



## Seven Principles for Effective Professional Development for Diverse Schools

by **Abelardo Villarreal, Ph.D.**

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That there is a strong connection between student achievement and teacher quality is not a disputed issue. Coupled with other resources, such as a strong and relevant curriculum, shared leadership activities, high expectations for students, and a robust community and parent partnership, the better prepared and updated a teacher is, the greater the academic achievement of students.

In fact, academic achievement gaps between minority students and White students are primarily attributed to teacher quality. Effective teachers of minority students understand the classroom implications of a diverse student population. According to Ferguson and Womack, teacher quality, when combined with small class size at the elementary school level, has an even more dramatic impact on student achievement (1993). Furthermore, the need for teacher quality is exemplified by state and national efforts to put a highly qualified teacher in every classroom by 2005.

Teacher quality refers to the teacher's ability to have a conclusive

impact on students' academic achievement and social development. Although heavily criticized by a number of researchers for "exacerbating historical inequities, mainly through the collateral effects of state policy, but also through a systemwide failure to accommodate the needs and abilities of English language learners," the use of high-stakes testing remains the major measure of student academic achievement (Valenzuela, 2005).

In Texas, as in many other states, academic achievement is measured through a state-mandated test, the Texas Assessment of Knowledge and Skills (TAKS). Regardless of assessment measures currently used, the research supports the correlation of teacher quality and academic achievement (Darling-Hammond, 1999; Ferguson and Womack, 1993).

A comprehensive professional development program enhances teacher quality and represents a major vehicle that schools use to upgrade their capacity (including teachers, educational leaders and support staff) to influence positive student academic achievement. Kutner defines professional development as a process

**CORRECTION:** Due to a substantial excerpting error in the article, “Effective Bilingual Teacher Preparation—An Action Agenda” (May 2005), recognition of a key source was omitted. Dr. Martin Haberman’s original and scientifically-based research, which spans 40 years, was described as the “Fitness to Teach” criteria outlined in the article. The dimensions assessed in the Haberman, “Star Teacher: On-Line Prescreener” are:

1. **Persistence** predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them for the full 180 day work year.
2. **Organization and Planning** refers to how and why star teachers plan as well as their ability to manage complex classroom organizations.
3. **Values student learning** predicts the degree to which the responses reflect a willingness to make student learning the teacher’s highest priority.
4. **Theory to Practice** predicts the respondent’s ability to see the practical implications of generalizations as well as the concepts reflected by specific practices.
5. **At-Risk Students** predicts the likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels.
6. **Approach to Students** predicts the way the respondent will attempt to relate to students and the likelihood this approach will be effective.
7. **Survive in Bureaucracy** predicts the likelihood that the respondent will be able to function as a teacher in large, depersonalized organization.
8. **Explains Teacher Success** deals with the criteria the respondent uses to determine teaching success and whether these are relevant to teachers in poverty schools.
9. **Explains Student Success** deals with the criteria the respondent uses to determine students’ success and whether these are relevant to students in poverty schools.
10. **Fallibility** refers to how the teacher plans to deal with mistakes in the classroom.

See the following web site for more information: Online Teacher Pre-screener <http://www.habermanfoundation.org>.

## Academic achievement gaps between minority students and White students are primarily attributed to teacher quality. Effective teachers of minority students understand the classroom implications of a diverse student population.

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where learners “gradually acquire a body of knowledge and skills to improve the quality of teaching for learners and, ultimately, to enhance learner outcomes” (Kutner, et al., 1997). It creates seamless connections with actual practice in the classroom.

This article defines seven fundamental principles that guide an effective professional development program for schools with diverse student populations. A preceding article in the May issue of the *IDRA Newsletter* describes the elements that shape teacher capacity (Villarreal, 2005).

Effective professional development programs acknowledge and in-

corporate the following seven fundamental principles.

### Professional Development is a Lifelong Process

Students are the ultimate beneficiaries of effective professional development programs in our schools. Like physicians, attorneys and accountants, teachers in today’s schools are expected to update their skills and knowledge periodically. They feel the urge to keep up to date on new teaching techniques and strategies. Volumes of information are becoming available to professionals on a daily basis. Learning is a lifelong process.

New teachers often have not been

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# Beyond the Surface The Costs of High-Stakes Testing

by Amanda Walker Johnson, Ph.D.

This past spring, several protests led by students against high-stakes testing erupted across Texas. In Tarrant County, more than 60 high school students planned to wear T-shirts during Texas Assessment of Knowledge and Skills (TAKS) testing, bearing slogans such as “Walking standardized test score,” “I am not in the equation of my education,” and “Total Annihilation of Knowledge and Skills” (Melhart, 2005).

In the same month, an 11-year-old student from Edinburg, Texas, refused to take the TAKS, receiving national attention when his story was reported by the *New York Times*. According to the fifth-grade student, “I’m doing this for all kids, so kids will be happy when they go to school, so kids will want to go to school” (Walson, 2005).

Likewise, a 10th-grade girl from San Antonio refused to take the TAKS this spring. For her: “These tests don’t measure what kids really need to know, they measure what’s easy to measure. We should be learning concepts and skills, not just memorizing. It’s sad for kids and it’s sad for teachers, too” (LaCoste-Caputo, 2005).

**“These tests don’t measure what kids really need to know, they measure what’s easy to measure.”**

– 10th-grade girl in San Antonio

As these students risk their academic futures to take a stand, their protests call our attention to the human context of high-stakes testing: that lost in the discourse of rising test scores are the psychological, educational and ethical costs of high-stakes testing.

One of the most pervasive issues around high-stakes testing is the psychological toll that such an environment is having on students. According to Townsend, high-stakes testing negatively affects students’ social identities and self-concepts (Townsend, 2002).

For example, when a Latina high school student failed the TAAS (the pre-courser of the TAKS) for a second time, she did not return to her sessions with her tutor. She had begun calling herself a failure and had given up her hopes of graduating.

