ANNUAL REPORT 2000 – 2001

From: Bernard J. Badiali, Associate Professor and Chair Department of Educational Leadership
To: Dean. Curtis Ellison

The following report describes my professional activities in 2000 - 2001. It is organized to correspond to my contract with Miami University. Specifically, the report addresses three major areas: (1) Teaching and Advising - most significant; (2) Professional Activities - more significant; (3) Research and Creative Achievement - significant. These criteria for tenure and promotion can be found in the Miami University Policy and Information Manual under section 7.4.E.

The report also includes my activities and responsibilities as Department Chair according to criteria set by the university. The primary categories are (1) Program Development and Improvement; (2) Faculty Scholarship; (3) Faculty Development; (4) Student Recruiting and Placement; (4) Leadership and Planning; (5) Administration; (6) Advancing University and School Goals; and (7) Cultivation of External Support.

I. Teaching and Advising

Classroom Teaching: I taught four courses this year -- EDL 639, EDL 318A, EDL 451 and EDL 640 (an on-site graduate seminar for mentor teachers at Madeira). For every course, regardless of specific content or area of focus, I try to work from some common principles. Therefore, it is noticeable that many of the course components listed in my syllabi are similar. This especially applies to course assignments and goals for individual students.

My beliefs about teaching are based on the following principles:

• Learning is generally enhanced when learners are asked to perform challenging tasks in a supportive, non-threatening atmosphere.
• Learning is generally enhanced by active involvement, participation, and interaction on the part of the learners.
• Learning is generally enhanced when the learners see the connections between new learning and their present knowledge.
• Learning is generally enhanced when tasks are perceived by the learners as valuable and relevant to their lives and personal goals.
• Learning is generally enhanced by group cooperation and sharing among learners who are working to achieve common goals.
• Learning is generally enhanced when experiences are characterized by respect among participants for each other's self worth.
• Learning is generally enhanced by teaching strategies which take into account individual differences in readiness, motivation, and prerequisite skill development.
• Learning is generally enhanced by immediate, specific, and accurate feedback about the learner's performance.
• Learning is generally enhanced when expectations for achievement are high and when learners are asked to exhibit that achievement.
• Learning is generally enhanced when the teacher models the behaviors which are expected of learners.

My beliefs have been influenced by theories of adult learning and development including andragogy (Knowles, 1980) and perspective transformation (Mezirow, 1990). Based on these theories and principles about human learning, and on the belief that teaching is a complex process, my major goal has been to help students inquire, reflect and solve the myriad problems associated with school leadership and curriculum.

Quantitative Summary

The department has a comprehensive student evaluation system. The assessment instrument has 32 items. Each calls for a numerical rating, 1 (low) to 4 (high). Categories 1 - 6 contain statements that identify the following:

1. Instructor Planning and Organization.
2. Instructor Shows Awareness of and Sensitivity to Human Diversity.
3. Instructor's Evaluation Techniques Were Consistent With the Course Goals.
4. Instructor Communicates Effectively.
5. Instructor Provides Effective Implementation of Evaluation System For Students.
6. Instructor Has Approachable Attitude.

Quantitative data on two courses can be found in the chart below. Feedback on the statistical summary scores ranged from 3.27 – 3.94 on a four-point scale.

<table>
<thead>
<tr>
<th></th>
<th>EDL 318</th>
<th>EDL 639</th>
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<tbody>
<tr>
<td></td>
<td>N=20</td>
<td>N=21</td>
</tr>
<tr>
<td>1</td>
<td>3.62</td>
<td>3.63</td>
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<tr>
<td>2</td>
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<td>3.67</td>
<td>3.70</td>
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<td>5</td>
<td>3.44</td>
<td>3.33</td>
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<tr>
<td>6</td>
<td>3.77</td>
<td>3.76</td>
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I taught EDL 639 Curriculum Theory and Program Development during the second summer term. This course, primarily for practicing teachers, helps to ground students’ experience in theoretical positions in curriculum. They soon discover that they actually have values and beliefs that have been well articulated by scholars in the field. They explore issues in curriculum in order to better articulate for themselves and their peers what curriculum means in a way they have never done before. Final exhibitions in this course illustrate students’ deep understanding of some aspects of curriculum. Student feedback was largely positive about the course.
I taught EDL 318A somewhat by default. At the last moment one of our graduate associates declined her assistantship and there was no time to notify anyone else. Teaching the course was a pleasant experience. Students were attentive, motivated and hardworking. This core course in the EDT curriculum has special meaning because the time is drawing close for students to be moving into the field. I had a special interest in this class as they helped me to write a book on teacher leadership. Their feedback added to my understanding of their views and interests.

