DOCUMENT RESUME

ED 424 681 EA 029 460

AUTHOR Schuttloffel, Merylann Mimi J.
TITLE Searching for the Developmental Stages of the Visionary Leader: Examination of Complex Cumulative Life Stories.
PUB DATE 1998-00-00
NOTE 40p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; Administrator Education; *Administrator Qualifications; *Administrator Role; Case Studies; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Leadership Training

ABSTRACT

This paper explores whether potential school leaders can be identified and encouraged earlier in their lives. The story of Judy, a teacher who became the leader of an innovative technology project, provides clues to her development as a professional and her creation of the vision that inspired the project. The numerous markers in Judy's life that seem to denote school leadership qualities form a framework for the analysis of the lives of other school leaders for similar indications in a second study. A third study examines the life stories of graduate students in educational administration in an attempt to determine if these markers are universal, or at least generic. The seven themes that emerge--childhood experiences with leadership, college experiences with leadership or nontraditional college experiences, high parental expectations of leadership, support of spouse or friends for leadership, strong ego or personality characteristics, and an inquisitive approach to situations and people--may mark the path taken by potential school leaders and help provide insights into improving educational leadership programs. (Contains 4 figures and 22 references.) (MKW)

Searching for the Developmental Stages of the Visionary Leader: Examination of Complex Cumulative Life Stories

Merylann "Mimi" J. Schuttloffel, Ph. D.
The Catholic University of America
Washington, DC

Introduction

Visionary leadership is widely recognized in organizational theory as critical to the development of a potent organization (Bennis, 1988). The complex problems and moral dilemmas that shape the day of a school leader point to the importance of appropriate preparation (Jackson, P. W., Boostrom, R. E., & Hansen, D. T. ,1993; Goodlad, Soder, Sirotnik, 1990). And perhaps more importantly, is it possible to identify potential school leaders, and then encourage them to prepare as qualified school leaders . This study raises the question, "Who do we want to lead our schools?" The study's purpose was to distinguish whether the markers identified in a teacher's leadership study (Schuttloffel, 1994) were unique to the subject, or if these markers have the potential of providing a framework for identification of future school leaders.

The interaction between the role of vision in the implementation of an innovation (Smith, 1971) and research into teacher biographies (Knowles, 1990) led to the original study. The role played by the subject, Judy, as the director of an innovative project, characterized the belief that teachers are capable of transformation into the role of educational leader. Her life story provides clues to her development as a professional and

her creation of the vision that undergirded the project.

While the role of teacher may be narrowly defined as the behaviors of the teacher in the classroom, Zumwalt (1989) challenged educators to look beyond the "how" and "what" of classroom activity to discover "why" choices were made. By broadening the concept of role of teacher to include teacher beliefs, philosophy, methodological preferences, classroom management practices and personal experience, the concept more adequately described what it means to be a teacher. The traditional role of teacher was performed in the context of life in the classroom (Lortie, 1975). The specific and serious implementation of an innovation intends to alter the methodology of teaching and implied changes in teacher behavior and life in the classroom.

In recent years, a body of research has been formulated regarding teacher beliefs, teacher thinking, teacher improvement and the process of changing teacher behavior. Much of the research was intended to motivate teachers to move away from the traditional teacher-led, transmission model of instruction to a student centered, interactive model. Concurring with the intended transformation of life in classrooms was the empowerment of teaching to transform the traditional structures of schooling. The transformation of

schooling presumed the classroom teacher as leader not only within the classroom but with the larger school community.

In order to recognize the transformation of the classroom teacher throughout the transformation of the traditional classroom to a transformed classroom, the role of teacher and good teaching must be redefined. While traditional teachers are not portrayed as leaders of policy and philosophical choices in educational issues, the professional image of teacher as leader not only involves teachers in these decisions but requires teachers to be the initiators of radical change. Judy, the primary character of the original study, exemplified a technological visionaries. She, like Papert (1980), who strongly believed in the power of technology to restructure the educational system. But Judy's development was more than an acceptance of a technological philosophy, she demonstrated the complex process of growth from student teacher to educational leader.[1]

Current certification programs in educational administration often lack sufficient emphasis in the preparation of school leaders to cope with the moral complexities of their