Parents and teachers tell of children as young as age nine experiencing chest pains, ulcers and throwing up on their tests from the anxiety, pressure and fear of failing. While allowing students to re-take the test, in theory, would absorb some of this pressure, it can also lead to labeling and disengagement with school. As the T-shirts of the protesting students attest, high-stakes testing is de-personalizing education for many students, leaving them feeling objectified.

In addition, several studies have renewed questions about the impact of high-stakes testing on teaching and learning. Research suggests that high-stakes testing leads to constant test preparation or “teaching to the test” that severely narrows the curriculum and “de-skills” teachers (McNeil and Valenzuela, 2001).

In theory, the alignment of state curriculum with the tests would ensure that teaching to the test *is* teaching the curriculum. However, teaching to the test tends to inflate scores at the cost of in-depth classroom instruction. It is exactly the memorization exercises,

*Beyond the Surface – continued on Page 4*

test preparation and worksheets to which students have objected most in their protests against high-stakes testing.

Further, as promotion and graduation decisions are being solely determined by test performance, the broad range of students' competence is increasingly ignored. High test scores can hide students' weaknesses in non-tested subjects and competency areas necessary for future career and college success, such as skills in presentation, research and the critical interpretation and analysis of texts (Volanté, 2004). In fact, no steps were taken to establish the *predictive validity* – that is, a measure of whether test performance could predict future performance – of the TAAS or the TAKS *before* the graduation and promotion requirements were imposed.

**“Because they are more likely to attend schools with inadequate resources, minority and low-income students have borne the brunt of the consequences of high-stakes testing.”**

– María “Cuca” Robledo Montecel,

Finally, teaching to the test adversely affects teachers' morale, particularly the framing of curriculum as “teacher-proof.” Ironically, in a state where teachers' competency is constantly questioned, Texas does not require test writers or scorers to have training in education.

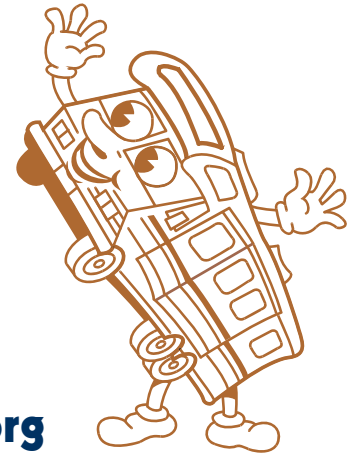
Along with the educational costs, high-stakes testing carries an ethical cost, impeding authentic accountability, equity and justice. An exposé in the *Dallas Morning News* accusing 400

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schools of cheating on TAKS scores led the Texas Education Agency to firmly state that any *teachers* caught cheating would lose their jobs and teaching certifications.

According to the TEA commissioner, “Typically when cheating allegations are confirmed, the problems have occurred in one or two schools and are not systematic.”

It is easy to individualize a systemic problem by blaming teachers. But, a study published recently by Nichols and Berliner (2005) suggests that it is the *high-stakes environment* that has led to the distortion and corruption of both the educational process and the very indicators of accountability – not only through cheating, but also “gaming the system” by encouraging students to drop out and, subsequently, misrepresenting dropout rates, teaching to the test and manipulating test cut-off scores and pass/fail rates (Nichols and Berliner, 2005).

Controversies over improper accountability data reporting are not new to Texas. Just three years after the implementation of the accountability system in 1993, TEA established the Special Data Inquiry Unit to investigate claims of data manipulation. In 1999, a

major urban school district was indicted for data tampering after the district replaced the names of a group of Latino students with numbers so that their tests would not be counted. The scandal as well as others across the state prompted the Texas state comptroller to form a Public Education Integrity Taskforce.

A teacher roundtable discussion through the integrity taskforce revealed that the pressure of testing from both within and outside the district led to cases in which teachers cheated through prompting students, changing answers and invalidating tests, and in which administrators “ARDED out” students – that is, exempted students through special education – or suspended or expelled students before the test.

One teacher suggested that exemptions were racially based. Another teacher even suggested, “Some districts swap students for testing” (Public Education Integrity Taskforce, 2001).

In the distortion and corruption that Berliner and Nichols describe as stemming from high-stakes testing, equity is left behind. As IDRA's executive director, Dr. María “Cuca” Robledo Montecel, has argued about

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high-stakes testing, “Because they are more likely to attend schools with inadequate resources, minority and low-income students have borne the brunt of the consequences of high-stakes testing” (Robledo Montecel, 2000).

In the *GI Forum, et al. vs. Texas Education Agency* case, decided in 1999, the Mexican American Legal Defense and Educational Fund provided evidence that the TAAS had a disparate impact on students of color; the test construction process lacked the psychometric properties to rid the test of racial bias; and since the introduction of TAAS, minority students disproportionately had either been retained in the ninth grade or dropped-out.

However, Judge Prado, presiding over the case, ruled that the adverse impact was not caused by the actions of the state, but was probably due to the failure of minority students themselves to close the gap. The Judge also ruled that there was no proof of a causal relationship between the TAAS and dropout rates.

In 2003, data manipulation scandals in a large urban school district (that had just won a prize for high TAKS passing rates) uncovered and brought national attention to the phenomenon of “pushing-out,” or encouraging students to drop out in order to raise test scores.

Allowing high-stakes test scores to become the single indicators of both individual student success or failure and teacher, school and district accountability oversimplifies the broad and very complex context of education. Further, it silences the historical conditions characteristic of so many schools with populations of predominantly students of color, such as persistent lack of resources, high teacher turnover and administrative instability. These conditions are only exacerbated by the sanctions-rewards system of high-stakes testing that

## **Raising the stakes of testing not only puts accountability and equity at risk, but also jeopardizes both the public and the education of public education.**

threatens schools with closures, reconstitution and private corporate management for failure and at the same time provides incentives and exemptions from civil rights provisions for higher scores without regard for the human cost of harmful practices that may produce those higher scores.