For each course, students also have the opportunity to write about what has been good about the course and what has been weak. I read their feedback carefully looking for patterns in the feedback that might lead to changes in the course. Each semester I complement the department form with an "integrative essay" about student's perceptions of their own performance in courses. These essays can be very enlightening with regard to what the students learned in class as well as what they saw as the strengths and weaknesses of the class. Please see summaries and anecdotes in the accompanying notebook.

In addition to regular classroom teaching this past year, I have supervised two doctoral dissertations to completion and am currently chairing two studies in progress. I am also serving on five dissertation committees and advising three new doctoral students. EDL 850 credits exceeded 30 hours last year.

<table>
<thead>
<tr>
<th>Completion</th>
<th>Abbreviated Dissertation Titles</th>
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</thead>
<tbody>
<tr>
<td>Teresa Dempsey</td>
<td>Problem-Based Learning for Principals</td>
</tr>
<tr>
<td>Cathrine Hamilton</td>
<td>Qualitative Study of Leadership Style</td>
</tr>
</tbody>
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<tr>
<th>Works in Progress</th>
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<tbody>
<tr>
<td>Monica Mitter</td>
<td>Impact of Cooperative Learning</td>
</tr>
<tr>
<td>Tim Kerlin</td>
<td>Analysis of Teacher Stress Levels</td>
</tr>
</tbody>
</table>

I supervised thirteen, 3 credit, independent studies this year ranging in topics from school and curriculum development to investigations of various learning theories. Most independent studies were for masters and doctoral students.

EDL 640 was a credit workshop for teachers in the Madeira Partnership. The course focused upon cognitive coaching skills and other issues important to sustaining school/university collaboration. Partnership faculty need to continue to work on their mentoring performance. This course is focused on how to support developing teachers, particularly in the area of classroom instruction.

Course Development

This year I developed an undergraduate course in teacher inquiry. With help from Tom Poetter and DJ Hammond, I crafted a course for student interns that could serve as their capstone for the Miami Plan for Liberal Education. The major goal of EDL 451 is to instill a habit of conducting systematic investigation of a problem in every new teacher that enters the field. Teachers have a greater sense of efficacy when they act in ways that their own research has proven...
effective. Becoming an excellent teacher is an endeavor that never ends. Teachers never know enough about the content of their subject or curriculum field. Using action research, new teachers gain knowledge and skills that enable them to become increasingly effective in their work. In addition, I believe great teachers strive to know the context in which they teach as well as the students who come into their classrooms. A major goal of any teacher preparation program is to instill in would-be teachers the habits, attitudes and dispositions they need to sustain them throughout their careers. The Teacher Inquiry Capstone is an experience in which students who are placed in the partner school environment for 16 weeks can identify and frame a problem or issue of importance to their learning. With the guidance of three instructors and support from a mentor classroom teacher, the student intern selects an appropriate problem for inquiry. The intern studies the issue or problem for fifteen weeks, collecting data and analyzing results not only to inform his or her own judgment in the classroom, but also to inform the veteran faculty in the setting. Sharing the results of their inquiry in a public setting is expected, thus beginning their experience as school leaders. The course holds great promise to enhance the teacher education curriculum and to further enhance the collaboration between EDL and EDT.

**Advising**

I am currently advising 32 students in the Master Program in Curriculum and Teacher Leadership. The enrollment for this program is approximately 100 students. I make every attempt to meet with or speak to advisees regularly although I have been doing a lot of advising on email. I also advise 3 undergraduate students in secondary education. This has been a good experience both in learning more about undergraduate education at Miami and in strengthening ties between myself, and professors in EDT. I might add that as Chair, I advise many students who come into the office for immediate assistance. It is common to have three of four telephone conversations each week with students who are enrolled, as well as prospective doctoral and masters students.

**II. Professional Activities**

**Madeira Partnership**

The Madeira partnership has flourished again this year largely due to the efforts of D. J. Hammond, Tom Poetter, Dianna Bartles and Jane Pressler. My role has changed from hands-on support to planning and coordination although I continue to conduct student observations upon request. The five of us have been an effective team in moving the partnership forward. The most important step we took this year was to include Sellman Middle School and Dumont Elementary School as partner sites. We appointed two master teachers in each of the new buildings to act as “school coordinators.” Now Hammond, Bartles and Pressler work together, bringing the high school, middle school and elementary respectively into closer connection to one another. We had 15 preservice teachers in three schools the fall. During spring semester we “rested” the high school in order to focus on building the middle and elementary school partnerships. Eight
interns completed student teaching during spring semester. Madeira is now the
most viable of partnerships, having in place the foundation to sustain itself
indefinitely.

