessment results. This session will be offered twice on Thursday.

A Superintendent's View—Camille Casteel, superintendent, Chandler Unified School District, Chandler, Arizona

Camille Casteel is a 30-year veteran of Chandler Unified School District in Arizona. She has held a number of positions within the school district and has just completed her fifth year as superintendent. She will share her views twice on Thursday and as a panel member on Friday.

The School Shooter: A Victim's Perspective—Richard Facciolo, superintendent, Diocese of Las Vegas, Nevada

Youth violence has been one of the greatest, single crime problems we face in this country. It has been demonstrated that, when communities, schools, and government pull together to address the roots of violence, we can make our schools and communities safer for our children.

The presenter, who survived a point blank shotgun blast from a 13-year-old student, will discuss the basis for identifying crucial environmental and behavioral indicators, which suggest that a threat of school violence may be real.

The threat assessment model, which was devised by the FBI in 1999, will include key indicators that should be regarded as warning signs in evaluating threats. With the use of a threat assessment model and early intervention, we will be in a position to help those children who show a propensity for violence before they scar themselves and others. This session will be offered once on Thursday.
**Honor Systems and Values Education—Gary Emmons, headmaster, Branch Ranch School, Tererro, New Mexico**

This presentation will begin with a brief overview of values education in the United States during the past four decades. With that as background, participants will learn about the role of honor systems as ways to adjudicate honor offenses such as lying, cheating, and stealing. More important, they will explore the ways that honor systems are more than a mere student-run extension of adult supervision. Participants will learn about the demographics of cheating as well as interventions against academic violations. As a part of this presentation, participants will receive abundant sources from which to draw ideas about creating and implementing their own honor systems in their efforts to improve the ethical climate of their own schools. This session will be offered once on Tuesday and Wednesday.


In order to build and sustain partnerships with families, school leaders must understand who families today are, the issues they deal with, and the implications of their involvement for children's learning outcomes. Beginning with Census 2000 trends, this workshop will consider how schools can involve working families, families with varied structures, and culturally diverse families in their children's education. This session will be offered twice on Thursday.

**Perspectives on School Leadership in the 21st Century—Panel**

Concurrent sessions will be held on Friday following the general session. Participants are encouraged to share their views on “School Leadership in the 21st Century.” Should there be a new set of competencies that include vision for our schools and districts, a deep understanding of learning by children and adults, an ability to work collaboratively, and a comfort with partnerships outside of K–12? Sessions will be lead by

- **Camille Casteel** Superintendent, Chandler Unified School District, Arizona
- **Nelson Diaz** Deputy Superintendent, Miami-Dade County Schools, Florida
- **Richard Faccio** Superintendent of the Diocese of Las Vegas, Nevada
- **Donato Stelluto** New Jersey School Board Association, New Jersey
PRESENTATION SESSIONS AND WORKSHOPS

ROUND TABLES

Presentations and interactive sessions will be available to all participants who wish to attend. Due to seating limitations, participants will be admitted on a first-come, first-served basis. The sessions will be offered at the Camelback Marriott Sunday through Thursday afternoons, unless otherwise noted. Each of the roundtables is described below.

Conversations with the Dean—Charles L. Faires, program dean, National Ed.D. Program for Educational Leaders, North Miami Beach, Florida
Participants will have the opportunity to discuss program, curriculum, and other topics of interest in an informal, interactive session with the program dean. This session will be offered once on Sunday and Thursday.

Disability vs. Handicap: Are Students with Disabilities Handicapped in America's Public Schools?—Sidi Lakhdar, program professor, Graduate Teacher Education Program, FGSEHS, NSU, North Miami Beach, Florida
The field of special education has evolved since the passage of PL 94-142 in 1975. Since then, students with disabilities have been called “handicapped,” “special needs,” “challenged,” and “exceptional.” These students have also been placed in special schools, resource rooms, self-contained classrooms, and regular classrooms. The search for the best label and the best educational setting for these children continues to be the topic of discussion among parents, teachers, and administrators.