Raising the stakes of testing not only puts accountability and equity at risk, but also it jeopardizes both the *public* and the *education* of public education. Despite the fact that the accountability system was supposedly the “tradeoff” for finance equity among districts (Achieve, Inc., 2002), high-stakes testing is continually being expanded as finance equity provisions are placed in jeopardy.

The push for more testing is being made without regard for persistent inequalities in Texas, the educational costs of testing, or the effects of high-stakes on the mental and physical well-being of students. Consequently, the conditions are being set for testing corporations, test-prep companies and private school management companies to capitalize on the fears and anxieties brought about by high-stakes testing.

Recently, a Princeton Review executive told *The Washington Post*, “The fear and anxiety associated with changes in the SAT are good for our business” (Dobbs, 2005).

Already, TEA contracts with one testing corporation for more than \$57 million, and students may be forced to pass even *more* tests just to receive

credit for completing many of their courses required for graduation.

As one high school teacher asked of the high-stakes testing system: “Who *really* benefits? It surely isn’t the children.”

### **Resources**

- Achieve, Inc. *Aiming Higher: Meeting the Challenges of Education Reform in Texas* (Washington, D.C.: Achieve, Inc., 2002).
- Dobbs, M. “New SAT a Boon for Test-Prep Business: Expensive Coaching Debated as Students Prepare for Revised Exam,” *Washington Post* (Monday, March 7, 2005).
- LaCoste-Caputo, J. “They’re Not Going to Take it: Student Rebels Boycott High-Stakes Tests,” *San Antonio Express-News* (February 19, 2005).
- McNeil, L., and A. Valenzuela. “*The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric*” In Orfield and Kornhaber, eds. *Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education* (New York, N.Y.: Century Foundation Press, 2001).
- Melhart, K. “Students Stage T-Shirt TAKS Protest,” *Ft. Worth Star-Telegram* (February 22, 2005).
- Nichols, S., and D.C. Berliner. *The Inevitable Corruption of Indicators and Educators through High-Stakes Testing* (Tempe, Ariz.: Education Policy Studies Laboratory, Arizona State University, 2005).
- Public Education Integrity Taskforce. *A Report to Comptroller Carole Keeton Rylander* (Austin, Texas: Texas Comptroller of Public Accounts, 2001).
- Robledo Montecel, M. “TAAS Ruling Troubling,” *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, February 2000).
- Townsend, B.L. “Testing While Black,” *Remedial and Special Education* (Vol. 23 Issue 4: 222-230, 2002).
- Volanté, L. “Teaching To the Test: What Every Educator and Policy-Maker Should Know,” *Canadian Journal of Educational Administration and Policy* (Issue #35, September 25, 2004).
- Walson, K. “11-year-old Boy Protests TAKS, Refuses to Take this Year’s Exams, Fifth-grader Says Too Much Emphasis is Placed on Tests,” *The Monitor* (February 25, 2005).

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# Tools for

## Leadership is Making a Difference

When it comes to creating great neighborhood public schools, leadership makes a difference. Effective leadership, however, is not characterized by traditional models of top-down direction, governance by the elite few, or leadership in a vacuum. Instead, it is found in a shared commitment to student success and in the leadership and mutual accountability of parents, teachers, school administrators, students, policymakers, businesses and communities.

Leadership by **parents and community members**, for example, has been shown to improve school leadership, staffing and school facilities and to promote higher-quality programs, new resources for after-school programs, and programs to improve teaching and curricula (Henderson and Mapp, 2002). **Teachers** as leaders have enhanced teaching quality by leading school improvement efforts; building professional learning teams; mentoring newer teachers; and advocating for quality professional development, classroom observation and personal reflection (Berry, Johnson and Montgomery, 2005; Hirsh, 1997). Leadership by **school administrators** has converted low- or average-performing schools to high-performing schools by, among other actions, communicating a clear, shared and strategic vision for their schools; expecting and supporting decision-making by teachers; and building a culture of interdependency and accountability (The Southeast Center for Teaching Quality, 2002; Lambert, 2005). As emerging leaders, so-called “at-risk” **youth** have raised the bar on student achievement by serving as mentors, tutors and role models for younger students (IDRA, Coca Cola Valued Youth Program, see <http://www.idra.org>). **Public policy leaders** have promoted equitable, excellent schools by pressing, not just for school accountability, but the funding and resources that make it possible.

Recognizing that each sector has a unique, essential role to play in making schools great and that diverse communities must be brought together to ensure success, IDRA has long stood for quality, interactive leadership,

promoting and building programs, resources and supports that “keep the public in public schools” and secure success for all students. In recent months, through research, leadership development, policy analysis, and community engagement, these efforts have:

- identified policies and practices to strengthen public education and to make higher education more accessible to all students;
- amplified the voice of diverse community leadership;
- built cross-sector networks that are essential for systems change; and
- promoted technology access and innovation to support student, parent and community leadership.

## A Snapshot of What IDRA is Doing

**Conducting Research** – IDRA has recently completed a first phase of work to develop a technology-based indicator system to support parent and family leadership in their neighborhood public schools. IDRA has laid the groundwork for this interactive system through its Academic and Community Collaborative Ensuring Student Success (ACCESS) project (funded by the Ford Foundation), and as a partner in the Making Connections Initiative in San Antonio (through the Annie E. Casey Foundation).

**Developing Leaders** – This spring, IDRA released *The Ohtli Encuentro: Women of Color Share Pathways to Leadership*, with support from the W.K. Kellogg Foundation. This compilation of stories and lessons learned from the Ohtli Encuentro, convened by IDRA in May 2004, gathers insights from 30 leaders – African American, Latina, and Native American women – deepening our understanding of leadership development (see Page 9). The 12th Annual IDRA *La Semana del Niño* Early Childhood Educators Institute in April focused on leadership in early reading, providing bilingual workshops for parents and early childhood educators.