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[1] The original study was a paper presented at the National Ethnography Forum,
University of Pennsylvania, Philadelphia, PA , February 19, 1993.

decisions (Starratt, 1995). Legalism infiltrates modern schools and often drives educational decisions (Wise, 1979). In 1954, with the intervention of the courts into education with Brown *v* Board of Education (347 U.S. 483, 1954) the dynamics of schooling changed forever. The legal implications of decisions and the potential costs of these decisions dominate the preparation of school administrators (Wise, 1979). The role of school leader requires more than managerial skills and legal knowledge. There are

Communities ✚ Story ✚ Virtue
➜ Character

1 Elements of Character (Nash, 1996)

requirements necessary to make ethical decisions regarding children, teachers, and the school community. Character is one definition for this requirement. "My very special *communities*, my continuing *story*, and my formative *virtues*"(italics in original) shape character (Nash, 1996, p. 72). The concept of a life story lived out within specific shaping communities that form understandings of virtuous living.

Beliefs ✚ World view ✚ Actions
➜Leadership

5. Elements of Leadership (Sergiovanni, 1992)

This description has been elaborated in relationship to leadership by Sergiovanni (1992). Sergiovanni's (1992) image of leadership assists in describing the relationship between leadership and character. The leader's beliefs (the heart), the leader's world view (the head), and the leader's actions (the hand) interact to form leadership. Vision appears to be a product of both beliefs and world view. Life experiences, which constitute a leader's biography or life story, shape the leader's beliefs and world view.

Methodological techniques and modes of inquiry

The original study was an ethnographic case study of an individual teacher. The study was conducted over a period of three years. The McCraken (1988) long interview technique was used, as well as observation and verification of statements from co-workers. The self-study of the researcher used the Peshkin (1991) method of self-analysis.[2] Data from graduate students in educational administration was acquired from a

[2]The second study was the result of a colloquium presented at The Catholic University of America, Washington, DC, May 2, 1996.

personal growth profile analysis paper provided by each student.[3] These papers were analyzed for themes or markers of development consistent with the original study.

The original case of Judy

Dan C. Lortie (1975), in his classic sociological study, Schoolteacher, portrayed teachers from the initial belief in their vocational calling through their socialization as living in a unique culture. The Lortie study emphasized the teachers' preoccupation with the activity within the classroom. Lortie recorded the profound impact a teacher's experiential background played in the formation of a teacher's philosophy and methodology. It appeared a teacher created a context for learning in the classroom that closely paralleled personal experiences within the classroom context. Continuing research at Michigan State University (Niemeyer & Moon, 1990) and at Hofstra University (O'Loughlin, 1990) examined the effects of students arriving in education programs with a philosophy of education or preconceived beliefs about teaching intact. Research involving preservice teacher biographies and personal teacher histories have attempted to formulate the congruencies between teaching practice and beliefs

[3]The third study was presented at a roundtable discussion at the American Educational Research Association annual conference, San Diego, CA, April 13, 1998.

(Taylor, 1990; Knowles, 1990; Bullough, 1991; Clandinin, & Connelly, 1990; Knowles & Ems, 1990; Rosoff, Woolfolk, & Hoy, 1991; Briscoe, 1990). If the discrepancy between the teacher's expectation of the student's role and the reality of the student's role was too wide, the teacher moved toward a feeling of stress, frustration and ultimately, burnout (Dworkin, 1987). Teachers prefer to create a life in the classroom consistent with personal experience. This constancy accounts for the conservatism of teaching culture. Although contradicting some of the Lortie findings, much was supported by the research expressed in Teachers, Their World and Their Work (Lieberman & Miller, 1984). Their investigation into the daily lives of elementary and secondary teachers revealed a loyalty to fellow teachers' right to individualism in belief and practice. The rhetoric of university research was of little interest to the classroom teacher unless there was a practical application and results were seen in the classroom. Life in the classroom was of paramount importance and interest to teachers. The studies presented in The Contexts of Teaching in Secondary Schools, *Teachers' Realities* (McLaughlin, Talbert, and Bascia, 1990) discussed the implications of context on the behavior of teachers in a variety of schools. The contribution of the McLaughlin and Talbert research focused on how school

organization defined the role of teacher. The intersection of the structures of schooling and life in the classroom determined the role of the teacher. Traditional teachers preferred autonomy of practice and freedom from intrusive structures into classroom life.