In this presentation, we will examine the current state of special education in America, and explore the future trends of preparing teachers to teach all children and of keeping all children in the regular classroom. This session will be offered once on Sunday, twice on Monday, and once on Tuesday.

IARP Roundtable: Journey to the Practicum—EDL Faculty
The roundtable invited presentations showcase the current practicum projects being pursued by participants. Each of the roundtables will have a topical focus and will consist of four to six participants who have completed APR, AMI, FSS2, and perhaps evaluation. An EDL faculty member will moderate each of the roundtables. Each presenter will briefly describe his or her educational journey through APR, AMI, FSS2, and perhaps evaluation. Following the brief educational journeys, there will be an open discussion among the participants of their practicum projects. The session will conclude with questions from the audience. This is a great opportunity to connect with others who are interested in similar problems and practicums. Be sure to check the topic for each of the roundtables and choose those that relate to your interests. This session will be offered once on Sunday (Anne Joslin), Monday (Lucile Beisner and Shirley Lal), and Tuesday (Charles Amuso) and twice on Thursday (John Reynolds and Donald Gainey) with different faculty members moderating the roundtables.

Financial Aid—Kim Shabman, Office of Student Financial Services and Registration, NSU
The financial aid representative will be available to discuss the loan and scholarship programs available to participants. Information on participant account status can also be accessed. This session will be offered once on Saturday during registration and again on Sunday afternoon.
Cultivating Your High-Performance Mind—Elizabeth French, director, Office of Interagency Programs, Alabama Higher Education Commission

Having a bad hair day? Check your brainwaves. It has been said that the new millennium will focus less on “hardware” and more on “headware.” The fundamental challenge is to move beyond technology in seeking solutions to issues encountered in new and unpredictable environments. The high-performance mind places less emphasis on critical thinking and more emphasis on clarity of thought, assigns less importance to techniques and practice and more importance on facilitating the creative process, and attributes less value to theory and more value on awareness of what is happening.

This session will explore the magical realm of brainwave states and the relationship of these states to who you are and how you function. Basic techniques for cultivating your high-performance mind will be presented. This session will be offered twice on Tuesday afternoon.

Change and Diversity—David Hinojosa, national faculty member, Field Studies, National Ed.D. Program for Educational Leaders, professor of education, University of Texas, San Antonio, Texas

This session will provide a forum for participants and presenters to converse about the relationship between change and diversity. In addition, the following questions will be analyzed: Is change enhanced by diversity? Is change hindered by diversity? Are change and diversity compatible? Why have educational changes come and gone? The discussion on diversity will focus on the behaviors of students, teachers, and administrators. This workshop will be offered once on Monday and Tuesday, and twice on Thursday.

Distance Library Services: Accessing Resources—Laura R. Lucio, librarian, NSU Einstein Library, North Miami Beach, Florida

This session will provide the opportunity to become familiar with the resources available to off-campus users from NSU’s Distance Library Services department. These resources include ordering books; requesting journal articles, MARPs, dissertations, and educational documents; and requesting searches in a variety of databases. This session will be offered once on Sunday, Monday, Tuesday, and Thursday.

Managing Change in the School District—Panel

This presentation will address the process of gaining the commitment of staff members and other stakeholders as we move in new directions and face new challenges. The presentation includes the importance of maintaining effective communication, establishing trust and rapport, building shared commitment, overcoming obstacles, and celebrating success as goals are achieved. The change process is relative to everything we do as we move students toward improving student achievement. This session will be offered once on Tuesday and Thursday afternoons.