**Informing Policy** – IDRA’s *InterAction: Higher Education and Latinos in the New Millennium*, supported

*Tools for Action continued on next page*

# Action

by Houston Endowment, Inc., culminated with a meeting in Austin to unveil policy reform solutions from university, community and school leaders to address persistent disparities in higher education. Also, IDRA supported policy leadership this spring by providing public education and expert testimony for proposed school funding plans. A summary and analysis of last session's major proposals is available to the public at <http://www.texans4fairfunding.org/assessment.asp>.

**Engaging Communities** – For many years, IDRA has promoted a unique model of parent leadership and forged linkages between schools and their diverse community partners. IDRA's TECNO (Technology-Enhanced Community Neighborhood Organizations) project, funded through the U.S. Department of Education, expands on this tradition, establishing six new computer centers in San Antonio's Edgewood community in partnership with the Edgewood Independent School District, the Benitia Family Center, the Edgewood Family Network, the West Side YMCA, the YWCA, and the Annie E. Casey Foundation Making Connections – San Antonio project. In partnership with Arise, the TECNO model has also been a springboard for Youth Education Tekies, 13 youth who are building their leadership and technology skills to promote quality education in the lower Rio Grande Valley.

## What You Can Do

**Get informed:** For a blueprint of leadership strategies for school administrators, see *Challenges and Strategies for Principals of Low-Performing Schools*, published by IDRA, at <http://www.idra.org/Newsltr/2001/Jan/Lalo.htm#Art1>. For a recent article on teacher leadership and decision-making, see <http://www.idra.org/Newsltr/2005/May/Abelardo.htm#Art2>. A listing of professional development resources offered by IDRA to expand school administrator and faculty leadership is available at: <http://www.idra.org/Services/Services.htm#ProfessionalDevelopment>. For a bibliography of articles on leadership characteristics that promote school improvement, see:

<http://www.sedl.org/change/leadership/references.html>.

**Get involved** by building strong connections between your local public schools and community. To learn more about how school leaders can engage community members and how community, family and parent leadership and involvement can influence education quality, see *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement: Annual Synthesis, 2002*, published by the Southwest Educational Development Laboratory at <http://www.sedl.org/connections/resources/evidence.pdf>.

For proven models of parent leadership training, visit the TEXAS IDRA Parent Information Resource Center (PIRC) online at <http://www.idra.org/pirc/about.htm>. For professional development training on engaging diverse families and communities in education, see <http://www.idra.org/Services/Services.htm#Education>.

**Get results:** Boost your leadership capacity and expand your impact by becoming active in professional organizations that make a difference – organizations like local, state or national associations for bilingual education (<http://www.nabe.org/>), the Public Education Network (<http://www.publiceducation.org/>), the Texas Latino Education Coalition (<http://www.texans4fairfunding.org/about.asp>), and the Coalition for Public Schools (<http://www.coalition4publicschools.org/>).

Flex your leadership in support of current policy initiatives that strengthen public education, access and equity. Promote policy recommendations developed by InterAction: Higher Education and Latinos in the New Millennium (online at <http://www.idra.org/InterAction/interaction.pdf>) that will expand higher education access to students in your region. Oppose divestment in public education by adding your name to the list of organizations that oppose school vouchers at <http://www.texans4fairfunding.org/vouchers.asp> (see Page 15).

**Additional resources are listed online at [www.idra.org](http://www.idra.org).**



# Texas School Finance Reform: An IDRA Perspective

by José A. Cárdenas, Ed.D.

A master story-teller, Dr. José A. Cárdenas offers an insider's view of the 32-year history of school finance in Texas. Dr. Cárdenas is the founder and director emeritus of IDRA and is the only person who has been actively involved in the entire school finance reform effort since the early days of the *Rodríguez vs. San Antonio ISD* litigation when he was superintendent of the Edgewood Independent School District. More than a history, this book provides a blueprint for persons interested in bringing about future reform in schools and other social institutions. Beginning with a description of the Texas system in 1950, the account covers court cases, legislation, and advocacy efforts and concludes with the status and future of school finance reform. Personal vignettes sprinkled throughout offer glimpses of those special untold moments that impacted history. Much of this volume – including the myths of school finance and lessons learned – relate to reform efforts in other states as well. Dr. James A. Kelly, president of the National Board of Professional Teaching Standards, provides a foreword, “Fighting the Good Fight,” describing Dr. Cárdenas as a trailblazer and pioneer. As a former program officer for the Ford Foundation, Dr. Kelly coordinated support for school finance reform efforts around the country.



Dr. José A. Cárdenas (right) presents a copy of his book to Demetrio Rodríguez (left), lead litigant in the *Rodríguez vs. San Antonio ISD* case. Photo credit: Randall Reines Photography, San Antonio, 1997.

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## Highlights of Recent IDRA Activities

In April, IDRA worked with **9,052** teachers, administrators, parents, and higher education personnel through **39** training and technical assistance activities and **166** program sites in **nine** states plus Mexico and Brazil. Topics included:

- ◆ Annual IDRA *La Semana del Niño* Early Childhood Educators Institute
- ◆ Parent Leadership
- ◆ “Coalition-Building for Education: Blueprints for Action” Community Dialogues
- ◆ Sheltered Instruction Observation Protocol (SIOP) Training

Participating agencies and school districts included:

- ◆ Corpus Christi Independent School District (ISD), Texas
- ◆ Jefferson Parish, Louisiana
- ◆ Texas Education Service Center, Region XX
- ◆ Tolleson United School District, Arizona

### Activity Snapshot

After being found in violation of the law related to racial harassment, one district faced having \$250,000 in federal funds withheld from it. The IDRA *South Central Collaborative for Equity* provided technical assistance to the district in board policy development and training in prejudice reduction for the board, staff, students and parents. A model was developed and refined for use with other districts experiencing similar problems. The South Central Collaborative for Equity is the equity assistance center funded by the U.S. Department of Education to help schools in Arkansas, Louisiana, Oklahoma, New Mexico and Texas to provide equitable school settings that ensure full inclusion and participation by all students and their parents regardless of race, sex or national origin.