Firestone (1991) addressed the need to deal with those organizational issues formulated by Lortie as a part of the culture of traditional teaching. Firestone challenged the teaching profession to improve itself (1991) while maintaining that individual teacher commitment could not alone change schooling. He, like others (Rosenholtz, 1989; McLaughlin, Bascia, & Talbert, 1990), believed that the organizational structure must be in place to assist teachers in their transformation. A transformation of schooling was an imperative for transformation of life in the classroom.

The works of Louis M. Smith (1971; 1986; 1987; 1988), particularly his landmark work, Anatomy of Educational Innovation: An organizational Analysis of an Elementary School, offered insights into the integration of innovations into an experimental school. The role of vision, the commitment of stakeholders, the structural impediments, the traditional beliefs of teachers were each evidenced in the study. Smith's case study reflected the tension between individual commitment (demonstrated by the life in the

classroom) and the organizational structures (structures of schooling). The qualitative nature of his analysis was useful as a means of insightful comparison with current innovative projects. The analysis of Smith pointed to the complexity of changing the culture of classrooms and the structures of schooling by the infusion of innovation even in a setting specifically designed to do "new things" (1971). On-going research by Dwyer, Ringstaff, and Sandoltz (1991) explained the evolutionary process of transforming the role of teacher as played out in the Apple Classrooms of Tomorrow (ACOT) project. Key to their description of the phases of transformation was the inclusion of support systems that assisted teachers to move from one stage to another.

Greenfield (1973) describes two distinct conceptions of leadership in order to define the relationship between teachers and leadership. Greenfield (1973) distinguishes these as the ancient and the modern concepts of leadership. The ancient position regards organizations as social constructions. The ancient leader relied upon his philosophical strengths and ability to inspire his followers and to promote his beliefs. The vision developed through interaction with followers and was modified to reflect the group's orientation. Collaboration was important to create a comprehensive vision. The ancient

leader valued communication that went beyond the ability to orate cleverly fashioned presentations, but rather, communication was interactive. The leader had a responsibility to the individual member's growth as well as the organization's productivity. And finally the ancient type of leader inspired commitment from the followers. The leader's charismatic quality demonstrated genuine caring that capable of moving the group toward their goal in a positive environment of mutual commitment.

Greenfield (1973) believed that the ancient style of leadership was dominant and widely accepted until the 1950's. There may be some dispute with the date, but the rise of scientific management techniques in the early twentieth century signaled the beginning of the era of the modern leader. The modern organizational position is based on objective techniques. Scientific management proposes that there is one best way to the job and everyone will do it that way. Policies, rules, and procedures are determined and set and the modern leader is a manager of these routines maintaining adherence and efficiency. The modern leader focuses on the task, the outcome, the result. Individual interpretation of events is not considered helpful because it interferes with the process. The modern leader uses communication to convey decisions previously made with little emphasis on

two-way interaction. Power and authority is assigned rather than earned. The modern leader is a student of management by objectives(MBO) or more popular methods for organizational productivity. The modern leader's concern is specific skills that lead to specific results. Working with clear goals and a defined process, the modern leader is confident that the bottom line will reflect his efforts. The personal development of the organization's members is of little interest to the modern leader type beyond how that will benefit the demanded results of organizational objectives. And if an individual fails to fulfill the desired objectives, replacement is the obvious solution. The modern leader appeals to the American desire for efficiency and productivity in organizations. Hierarchical bureaucracies ground the modern conception of leadership with their emphasis on position authority.

Clearly schools contain many of the qualities of a modern organization. As Callahan (1968) suggests in Cult of Efficiency, American education grabbed onto the scientific method to add credibility and legitimacy to the often non-technical craft of administrating schools. Morgan's (1986) research into the metaphors of organizations addressed the problem of the complex, ambiguous, and paradoxical nature of social

organizations like schools. He focused on the "way of thinking" or "lens on the world" that directed action. The lens is colored and shaped by the beliefs and prior experiences of the individual. The question of how do teachers, with vast experience and beliefs rooted within the traditional structures of schooling, change life in the classroom is crucial. In the following story, the integration of innovative technology into life in the classroom was intended as a powerful tool to assist in the transformation.