There is never a guarantee that a partnership will sustain itself. The key to
maintaining a healthy relationship is communication among and between school
and university faculty. There are leaders in Madeira who understand and
support the partnership goals. They do so because they all had a role in
developing those goals. The university has been fair with supporting the
partnership, buying out a portion of Hammond’s time and giving supplemental
contracts to the middle and elementary school coordinators. The school district
has been generous in providing Hammond, an experienced master teacher, for
part of the cost of a beginning teacher. The two school coordinators have been
invaluable in not only guiding the interns in their buildings, but also in working
with their own faculty on mentoring and support skills.

This small, well-structured partnership model has had a significant impact
on other sites around the country. Hammond, Poetter and I have made
presentations at several national conferences describing our work at Madeira.
There are several publications in the binder attached to this report that illustrate
the work that is currently being done there. Our hope is to grow this model
of partnership to other sites in the immediate area. I do have a vision of
partnership that not only leads to better, more thoughtful student teaching
settings, but also to better, more thoughtful professional development for
preservice and inservice teachers and Miami professors. We are in the process of
gathering evidence that suggests that Madeira interns are more competent than
student teachers in other settings because of the partnership.

**New leaders For New Pedagogy**

I continue to work with administrators and teachers in Hamilton City Schools on
cognitive coaching and constructivist learning. Preservice and practicing
principals are learning more about constructivist approaches to teaching science
and math. Cognitive coaching is a means by which they can help their teachers
implement new approaches to learning.

I also taught one module for the Model Schools Summer Institute.

**Transforming Public Schools: the Initiative to Investigate the Intersection of
Leadership, Culture and Schooling.**

Crafting the application for Investment Funding was a collaborative effort
in the department, however Nelda Cambron McCabe and I wrote the final draft.
I drafted the entire proposal for the Ohio Eminent Scholar and most of the
proposal for Incentive Funding. Leadership, Culture and Schooling was
approved by the university and EDL will receive $90,000 each year for the next
five years to implement this initiative. The Eminent Scholar proposal was not
funded this year. We are still waiting to learn the outcome of the Incentive
Funding. What follows is an excerpt from the proposals:

The Department of Educational Leadership (EDL) at Miami University has
demonstrated strong commitment to advancing the field and strengthening
public school leadership. Since 1988 EDL has focused tremendous time and energy toward reconstructing its graduate programs to respond to the need for strong, creative school leaders. Our initiatives have been guided not only by the reform movement in educational administration and other disciplines, but also by the missions of Miami University and the School of Education and Allied Professions. In the Ohio Board of Regents’ review of educational administration programs, EDL’s doctoral programs were the only ones designated as “exemplary” and were described as “models for the state and the nation.” External reviewers well-versed in educational administration reform identified the reconstructed Ed.D. and Ph.D. degree programs as “national pacesetters in the field of educational administration.” Indeed, EDL was subsequently ranked twelfth nationally in a study by the University Council of Educational Administration. Regarding the Department’s “constant and extensive” program revisions, the external reviewers stated, “The end result has been a remarkable transformation from a basically regional Ohio program to a nationally competitive graduate study center in educational leadership.”

State Superintendent’s Task Force

The Task Force is an advisory group to the State Superintendent of Public Instruction regarding personnel preparation issues in special education. The Task Force recommends to the Ohio Department of education the contents of special topics, grants, and/or workshops as needs arise; reports annually on the number of licensed graduates in special education; holds an annual statewide conference; studies personnel practices and makes recommendations based on anticipated long-term trends; and advises the Ohio Department of education on the implementation of preservice and inservice components of Ohio’s Special Education Action Plan. I represent higher education and general education on this body.

Chief Leschi

Chief Leschi School, located in Puyallup, Washington, is a tribal K – 12 school supported by the Bureau of Indian Affairs. I have been working as a consultant to the school in the area of classroom instruction and teaching the native learner. I have also been involved in their long-range professional development planning.