Regularly, IDRA staff provides services to:

- ◆ public school teachers
- ◆ parents
- ◆ administrators
- ◆ other decision makers in public education

Services include:

- ◆ training and technical assistance
- ◆ evaluation
- ◆ serving as expert witnesses in policy settings and court cases
- ◆ publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210-444-1710.



# Review of Literature on Leadership

## An Excerpt from the New Book, “The Ohtli Encuentro – Women of Color Share Pathways to Leadership”

by Pam McCollum, Ph.D.

These analytic reflections are offered as a complement to the narrative journal, *The Ohtli Encuentro – Women of Color Share Pathways to Leadership*, which tells the story of the Ohtli Encuentro and of the leadership pathways of the Ohtli women through the voices of the women, themselves. The reflections provide a brief review of the general literature on leadership, with an emphasis on women’s leadership and studies of leadership of women of color, as a context within which to situate the Ohtli women’s stories and insights.

Definitions of leadership can be placed on a continuum from *hierarchical* to *transformational*. At the hierarchical end, leadership is viewed as one of “power over,” the ability to exercise authoritative dominance over others through hierarchical position, physical might or control of resources. This form of leadership is *agentic* and is more commonly ascribed to men than women. Leaders who exhibit agentic qualities have been commonly and traditionally described as aggressive, ambitious, dominant, forceful, independent, daring, self-confident and competitive (Eagly and Johannesen-Schmidt, 2001).

At the other end of the continuum

**The scope of leadership research has expanded from males as the sole focus of study to include gender and, most recently, to a focus on leadership in members of various ethnic groups.**

is *transformational* or *communal* leadership, which is characterized by “power with” or “power through” due to the relationship between the leader and followers. Transformational leaders recognize a need for change, have a vision and focus, pursue worthy goals, and inspire others to work cooperatively to achieve a desired change (Gillis, 2005).

Transformational leaders are skilled communicators who can communicate their vision to others and inspire them to pursue a common goal, empowering them in the process. These types of leaders are adept at developing others’ personal ownership of the vision, stimulating commitment, supporting people to work together and inspiring collective loyalty. The influence that leaders have over followers is

constantly being negotiated and is a function of several variables, including the self-identity of the followers (Douglas, Brown and Freiberg, 1999).

Another type of leadership that has been described in the business literature is transactional leadership, which is managerial. Instead of being communal, the emphasis is on individuals or small groups of employees within organizations or businesses who vie for favored status with a manager. Cooperation occurs through negotiations and loyalty is bought with reward to individuals. In these cases, some employees demonstrate little or no commitment to the organization’s mission or vision, and cooperation is the result of negotiations. This model emphasizes marginal improvements in performance based on exchange relationships with subordinates (Bass and Avolio, 1993).

Yet another type of leadership seeks service for the greater good, as in *servant leadership* described by Greenleaf (1991). Others write, “Leadership is an art” (DePree, 1989).

### Gender and Leadership Styles

A good portion of the studies on leadership styles has examined gender differences in leadership style when *style* is understood as relatively stable patterns of behavior that are manifested by leaders (Yoder, 2001). Many of

*Review of Literature – continued on Page 10*

these studies have focused on whether women and men have different leadership styles or on the adequacy of women's leadership styles for a given profession. This line of research focused on women who worked in traditionally male-dominated professions and examined whether their leadership style was adequate (Miller, Taylor, and Buck, 1991). The difference/similarity research in leadership styles between men and women also has enjoyed popularity in the popular press. Authors of these studies, who formerly worked in the business world, published results of interviews and surveys that examined the issue of gender and leadership style and found that the leadership style of women is less hierarchical, more cooperative and collaborative, and more oriented to enhancing others' self-worth (Book, 2000; Helgesen, 1990; Rosener, 1995).

Acknowledging that leadership was much more complex than the simple difference/similarity dichotomy, social scientists such as Powell (1990) began to minimize the importance of these reported differences in leadership styles. There was a realization that leadership is *gendered* (Boldry, Wood and Kashy, 2001; Eagly and Johannesen-Schmidt, 2001; Heilman, 2001).

Researchers also began to examine leadership as a *process* that occurs within a social context that is itself gendered (Biernat and Fuegen, Winter 2001). The context of the leadership setting can vary according to several factors such as the gender composition of the group, task characteristics, and shifting standards. Gender is important in defining both leadership and the specific context in which leadership operates. Yoder (2001) states, "Leadership does not operate in a genderless vacuum."

## Gender and Leader Effectiveness

Analyzing the contextual settings of leadership has broadened the polemic over the effectiveness of female vs. male leaders. These studies have examined the *gender congeniality* of contexts where leadership occurs. Gender congeniality can be thought of as a kind of "comfort index" that differs by gender. The research was done largely through meta-analyses that operationalized the gender congeniality of social contexts in which leadership occurs (Eagly and Johnson, 1990; Eagly and Karau, 1991; Eagly, Karau and Makhijani, 1995). Variables that influenced the social context were group composition, gender typing of the task, valuing task performance over all other outcomes, and power emphases. When assessing leader effectiveness in this model, one must take into account the gender of the leader and the gender congeniality of the context where the leader operates. Leader effectiveness is defined as positive leader and follower satisfaction, enhanced group and individual performances, and unit cohesiveness. The types of power typically used in women-uncongenial contexts draws on "power over," or dominance, and "power from," or the ability to resist demands of others. "Power to" or empowerment of self and others is more common in women-congenial contexts (Yoder, 2001).

Studies have shown that effective leadership traits for men in masculinized contexts in many cases are ineffective when adopted by women operating in masculinized contexts (Porter, Geis and Jennings, 1983). Assertiveness, an agentic trait of male leaders, was found to be threatening when exhibited by women (Carli, 1995) and contributed to them being disliked (Butler and Geis, 1990).