While this paper is a description of the role of leadership in education, traditional images of teaching do not associate teachers with leadership, instead leadership is aligned with administrative roles like principal and superintendent. The story presented here contradicts the stereotype of teachers presented by Lortie in his classic, Schoolteacher. While Lortie's teachers are characterized by conservatism, presentism, and individualism, the teacher-leader is portrayed by risk-taking, futurism, and collaboration. The story of educational leadership told here is both unique and representative of the development of teacher-leaders. Teachers, as leaders of children is readily assumed though often an inaccurate portrait. But teachers as professional educational leaders, who promote a vision of education and work toward its implementation is the story of this project. Judy

personifies the teacher as leader as she assists the four participant teachers in their evolution toward leadership. The conclusion is both astonishing and predictable.

Judy's Early History with Technology

The story of the Innovative Project begins with Judy because to fully appreciate the development of the underpinning rationale of the project it is necessary to understand Judy and her development with the technology. Judy's technology experience as a classroom teacher was often traditional, but her home life experience with technology was not. Judy's husband, Roger, had been involved with technology as a professional for nearly twenty years prior to the conception of the Innovative Project. Roger was a university professor specializing in mathematics who moved naturally into the field of computer technology as it had emerged. He was a proponent of the power of technology and advanced the possibilities of technology in his university environment. He was representative of those individuals who proposed that technology would revolutionize education.

> I think my initial interest in all this came through Roger because he brought computers home.
> (Judy 5, 10/28/91)

And as often happens between spouses, there was a sharing of interesting features of their work world between Judy and her husband. Informal conversation between Roger and Judy revolved around the alluring world of technology. In fact, the presence of reading materials, including professional journals and technical manuals about the power of technology, and the use of early computers in their home provided the initial possibilities of technology to Judy.

> I think I had read about technology and its power in the classroom ever since it started.
>
> When the very first Apple came out and the university was interested in those, he [Roger] brought one home, and said, "Now if you guys can use this and you're interested, we know it will work up there and we will get going on some things with it.
>
> (Judy 5, 10/28/91)

Judy remembered those early days of technology advocacy and those individuals who attempted to advance its use. She recalled her own curiosity and enthusiasm for the technology that was still largely segregated from other disciplines into mathematics or computer science specific courses.

> And it wasn't too long after that a colleague and Roger received some dollars from NSF to run a summer institute, excuse me it was not a summer but during the year. I was not a part of that but I went to every session. In other words I wasn't one of those chosen, it was designed for math and science teachers but I went because I wanted to capture the flavor. I wanted to
>
> > capture the idea of what could happen with technology. Again, keep in mind, that my background is not math and science but I wanted to hear people talking about this. I do real well just listening to people because it just

continues to build ideas myself. (Judy 5, 10/28/91)

The building of ideas led Judy to eventually incorporate technology into her experiences as a teacher and assisted in creating her beliefs about teaching and her vision of transformation. Judy was well aware of the power of technology as a tool. She was also exposed to the potential of technology as a catalyst for restructuring classroom activity and schooling. It was difficult to discern if Judy was able to differentiate between the two functions for technology; tool or catalyst.

Judy as a novice teacher

Judy had been an English teacher for nearly twenty years when she created the vision of the Innovative Project, including service as the English department chairperson. Those years of experience as a classroom teacher grounded most of Judy's beliefs about what teaching should be like. The seeds of transformation for teaching and schooling were planted in the early years.

Judy spoke with particular pride of her early experience in suburban Chicago in the late sixties at one of the nation's top ten high schools. Many of the characteristics of treating teachers like professionals made a strong impression on Judy as a beginning teacher. The instructional expectations were high and supervision was productive.