Frank Castellon  Instructional Staffing Officer, Human Resources and Development, Miami-Dade County Public Schools, Miami, Florida

Sharon Jackson  District Director, Professional Standards, Miami-Dade County Schools, Miami, Florida

Angela M. Macrina  District Director, Management Training, Miami-Dade County Schools, Miami, Florida
FIELD STUDY WORKSHOPS

Field Study workshops will be available to all participants who wish to attend. Due to seating limitations, participants will be admitted on a first-come, first-served basis. The sessions will be offered at the Marriott Camelback Sunday through Thursday afternoons, unless otherwise noted. Each of the Field Study workshops is described below.

The Research Basis for Your Practicum—Charles M. Achilles, senior national faculty member, Administrative Problems and Research, Field Studies faculty member, National Ed.D. Program for Educational Leaders, professor of educational leadership, Eastern Michigan University, Ypsilanti, Michigan

The inclusion of a research base and a theoretic framework in your practicum will enable you to develop both an understanding of (a) what to do and why, and (b) why something may (or may not) work in accordance to established theory and research. These steps will provide you with a structure for conclusions and recommendations of your practicum and for future school-improvement work. This workshop will be offered once on Sunday and twice on Monday.

Field Study Requirements and Completing the Program—Lucille Beisner, national faculty member, Field Studies, National Ed.D. Program for Educational Leaders, education consultant, New Paris, Ohio

This session will review the essentials for completing a practicum and finishing program requirements for Field Study. The components of the practicum proposal and report along with the skills necessary to complete them will be discussed as well as final procedures for graduation. A question-and-answer period will be conducted to address such topics as IRB, the observer report, editing, and other participant concerns regarding the Field Study processes and products. This workshop will be offered once on Tuesday and Thursday.

The Staff, the Culture of the Work Setting, and Adviser Interactions—Lucille Beisner, national faculty member, Field Studies, National Ed.D. Program for Educational Leaders, education consultant, New Paris, Ohio

This session will address how an administrator relates to the staff, particularly in the evaluation process and how to determine factors in the culture of a school or a district to enhance functions of staff members and administrators. The roles of Field Study advisers in the regional team advising process will be discussed as they relate to participant progress and professional relationships. Completion of Field Study products and their importance to the Educational Leaders Program will be emphasized. Bring your questions and thoughts on these topics for a question-and-answer period. This workshop will be offered once on Tuesday and Thursday.
Independent Specialization: Taking Charge of Your Professional Growth—Paulette Ebbs, senior national faculty member, Independent Specialization, national faculty member, Educational Leadership Appraisal, Field Studies faculty member, National Ed.D. Program for Educational Leaders, education consultant, Jupiter, Florida

Since the fall of 1999, participants new to the Educational Leaders Program complete the Independent Specialization study area and product. If you have not begun your Independent Specialization, or you are in the midst of preparing your product, you may be interested in attending this interactive session. You will learn about the essential elements of the Independent Specialization, discuss the ideas you are considering, and generate creative and meaningful product possibilities. You will also hear from participants who have completed this program requirement. Two sessions will be offered: one on Sunday and Monday for participants in clusters that began during the 1999–2000 academic year and the other on Monday and Tuesday for participants in clusters that began during 2000–2001.

Developing a Plan to Evaluate Your Practicum: What to Do and What to Avoid—John W. Evans, Field Studies faculty member, National Ed.D. Program for Educational Leaders, advising consultant, Clayton, California

All Educational Leaders Program participants face the joint task of carrying out a practicum project and determining its success. Beyond the practicum, the ability to develop programs and to assess their effectiveness is something all educational administrators must be able to do throughout their careers. With this in mind, the practicums of participants vary enormously, from case studies through administrative reorganizations to implementing new educational programs. Participants will develop an understanding of what kinds of projects call for what types of evaluation, learn the characteristics of good evaluations and the pitfalls of bad ones, and learn what kinds of evaluations are and are not appropriate for their practicum. This workshop will be offered twice on Monday and Tuesday.