Studies focusing on other agentic qualities of male leadership all found

that women leaders who exhibited the agentic qualities in masculinized contexts were not viewed as effective. The qualities studied were: dominance (Ellyson, Davidio and Brown, 1992); autocratic or directive behavior (Eagley, Makhijani and Klonsky, 1992; Jago and Vroom, 1982); and self-promotion (Rudman, 1998).

Yoder (2001) states that what makes leaders effective in masculinized settings is power. She states, "Because social status and power are confounded by gender, the playing field is tilted for women leaders even before they begin."

## Ethnicity and Leadership

The scope of leadership research has expanded from males as the sole focus of study to include gender and, most recently, to a focus on leadership in members of various ethnic groups. These studies are generally qualitative in nature, the most common employing in-depth interview techniques and surveys. Ramírez (2001) surveyed 3,032 Latinos in the United States (Mexican American, Puerto Rican and Cuban) ages 18 and older and asked them to name traits they considered important in a leader. He found 20 desirable traits that clustered around four leadership traits that Latinos expect to see in a leader: character, competence, compassion and community servanthood. Latinos, like most Americans, highly value the importance of character (honesty and integrity) and competence.

However, the Ramírez study showed that Latinos place a much higher priority on leadership traits associated with compassion and community servanthood than their non-Latino counterparts. Latinos want their leaders to be competent but not at the expense of compassion and community servanthood.

There are many similarities between Latinos' expectations for leaders and African Americans'. The

*Review of Literature* – continued from Page 10  
centrality of the community for African Americans has much in common with Latino communal values. Most of the early work on leadership in African American communities was done within the race dominance and power approach, seeking to explain Black leadership theoretically in terms of the subordinate power position of Blacks in relation to Whites (Walters and Smith, 1999): “Because of the subordinate position of Blacks relative to Whites in the U.S., African American leaders

have been faced with the dual task of organizing internally within the Black community while simultaneously ‘mobilizing’ the community to develop the pressure on the majority” (Ibid., p.112).

Both Kilson (2000) and Walters and Smith (1999) feel that Black leadership tends to be transformational in nature and cite Dr. Martin Luther King as an example of a Black transformational leader.

While there is a great deal of diversity in the lifestyles of the 550

recognized Indian nations in the United States, their cultures can generally be characterized by similar social and religious systems where women occupy a matriarchal position (Gutiérrez, 1991). American Indian women have a rich history of political involvement in their communities and have struggled to attain tribal sovereignty, control over Native lands and resources, and cultural preservation. Since the 1970s, women have held a variety of elected or appointed positions in their tribal

*Review of Literature* – continued on Page 12

**New Release!**

## The **Ohtli Encuentro** **Women of Color Share Pathways to Leadership**

A unique book that shares the wisdom of African American, Latina and Native American leaders



This beautiful book presents the voices of 30 African American, Latina and Native American women who share their leadership journeys. IDRA brought together these women leaders to capture, honor and share their inspiring stories of leadership. This book highlights their moving stories. Four dimensions, or pathways, of leadership were shared by the women as they told their personal stories: (1) history, language and culture; (2) community engagement; (3) vision, spirit and values; and (4) social change and institutional transformation. The book is accompanied with analytic reflections that present a brief review of the literature on women’s leadership and discusses common themes that arose from the women’s interactions in a multicultural, multi-generational gathering designed to explore leadership in women of color. The word “ohtli” means

“pathway” in the Nahuatl (Mexican indigenous) language. (ISBN# 0-9740243-8-4; 112 Pages; Boerne, Texas: Sor Juana Press 2005) \$ 15

**“From a Native perspective, I have come to know the difference between leadership that is earned and leadership that is appointed. It is about what people stand for. Character is the foundation of a leader. The skills are learned and develop over time.”**

– Gabrielle Strong, Ohtli participant

**“As an African American who happens to be a woman, I already had two strikes against me. It was never enough just to ‘get by.’ Through both word and deed, I learned the art of ‘wearing the mask’; mastering and embracing the culture which was not mine, all the while holding on to and never giving up on the one which welcomed my birth.”**

–Kenya Eddings, Ohtli participant

**“Any time you get people fighting over crumbs you don’t get the cake. You get the crumbs. Multi- and cross-cultural work is what is going to make us politically strong. If we are divided, we will be weak. Women have to stand together. We are the bearers of the future.”**

– Dolores Huerta, Ohtli participant

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governments (Prindeville, 2000).

Leadership studies with professionals of various ethnicities began to appear in the 1980s. These studies tended to be written by members of ethnic groups who studied how members of their ethnic group fared in comparison to majority group employees within the organization. Initially, these were analyses that examined why there were so few minorities in leadership positions relative to majority group members within various careers. Studies in this vein examined leadership in higher education (Madrid, 1982; Valverde and García,

1982; Waring, 2003), community organizing (Straus and Valentino, 2003) and school administration (Bloom and Erlandson, 2003). Presently, studies are examining leaders from ethnic groups in positions of power within organizations.

To read more about leadership in women of color, read the newly-released, *The Ohtli Encuentro – Women of Color Share Pathways to Leadership*. This beautiful book presents the voices of 30 African American, Latina and Native American women who share their leadership journeys. IDRA brought together these women leaders to capture, honor and

share their inspiring stories of leadership. This book highlights their moving stories. The book also discusses common themes that arose from the women's interactions in a multicultural, multi-generational gathering designed to explore leadership in women of color.

For more information visit [www.idra.org](http://www.idra.org) or contact IDRA (210-444-1710, [contact@idra.org](mailto:contact@idra.org)). References are located in the *Ohtli Encuentro* book and are also available online.

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prepared well by their universities to deal with the exigencies and demands of the classroom. Teacher preparation programs at most universities are either ill preparing teachers for the realities of today's diverse classrooms, or student teachers are not provided enough opportunities to experience and apply learning in a real classroom. New teachers are coming into our classrooms with serious professional development needs.