> The one thing that I found extremely positive about that whole program. English teachers only taught four hours a day, instead of the traditional five. We were given a study hall and expected to use that for grading as much as anything. Every child was required to write 20 essays a semester. Ten were original essays and ten were rewrites of those. And some times there might have been a third or fourth rewrite and teachers were evaluated on portfolios of student writing and on handouts and on tests and this sort of thing. It was, I appreciated it from the standpoint that I thought somebody was looking at my work. (Judy 3, 10/28/91)

Judy recognized at that time it was not typical for a teacher to be given a planning period. It was not a *traditional* structure in schools. A five period teaching load was part of the culture of schooling. Judy was made aware at that first teaching assignment that it was possible to change the structure of schooling. She went on to discuss more of that first teaching assignment.

> . . .I did feel that they had a real sense there of what professionals should be and how they should be treated. They gave us immediately at the front end of the year 20 sick leave days and told us to use ten at least one a month. They understood the need for time out, to get away. They said, "Even if you just stay home and grade papers or if you just stay home and watch television or if you just stay home and lounge, whatever you do for the mental part of it, take a breather.
> (Judy 3, 10/28/91)

Even as a novice teacher, Judy's experience with the culture of schooling told her that to give teachers time off for their own discretionary use was an unusual situation. Her awareness of the possibility to change norms was raised from that experience. Her main

criticism of the system was its deep attachment to tracking. Again, even as a first year teacher, Judy sensed the need for flexibility in dealings with student ability groupings. Judy's belief in individualization and self-paced mastery learning could be traced to her experiences with tracking.

> The English curriculum was set up on a tracking basis. And the children, all students were divided into five different levels. I taught the third and fourth level. My third level, although they never said these are C level students, that's exactly what you were supposed to give them. They let you know that if you gave the child an A or B that would be an exception. And the fourth level was the D level child. Unfortunately, these children had been tracked since the sixth grade and so they pretty much knew what grade they were going to make so the desire to do anything more than that was not there. There were two children that I recommended during
>
> the year be moved to a higher level and it was a real battle. I had to fight all the way on behalf of the students to get them out of that stigma of the C level to move to the B level. (Judy 3, 10/28/91)

Confrontation with the traditional norms of schooling would continue to plague Judy as a teacher who wished to modify the structure of schooling. Teachers had little power to affect the structure of schooling, so they confined their adaptations to their classroom life, only occasionally coming out to battle the school itself. Life in the classroom was under the control of the teacher, but Judy was aware that teachers could only extend that power to the limits established by the structures of schooling. Traditional schooling was conserved by individuals with more power than teachers. Judy learned that even a

distinguished high school could be improved upon and was a strong setting for implementing innovation. She remembered that idea when she developed her vision of transformation.

Judy's next teaching experience was in a small college in Appalachia. If suburbia was a new experience for a small town person, Judy's life in the hills proved an enormous culture shock. Coming from Iowa, an educational leader, it was her first exposure to children disadvantaged educationally.

> I was labeled a communication specialist and my job actually was to work with inter-city children or rural children who were lacking English skills and would have real problems getting through 101 English. And try to bring them up to some sort of standard so they could pass 101 English. It was a very, very enlightening experience. (Judy 4, 10/28/91)

Judy was not afraid of the strange culture nor was she put off by her encounter of a different culture. Judy was a risk-taker and relished the challenge.

> Coming from rural America number one and two, have the contact with some of these children from inter-city New York. I couldn't understand them. I mean, they had a language, the black children in particular, had a language I was sure didn't resemble English and then by the same token the children from the hollers of West Virginia that also had their own language but more importantly had a culture of their own that was so different from mine. And thought that going to, you know thirty miles down the road to this college, was a major trip because they just didn't go anywhere out of their hollers. So very, very enlightening experience.
> (Judy 4, 10/28/91)

It was interesting to note that Judy liked the encounter with new and different experiences. She was not put off or afraid of the unknown, but curious and excited. She would continue to look for new experiences throughout her teaching career.

> I worked at that for a year and then the English Department actually resented the fact that I was working with some of these students and wanted to assume those responsibilities themselves which was fine. Because by that time I was ready to move on to a different experience. (Judy 4, 10/28/91)

Because her job had been eliminated at the college, Judy moved down the road to a high school English position. She declared those two years of teaching provided her with some of her most memorable teaching experiences.