Secondary School Renewal Initiative of the Institute for Educational Renewal

Between 1996 and 1998, John Goodlad’s Institute for Educational Inquiry received funding from the Arthur Vining Davis (AVD) Foundation to support the development of leadership in the schools and the continuing professional development of educators who work in schools. In working with several partnerships, we have become convinced of the need to develop well-grounded leaders who understand the theoretical bases for the work of renewal. The Secondary Schools Initiative is a team effort among IEI staff and high school staffs in El Paso, Texas, Seattle, Washington, Wilmington, North Carolina and Madeira, Ohio. I am one of the program planners and facilitators.
III. Research and Creative Achievement

Although I feel that research and creative achievement are illustrated to some extent in the sections above, I will use this category to address scholarship through publications and presentations at professional conferences.

Publications


Publications in Progress

New Leadership for New Pedagogy
Growing a School University Partnership

Professional Presentations:


Professional Affiliations

American Education Research Association, Member
American Education Research Association, Special Interest Group in Supervision, Newsletter Editor
Association for Supervision and Curriculum Development, Member
University Council of Educational Administration
Council of Professors of Instructional Supervision, Member
Phi Delta Kappa, Member
American Association of Colleges of Teacher Education, Delegate

School of Education and Allied Profession Service

Chair -- Department of Educational Leadership
Chair – Search Committee, Chair of the Department of Teacher Education
Liaison - (IER) Madeira Junior/Senior High School
Dean’s Council
Curriculum Committee

University Service

Selection Committee – Phillip and Eleana Hampton Awards
Annual Report
The Department of Educational Leadership

The Department of Educational Leadership (EDL) is the only graduate department in SEAP. While there are a significant number of undergraduate courses offered through EDL, the department houses masters programs in College Student Personnel, Curriculum and Teacher Leadership, and School Leadership. The department also offers the ED D and Ph D degrees in educational administration. When fully staffed, the department has eighteen full-time FTE’s. There is one Distinguished Professional In Residence and one individual who is assigned half-time to EDL and half-time to direct the Women Studies Program. Currently there are three lines vacant. One will be filled in August as a result of a national search to attract an experienced administrator. Dr. Ellen Beuschell will become the newest member of the department. A second vacant line will be filled next year as the department will search for a curriculum generalist to teach across two masters and the doctoral programs. A third line will remain open 2001-2002.

Program Development and Improvement

Developing new programs or portions of programs and improving the programs we currently have are high priority activities. This year the department had two extended retreats to discuss the quality of programs in EDL. At the first retreat the discussion focused on five major issues: (1) Diversity and Community; (2) Renewing the Center for Education and Cultural Studies; (3) Doctoral Funding; (4) Off Campus Activity; and (5) Student Recruiting. Faculty groups worked on these issues throughout the first semester and into the second semester.

Issue One: We hired the service of a “diversity consultant”, Kikanza Niri Robins to assist us in addressing the concerns of all of our doctoral students with a special emphasis on our African American students. Dr. Robins came to campus three times during which she interviewed students and faculty. She prepared a report which was used for the discussion at two additional retreats, one faculty and one doctoral student. As a result of her facilitation, the department formed three study teams made up of faculty and doctoral students. The teams developed proposals for action for the coming year which include more comprehensive orientations and support meetings; and the creation of a special graduate seminar. See attachments.

Issues two and three were combined to some degree when the department decided to apply for doctoral funding which would support a national initiative to explore the intersection of leadership and culture. We are waiting for a reply as to whether or not our proposal has been funded. Development of the proposal involved virtually everyone in the department. Hours of discussions lead to the proposal attached.

Issue four, off campus teaching, has been put on the back burner. We recognize that the new Voice of America site holds promise for graduate teaching, however other, more pressing issues have taken priority.

Recruiting students for all of the graduate programs has been a priority for the coming year. To date, the College Student Personnel Program remains
short of it goal to recruit 25 new students. Judy Rogers has redoubled her efforts to attract qualified candidates to campus. She also took the initiative to host a luncheon for student affairs staff on campus for the purpose of explaining CSP’s recruiting process. That program’s success depends to some extent on gaining the cooperation of units on campus who have assistantships to award. Judy did an excellent job of making the process clear. In the same way, Ray Terrell, Graduate Coordinator, initiated a recruiting campaign that brought many highly qualified doctoral candidates to EDL. The pool was talented and diverse. As a result, the department admitted 12 excellent doctoral students for the coming year. Ray and Michael Dantley also have interviewed a steady stream on masters candidates for the School Leaders Program. The two programs that still lag behind are the Curriculum and Teacher Leaders master and the CSP masters.