J. McRobbie states, "Teaching is a lifelong journey of learning rather than a final destination of 'knowing' how to teach" (2001). Teachers must continue to update their skills and knowledge to become more effective teachers. Professional development activities must be aligned with new knowledge and be related to the real responsibilities of a good teacher. Activities must be connected to the curriculum and knowledge about the students. Teachers must be afforded the necessary time to develop their professionalism.

Teachers are not the only ones who need professional development. Research tells us about the important leadership role that principals play in effective schools. School board members also must be knowledgeable

of basic pedagogy to support policies that facilitate instruction in the classroom. Education is a team effort that cannot be relegated solely to teachers.

The U.S. Department of Education presently makes competitive grants to assist high-need local education agencies to recruit and train principals and assistant principals, and it supports teachers seeking advanced certification or advanced credentialing. It also makes competitive grants to schools and partnership organizations to improve the knowledge and skills of early childhood educators who work in communities that have high concentrations of economically-disadvantaged children.

### **Professional Development is Based on Adult Learning Theory**

A good professional development model is based on learning theories (e.g., Kolb's Experiential Learning Theory, Knowles Theory of Andragogy, Roger's Facilitation Theory, Honey and Mumford's Learning Style Theory, Active Learning Theory and Constructivist Theory) that support adult learning activities in a sustained and coherent professional

development program.

An effective professional development program provides opportunities for participants to learn about research-based best practices, use data on children and parents in designing instruction, witness effectiveness through models and examples, use and reflect on practice, design instruction and the management of instruction, share and form accountability networks with other personnel, and evaluate and be accountable for what happens in the classroom. Research supports the value of partnering teachers with mentors and coaches and compares and alludes to this relationship as "cognitive apprentices" to experts (Berryman, 1990).



### **Professional Development is Essential for Quality Schools for Minority Students**

McLellan refers to a "situated cognition approach to learning" where knowledge is shaped by the context and culture in which it is applied (McLellan, 1996). In other words, professional development requires the

*Seven Principles – continued on Page 13*



application and adaptation of knowledge and cognitive skills to solve issues related to the needs of a diverse student population.

Mikulecky, et al., describe a process where teachers must witness the best practice, be able to connect new knowledge to context (knowing in action) and experience, and use their own metacognitive skills for learning to understand better the teaching process (1994).

Teachers must be provided opportunities to adapt and practice newly-learned skills in their context. Teachers also must be provided opportunities to reflect on the impact of new knowledge and skills on children's academic achievement and on the feedback that mentors and coaches provide them.

Research tells us about the essential elements of a successful school for minority students (Gonzalez and Darling-Hammond, 1997). A standards-based approach for professional development that defines the characteristics of a good teacher in a school with a diverse student population is critical. For example, a great teacher for English language learners has the following characteristics:

- Knowledgeable about the cultures represented in the classroom;
- Practices people skills such as empathizing with the needs of others, caring and cooperating with other teachers;
- Is willing to unlearn and debunk myths (for example, "interference" of the first language, poverty as the "reason" for underachievement, and parents who "do not care" about the education of their children) that interfere with quality teaching for minority students;
- Knowledgeable about effective assessment and teaching strategies (for example, active, inquiry based, activating prior knowledge,

## Talking about Leadership

"We are not defining leadership as the individual qualities of assertiveness and ambition that shine through a charismatic individual. Leadership... means collective commitment to progress – wise and tough actions that create new systemic regularities in our institutions of education. It means constructing a seamless pipeline for all our children from preschool years to completing college... It means institutions and communities work for the greater good of our world."

– Aurelio M. Montemayor, M.Ed., IDRA

"There can be no keener revelation of a society's soul, than the way it treats its children."

– South Africa Former President Nelson Mandela

"Don't take this on by yourself. Work with others. Work with people who agree with you. Cause others to agree with you. Work with people who are like you and with those who are unlike you. This could be in terms of race and ethnicity, age, social class, another part of town, etc. There is a great deal you can learn from each other, and you will have a much more powerful effect together."

– Dr. María "Cuca" Robledo Montecel, IDRA executive director

"Each of us has a light within us, a potent force to lead the way for ourselves and others. The choice to do so is not always easy for it means facing and overcoming the darkness, the fears and doubts that are constant companions. It means staying true to a vision, keeping hope alive, giving voice to those who have none. It means believing, in a profound and unfaltering way, that each person we encounter can make a difference in this journey. It means listening to people with our heads and our hearts and speaking with a voice that resonates with truth, fairness and decency. It means finding words that will move us and others to do what is right."

– Josie Danini Cortez, M.A., IDRA

"Until all of us have made it, none of us have made it."

– Rosemary Brown

"As leaders in your community, you can make it happen. It's up to you. But first, you have to believe it, truly believe that what you've imagined can be real."

– Dr. María "Cuca" Robledo Montecel, IDRA executive director

cooperative learning, accelerated learning, critical pedagogy);

- Knowledgeable of first and second language acquisition and learning; and
- Knowledgeable about curriculum standards.

Any professional development program for teachers of English language learners must integrate these

qualities as part of the content to be addressed in any plan to upgrade teacher capacity.

## **Professional Development Can be Enhanced through a Technology-Enriched Environment**

Concerns have been raised that pulling teachers out for a prolonged number of days affects the quality of instruction in those classrooms. These concerns are supported by a lack of a well-prepared substitute pool. Schools are faced with the dilemma of dealing with the lack of qualified substitutes and the critical need for professional development, which typically requires teachers to be out of the classroom.

Technology can bring professional development to the classroom and offers many opportunities for teachers to learn and grow. The amount of time for teachers to be out of the classroom can be minimized through technology.

Multimedia technology offers solutions to this problem. R. Sharp states: “Multimedia technology can provide ideal conditions for learning how ideas and actions are connected. Because video images and texts are presented together, often on the same television or computer screen, the relationships among practice, research and theory are immediately apparent” (2002).