> And in many respects, it has been one of the best experiences I have ever been through. I also dealt with children that came from the hollers of Virginia and West Virginia, but very caring, very warm, very loving people. I've never had so much parental support for anything we were trying to do.
> (Judy 4, 10/28/91)

Judy's belief in the importance of communication with parents would emerge as another component of her vision of transformation of schooling. That belief was solidified from her experience at this high school. Traditional school structures separate parents from the activity in the classroom while Judy believed there was strength in a strong bond with the community of parents.

> They put teachers up on pedestals. At Christmas time, I will never forget this,

> I would receive three and four dozens of red roses and corsages, everything. This was their way of showing their appreciation for what we had done. I was just overwhelmed. These people had so little money and yet this was such an outpouring of their affection and I was truly was touched.(Judy 4, 10/28/91)

Judy was obviously sensitive to the feelings of the parents and the students around her. Judy's enormous satisfaction from feeling close to her students would also become an ingredient of the Innovative Project. Later the concept of extended commitment by teachers to students would become integral to the Innovative Project and its objectives. Judy again focused on the positive aspects of interpersonal relationships. After leaving the hollers, Judy and Roger returned to Iowa where Roger was extending his studies into the areas of statistics and computer science. Judy taught one more year in Iowa between the birth of their two children.

Judy as Veteran Teacher and Graduate Student

From Iowa Roger took his current university position and Judy began teaching at Garfield. Judy remained at Garfield Public schools for fourteen years, eventually taking on the role of English Department chair. Judy expressed some wistfulness regarding her long stay at Garfield Public schools. Her spirit of adventure and desire for change was always just beneath the surface of her contentment.

> Long history. Longer that we ever intended. I mean, Roger and I had really

> decided that we would move about every five years, and probably we would be moving, because we thought that would keep us both a little fresher and maybe a little more excitement in our careers. (Judy 5, 10/28/91)

During that stay Judy returned to graduate school. She had taken some courses over the years, receiving her master degree in English. It was Roger who encouraged her to return to graduate school and earn her doctorate in educational administration. He recognized her requirement for a new challenge.

> And I was taking some summer courses and it was my husband that encouraged me to go on. He said, "You know you won't be happy with yourself until you do." And that was probably right. (Judy 1, 10/28/91)

As a veteran teacher Judy was well aware of the frustrations in the classroom created by a system of education failing to meet the needs of all students. Public awareness of falling test scores, complaints of an unprepared work force, and adolescent problems constantly challenged the traditional system of education. Even in a system like hers, where academic excellence was demanded and achieved, there was room for improvement. Judy was aware of students who were in need of motivation and academic assistance.

> We were, recognizing we were acknowledging the fact that, public schools may be doing ok and if you look at Garfield Public Schools and test scores. It looks as if it's doing ok in what it is doing. But the bottom line is that we were not emphasizing how the children were learning, we were not addressing

> the issues in terms of accessing information and what they do with the information once they have it, how they can create something as a result of that. And so it was our goal, really, to create a system that would change the way teachers teach and the way children learn.
> (Judy 7, 10/28/91)

These words of Judy's demonstrated her movement toward a vision of transformation for life in the classroom. Judy's graduate school training in educational administration disclosed to Judy the necessity and possibility of school improvement. While completing her graduate studies, Judy maintained her teaching position at Garfield High School. She was aware of the disparity between the vision of schooling proposed in educational administration courses and the dailyness of teaching. Judy's administration courses focused on the structures of schooling as they existed and the possibilities for change. At the same time she was exposed to the increasing potential for technology in educational settings from her husband's experience.

Judy's Vision of Transformation

Roger had acquainted Judy with the broad range of potential uses for technology within schooling and life in the classroom. First, Judy perceived technology as a practical tool to assist in the management problems of individualized education. Thinking predominately of the computer, Judy saw technology as providing the power to do many

of the burdensome or repetitious tasks of teaching. Next, she recognized that master teachers drew strategies from a full account of possible activities and methods. Technology could become another teaching tool unleashing many learning possibilities for students. Judy believed in the futuristic potential of data banks as resource centers for students. She saw possibilities everywhere for challenging traditional classroom interaction. She recognized that students with knowledge of technology had power for learning even beyond life in the classroom.