Designing Staff Development for Your Practicum—Anne W. Joslin, national faculty member, Field Studies, National Ed.D. Program for Educational Leaders, education consultant, Carolina Beach, North Carolina

Staff development for teachers and others is a major component of many practicum intervention strategies and is often a component of practicum proposals for which revisions are required because of a lack of congruency among learning outcomes, instructional activities, and evaluation. This session will focus on specifying learning outcomes as a particular type of learning (e.g., declarative knowledge, concept, rule, problem solving, attitude, etc.) and designing instruction and evaluation that is consistent with and valid for each type of learning outcome. Discussion will focus on determining the type of learning for typical staff development outcomes. Participants will leave the session with an instructional design for the teaching and evaluation of each type of learning. This workshop will be offered twice on Monday and once on Tuesday and Thursday.

In this session, you will discover 25 important steps to improve your writing skills. You will learn to use a comprehensive framework to evaluate your writing, understand how to better organize and develop your submissions, and explore APA issues and writing style. From use of passive voice to a discussion of point of view, from process writing to the importance of transitions, this session will provide you with practical assistance to improve your writing skills immediately. This workshop will be offered six times between Monday and Thursday. Four sessions will be offered to first Summer Institute participants (Sunday, Monday, Tuesday, and Thursday), and three sessions will be offered to second Summer Institute participants (Monday, Tuesday, and Thursday).

Data Collection and Analysis: Making Sense of What You Have—Shirley R. Lal, national faculty member, Field Studies and Administrative Methods of Inquiry, National Ed.D. Program for Educational Leaders, professor of education, California State University, Dominguez Hills, California

Discovering ways of obtaining information from a variety of sources can be a great adventure. Making sure the information is valid and useful, however, can be a daunting task. In the world of qualitative research, this task can be facilitated with knowledge of this type of research. The emphasis of this workshop will be to arm the participants with such knowledge by assisting them in answering the following questions: (a) What is qualitative research? (b) What constitutes qualitative data? (c) What are the data collection methods of the qualitative researcher? (d) What is “triangulation”? (e) How do you interpret qualitative data? and (f) How do you use qualitative data in your research project? According to Goetz and LeCompte, “Interpretation of data varies according to the purpose of the study, conceptual and theoretical frameworks, research experience and background, and the nature of the data collected and analyzed.” Therefore, it is necessary to develop the skills to “view” collected data with a critical, yet discerning eye. Participants are encouraged to become active learners by engaging in the discussion and raising questions about their particular Field Study project. This workshop will be offered twice on Tuesday and Thursday.
**COMPUTER LABS**

Computer labs will be available to all participants who wish to attend. Due to seating limitations, **participants will be admitted on a first-come, first-served basis.** Computer labs will be offered at the Camelback Marriott in the Town Hall Room and the Mountain Shadows Marriott in the Arizona Room Saturday through Thursday afternoons, unless otherwise noted. During the evenings on Sunday, Monday, Tuesday, and Thursday, the labs will be open from mid-afternoon until 10:00 p.m. to check email and do wordprocessing and Internet-based research. Computer labs will not be available on Friday, July 27, 2001.

**Introduction to Distance Library Services**

This computer lab will provide the opportunity to become familiar with the resources available to off-campus users from NSU's Distance Library Services department. These resources include ordering books; requesting journal articles, MARPs, dissertations, and educational documents; requesting searches in a variety of databases; consulting with the reference librarian; and using the Electronic Library to access databases and full-text documents. This lab will be offered once on Sunday, Monday, Tuesday, and Thursday.

**Open Labs**

During the afternoons and evenings on Sunday, Monday, Tuesday, and Thursday, participants will have the opportunity to read email, work on papers, or conduct self-paced tutorials in Microsoft Office applications. No instruction will be provided; however, lab monitors will be available for assistance.