The use of technology has greatly enhanced the traditional live workshop, but it will never replace the one-on-one interaction that is central to effective communication. The workshop provides opportunities to produce together with guidance from an expert and to be challenged cognitively to produce responses to problems. Guidance during the application process can be provided through technology.

## **Professional Development Must be Partnered with a Strong Curriculum**

A research-proven curriculum customized for a diverse student population is a prerequisite for student

success. Like many other states, Texas has a standards-based curriculum that must be adhered to by all teachers. Texas tests all of its students on these standards. Students who fail to meet minimum expectations do not graduate or pass to the next grade. Professional development topics must be connected to these standards and equip teachers to use these standards to prepare their daily lesson plans.

Successful teachers are the ones who measure all aspects of learning and development. Their assessment of students is comprehensive and varied to measure the various levels of knowledge and skills. They align their teaching to instructional standards, and their students do well in the state standardized test. Successful teachers do not teach to the test.

## **Professional Development is Critical in an Accountability System**

An accountability system that ignores the value of professional development is flawed and is not consistent with what research demonstrates about factors that contribute to student success. The *No Child Left Behind Act* has tightened requirements by specifying acceptable rates of progress to ensure that all groups of students – disaggregated by poverty, race, ethnicity, disability and limited English proficiency – succeed in school.

The Texas Education Agency has similar requirements for schools to remain in the “acceptable,” “recognized” and “exemplary” status levels. Educators must rely on quality teaching to achieve these results.

Quality teaching is the result of strong teacher support, the right teaching strategies and techniques, a strong curriculum and teachers’ high expectations and positive attitudes toward diversity.

## **Professional Development Requires Commitment and Support from Federal and State Levels**

Funds made available that target professional development are becoming smaller and smaller. At the federal level, the 15 comprehensive assistance centers (training and technical assistance centers) are undergoing a reconfiguration, and their potential for impact is not yet known. The U.S. Department of Education has eliminated the Eisenhower Professional Development grants in mathematics and science. States, however, are allowed to use federal funds for reforming tenure systems, teacher testing and pay differentiation initiatives.

Any school receiving funds to operate a federal program is required to use between 5 percent and 10 percent, inclusive, of its allocations for professional development aimed at ensuring that all teachers are highly qualified by the end of the 2005-06 school year. Local education agencies and schools identified as low performing must use at least 10 percent of their allocations for professional development aimed at correcting the deficiencies that led to their identification as low performing.

## **Conclusion**

Peter Senge warns of the risks inherent in top-down professional development approaches and promotes the use of collaborative teamwork approaches that foster learning organizations as the answer to solving educational problems (1994). Many professional development models reflect a deficit-driven approach where existing knowledge of teachers is not valued and teachers simply participate as consumers of knowledge with little acknowledgment of the contributions they have gained through observation



## Vouchers: Unwise, Unworkable and Unfair

While the state cannot find the money to educate the more than four million children in Texas public schools, some have imprudently proposed a venture to divert taxpayer money to private schools that are not accountable to the taxpayers.

Some proponents argue that vouchers would give parents greater educational choice for their children. This is not so. Instead, data indicate that:

- Private schools, not parents, have the ultimate choice about who enrolls in private schools;
- Texas private schools can only absorb a very small number of new students, giving no "choice" to most parents;
- Private schools are not accountable to the public for their actions or results;
- Texans would have to raise even more taxes to finance already under-funded public schools; and
- Vouchers will not provide a better education for the 94 percent of Texas children who attend locally-controlled public schools.

Vouchers are an unwise, unworkable and unfair scheme that would create a dual system of education – separate and unequal. Vouchers would weaken, not strengthen, neighborhood public schools that are accountable to us all.

People of all races and faiths have stood and stand for equitable, excellent and accountable public schools that serve all children regardless of background, ability or religious affiliation. For the sake of all children and for a vital Texas, the challenge is to strengthen, not dismantle, public education.

We ask you to join us in fighting for children and assuring that public dollars continue funding accountable public schools.

Sponsored by the Coalition for Equity and Excellence in Public Education.

For more information and to see additional supporters of this statement visit [www.texans4fairfunding.org](http://www.texans4fairfunding.org).

You can also get more information by contacting IDRA at 210.444.1710 or [www.idra.org](http://www.idra.org).

American Association of University Women, Texas

American Civil Liberties Union

Americans United for Separation of Church and State, Houston Chapter

Bexar County Federation of Teachers

Bexar County Judge Nelson W. Wolff

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North East Independent School District Board President Mrs. Beth Plummer and Superintendent Dr. Richard A. Middleton

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Southside Independent School District

South San Antonio Independent School District Board of Trustees and Superintendent Dr. Nabor F. Cortez, Jr.

Texas Alliance of Black School Educators

Texas Association for Bilingual Education

Texas Association of School Personnel Administrators

Texas Baptist Christian Life Commission

Texas Elementary Principals and Supervisors Association

**Update:** The 2005 Texas Legislative Session closed with no voucher plans approved. Proponents will try again. The above signators, those who've signed online, and others will continue to fight to keep the public in public schools.

and experience.

Schools are facing many challenges while formulating, implementing and integrating a comprehensive professional development program in an already full day of teaching activities. Furthermore, in spite of the strong research support for effective professional development, schools face two other major obstacles that diminish their professional development efforts.

First, there is a trend nationwide to further reduce training and technical assistance to school districts. Second, funding to develop teacher expertise at the local level is declining, and steps are being taken to diminish the number of learning and training opportunities provided to teachers.

Although the federal government has asked states to put a highly-qualified teacher in every public school classroom by 2005, funding is not sufficient to meet the challenge.

It is a common assumption that all teachers are adequately prepared when, in fact, many are not. The issue becomes even more acute when it is evident that knowledge and

understanding of the implications of a diverse student body is lacking. Failure to provide adequate learning opportunities to students is a major cause for underachievement. In spite of all these challenges, schools must find ways of ensuring that teacher quality is not sacrificed.

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