> I think one of the other main things we wanted to focus on was the tools for learning. And that is the power of the technology. Technology can be another tool that is available to teachers. (Judy 16, 10/28/91)

During this period in her development of the vision, it was difficult for Judy to distinguish the various stages of transformation she envisioned. The realization that teachers could not readily change the current system was consistent with Judy's experience as a member of traditional teacher culture (Lortie, 1975). Judy knew that teachers managed their classroom activity but had little control over the structure of schooling. Judy's degree in educational administration and research provided her the theoretical base for school reform. Her degree provided her with the administrative credibility to move into the schooling arena as an administrator where the structures of schooling were

formulated.

Even though Judy recognized the role of administrative leadership in educational reform, she did not believe that teachers should be alienated from the process. Her experiences as a classroom teacher provided her with what she believed to be useful insights into the interaction between structure and process of teaching. She saw technology as the vehicle to assist teachers in their shared leadership for changing life in the classroom. The vision of education with technology as the catalyst, proposed by Judy, was shared by others she viewed as progressive individuals in education (Papert, 1980; Bork, 1988; Nickerson, 1988).

Judy wanted all students to experience the opportunity to succeed. She was a strong proponent of many of the so-called new educational concepts including teaming, interdisciplinary work, collaborative learning, problem solving, critical thinking and the middle school philosophy of positive experiential learning. She realized that to change the system of schooling, teachers and students would have to take on a new kind of role. The integration of technology was intended to change the classroom relationship between teacher and learner, producing and reinforcing the concept of a community of learners investigating knowledge together. Judy believed that technology integration could

manipulate the system enough to change the fundamental structure of schooling. The assumption that technology could be the catalyst of massive educational change was held by many reformers (Ray, 1991; Collins, 1991; Pea, 1987; Papert, 1980, 1987; Kleinman, 1984; David, 1991). From the knowledge she acquired through Roger's career in technology and her graduate school studies, Judy concluded that the integration of technology was the direction of future educational interests and an area where she could instigate transformation of teaching, learning, and schooling. Judy believed that technology would help move education into the twenty-first century organizationally and assist in restructuring the system to a new model of schooling.

Judy was aware of technology oriented individuals who proposed similar changes for education, most notably Papert (1980). By consolidating her vision of the professional teacher, based on her traditional teaching experience, her knowledge of technology possibilities, grounded in Roger's vision and experience, and her vision of systemic improvement, fostered in graduate school; Judy ultimately shaped the vision of the Innovative Project. Judy's vision was inclusive of three stages of transformation. She had incorporated in the first stage the lowest form of technology integration, that of technology as a tool. Technology as a tool is used within the boundaries of traditional

teaching. In the second stage, she integrated technology into life in the classroom to change the processes of teaching and learning. Technology used to change life in the classroom empowered students. And in the third stage, she used the transformed classroom as an interactive catalyst for transforming the structures of schooling. In this final stage teachers are empowered as leaders within schooling.

Judy's vision of transformation of education was very sophisticated in part because she had more than common knowledge of the power of technology. Her vision of transformation was characteristic of an "alternative of grandeur" (Smith & Keith, 1971, p. 366). An alternative of grandeur was an innovation that was pervasive in its implementation. Smith and Keith (1971) recounted that the massive change of a "vision" permitted more unpredictable results than was usually associated with innovation on a smaller scale. The stakes connected with Judy's vision of transformation were higher, so the risks were greater. Each stage of transformation; technology as a tool, a catalyst for change in the processes of classroom life, or a catalyst for the redistribution of power in the structure of schooling, decreased the probability of success (Smith & Keith, 1971, p. 369). The importance of the distinct stages of transformation emerged as a critical issue in the Innovative Project.