Creating an Inclusive Community

Early in the academic year there were several incidents which affected the attitude of our graduate students, particularly our minority graduate students. An African American principal who we recruited from South Carolina was arrested in the fall, and unjustly accused of DUI. An African American woman teaching associate was abused (verbally) by a class of undergraduates. She was in turn, abusive. There were numerous complaints on both sides and little promise for reconciliation between the instructor and the class so I replaced her with a more experienced GA and assigned her other duties. Five graduate assistance, all minority women, were new to teaching EDL 204, a class with difficult content about race and gender. They were struggling with the content, with their students and with an interim coordinator for the course. There were several incidents of racial insensitivity among EDL faculty reported by doctoral students.

I appointed a committee to investigate the problems and issues. They recommended the use of an outside consultant, Kikanza Nuri Robins, who assisted the department in exploring issues of race and gender, and who facilitated several meeting for faculty and students. As a result of her work, the department formed three study teams made up of faculty and students. Those teams worked together for several weeks and presented action plans to address the problems identified by Kikanza. The study teams were very powerful in bringing student and faculty together around important topics. As a result, the EDL community is stronger and better situated to deal with issues students face in the department and in the environment here at Miami. A record of this activity is chronicled in the binder that accompanies this report.

Faculty Scholarship

This year we have totally revised the way in which faculty receive merit consideration for scholarly productivity. One of the best ways to uncover what faculty really value with regard to scholarship, is to have them participate in the formulation of a scheme to access that scholarship. Please find the new assessment document in the supporting materials.
EDL faculty have made more than 20 refereed presentations at state, regional and national conferences this year. They have published numerous, books, book chapters and articles in top-tier journals. I claim no credit for their high rate of productivity except to say I provide, whenever possible, support in time and resources. With the rising cost of travel for conference presentations and professional development opportunities, it has become increasingly more difficult to provide the support necessary to sustain the scholarly production that EDL faculty are known for. I would hope in future that there would be some budgetary consideration to support faculty development. I have attached to this report a selected sample of faculty publications and presentations this year.

**Faculty Development**

Two faculty, Kate Rousmaniere and Kathleen Knight Abowitz have had leaves this year. Kate has received a Spencer grant, Kathleen a Miami research leave. All probationary faculty are assigned mentors with whom they meet on a regular basis. Faculty meetings usually include syllabi presentations so that members of the department can stay informed about one another’s teaching.

We conducted a successful search for a new faculty member in curriculum, Dr. Lisa Weems. Dr. Weems will begin in the fall of 2000. She was selected from a pool of 35 applicants. We expect her to add significantly to several programs, especially the master degree program in Curriculum and Teacher Leadership.

**Transforming Public Schools**

The department responded to the competition for doctoral funding by developing a comprehensive proposal to transform public schools. It cannot be overstated that virtually every department member contributed to the development of the proposal. Together, we outlined a plan which will move the department toward national recognition over the next five years. Please see the proposal attached for more details.

**Student Recruiting and Placement**

See discussion under retreat issues.

**Advancing University and School Goals**

This is my third year as chair which means that I have had a formative evaluation of my performance by EDL faculty, EAP administrators, and partner school associates. The results were mixed. While numerous people have assured me that the results are somewhat normal, I am still reeling from some of the comments and the generally low appraisal by my closest colleagues. Be that as it may, there were aspects of the feedback that I found affirming and instructive. There was a strong consensus that I strive to advance the goals of the university and the School of Education and Allied Professions. The overall rating was 4.1 indicating “Effective, competency demonstrated appropriately and consistently across most assigned areas.” My fellow administrators and colleagues from
public schools particularly rated my performance very highly, 5.4. The disquieting ratings came from faculty within my own department, 3.7.

What I think the feedback suggests is that I am doing too many things. I am stretched too thin, and as a result, I appear to do some things hastily. A few people perceive that I am disorganized. I can understand how someone might come to that conclusion. Few people understand the scope of a chair’s position, or that the position is supposed to be half time. I have had a difficult time giving up my teaching and scholarship, two aspects of university life I treasure.

For the coming year I plan to reshape my activities in order to devote more time to department priorities. I will cut back on classroom teaching, delegate more responsibility to the assistant chair, plan in longer time horizons, and decline to do things I feel I cannot do well. Perhaps we can meet and discuss the specifics sometime this summer.