**Open Electronic Library Labs (at the Camelback only)**

NSU distance education students have the benefit of using the university's electronic databases. On Sunday, Monday, and Tuesday evenings, an NSU librarian will be available to assist participants in accessing and obtaining information from the Electronic Library.
PART SIX: NSU MAIN CAMPUS MAP, CAMELBACK INN AND MOUNTAIN SHADOWS FLOOR PLANS

The great end of life is not knowledge but action. –Thomas Henry Huxley
THE HOPI

Hopi life centers on a belief system called the Hopivotskwani—the Hopi Path of Life—an almost mystical union between humans and the natural world. According to Hopi beliefs, this is the fourth way of life—the three preceding ending in destruction. Each time conflict, which is not a part of the Hopi Way, came about as men forgot or denied the plan of the Creator. The faithful were protected underground with the ant people, and the kivas of today are representations of those anthills. As groups of people and animals moved from the third to the fourth way of life, they were offered an ear of corn by Ma'saw. Other people took the largest ears of corn, leaving Hopi with a short blue ear of corn. Hopi knew life in this fourth world would be difficult.

Kachinas are powerful ancestor spirits (there are more than 300) associated with clouds and rain, which come down from their world from winter solstice until summer solstice. They have power to control the weather, help in everyday activities of the villagers, punish offenders of ceremonial or social laws, and function as messengers between the spiritual and mortal worlds. Masked and costumed performers dress as kachinas during ritual ceremonies that serve to nourish the spirit, heal the sick, and provide joyous occasions that unify clans and villages that are often different in language and social organization. Belief in kachina and performance of kachina ritual are unique to the Pueblos—they occur in nearly all of the modern Pueblo villages, but not among other Native American groups.

The Hopi are adept at dry farming (depending completely on natural precipitation—winter snows or summer rains) that uses the washes or valleys between mesas and gardening plots on irrigated terraces along the mesa walls. Cutworms, coyotes, rabbits, crows, ravens, flood, and drought in northern Arizona's arid climate make farming and gardening high risk. Agriculture is an act of faith that serves as a religious focus as well as an economic activity. Traditionally, men plant and harvest (cultivating 24 varieties of corn as well as beans, squash, pumpkins, melons, cotton, and some fruits), weave cloth, and perform ceremonies. Women own the land and the house, cook, and weave baskets (it is a matrilineal society). Agricultural activities reinforce traditions and customs and support a lifestyle that is based on humility, cooperation, respect, and earth stewardship.

The Hopi legacy embraces both continuity and change. Some men and women who have contemporary careers outside of the Pueblos continue to live in their traditional communities and commute to work. Others return home for feast days to visit and participate in community events and ceremonies. Continuity of language, kinship, value systems, religious beliefs, and community organization remains a strong element of the culture.

References


NOVA SOUTHEASTERN UNIVERSITY
MAIN CAMPUS MAP

Campus Locations

A  Athletics Fields ........................................ West
B  Athletics House ........................................ West
C  Baudhuin Oral School/LaBonte Institute .............. West
D  Central Services Building ............................... South
E  Cultural Living Center .................................. South
F  Family Center ............................................ Main
G  Family Center Bungalow ................................. West
H  Farquhar Residence Hall ................................ South
I  Founders Hall ............................................. South
J  Health Professions Division Complex .................... West
K  Horvitz Administration Building ....................... Main
L  Leo Goodwin Sr. Residence Hall ......................... South
M  Mailman-Hollywood Building .......................... Main
N  Maltz Psychology Building .............................. North
O  Miami Dolphins Training Facility ....................... West
P  Parker Building ........................................... North/West
Q  Recreation Complex (RECPLEX) ....................... South
R  Rosenthal Student Center ................................ Main
S  Science Laboratory Annex ............................... North/West
T  Shepard Broad Law Center .............................. North
U  University School (Lower School) ..................... South
V  University School (Sonken Building, Middle/Upper School) North/West
W  University School Sports Center ....................... West
X  University Park Plaza ..................................... University Drive
Y  Vettel Hall ............................................... South
Z  Women's Resource Institute ............................ South

Entrance

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