Reflections on Judy's story and leadership markers

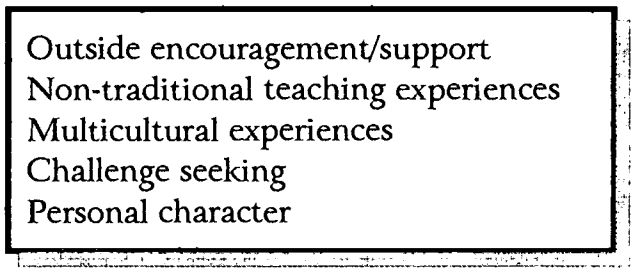
The vision for the Innovative Project, the basis for this story, was built upon a hybrid form of leadership. There most certainly was the ancient component with emphasis on collaboration and participatory creation of the project's goals. The organization attempted to present itself as "flat" with all members equally voiced. Inspirational motivation operated to recruit and maintain the project's goals. But the modern, technocratic elements of leadership were also present. The use of technology, a modern tool, and its related skills. The incorporation of various learning models into the project. The use of experts and consultants to assist in the preparations reflect the modern concepts of efficiency and expertise. And the focus on scientifically validated results follows the modern conception of organizational accountability.

The concept of teacher contradicts much of what is popularly and theoretically thought of as leader. However, the question raised here is whether or not that traditional representation of teaching is adequate. Teachers as leaders are limited today by the structures of schooling. The boundary of teacher leadership is usually marked by a cadre of teachers who support each other and their particular beliefs about teaching. Judy believed from her courses in graduate school and her experience as a classroom teacher

that she had to leave teaching to become influential in education--a leader. But Judy also recognized from her experience as a classroom teacher and department chairperson that there were teachers who had great talent and ability to help transform both life in the classroom and schooling. It was Judy's confidence in the leadership of teachers that helped to create the vision of the Innovative Project.

Numerous markers emerge from Judy's life story as potential indicators of those individuals with the qualities for school leadership. First, Judy had support from her husband and his unique experiences with the innovation of technology. Second, Judy experienced some non-traditional teaching environments as a novice teacher which profoundly expanded her understanding of the teacher's role and possibilities for the teaching-learning equation. Judy also had broad cultural experiences from rural America to suburban life. These experiences again served to expand her world view. Judy, in her own words, constantly searched for new challenges, for example her enrollment in a doctoral program. Finally, Judy also demonstrated and articulated the importance of personal integrity and commitment to the educational process. She was not afraid to give of herself to students and appreciated their need for compassionate, interactive teachers.

The second study



3. Leadership markers

The findings from Judy's study provide a framework to analyze other school leaders for similar leadership indicators. The second study involved the researcher investigating her own career path for similar markers. This process occurred to the researcher after presenting a biographical colloquium. The presence of the same markers was striking.

The researcher had traveled along a career path that emphasized non-traditional teaching experiences, multicultural experiences, demonstrated risk taking, and personal commitment to the challenges of education. The similar indicators opened the possibility that these markers were universal or at least somewhat generic to the development of school leadership. The third study pursued this question.

Graduate students and their personal profiles

The study's preliminary data indicate that the markers present within the life story of the original teacher and the researcher emerge from the life stories of graduate students in

educational administration courses. Life story events appear to shape the leadership and character dimensions (Sergiovanni, 1992) of educational administration students who view themselves as potential school leaders. The markers or themes are further developed in those students who are more mature and less traditional in their life experiences. Students often indicate that the graduate school experience is itself an event that impacts their world view and focuses their life story toward its next challenge. The third study, graduate students in educational administration, produced seven themes. These seven themes emerged from the papers articulated in different forms, but clearly with the same meaning. The seven themes are: childhood experiences with leadership, childhood experiences with leadership, college experiences with leadership or non-traditional college experiences, high parental expectations of leadership, spouse or friends support for leadership, strong ego or personality characteristics, and an inquisitive approach to situations or people. By comparing figures 2 and 3, it is possible to uncover a strong relationship between the leadership indicators and the graduate students' themes. For example the support of spouse or friends is important in both cases. The students stated that the encouragement of those individuals helped maintain them during the difficult or challenging times. At the same time, these same individuals sought out

challenges, which apparently they could sustain with appropriate support. It is interesting to note that several of them took on leadership roles at an early age. In most cases an individual does not speak to their own strength of character or positive personality qualities, but in the course of the interview in the first study and as a specific requirement of the personal profile, students did respond by describing their personal strengths. Noteworthy is the fact that enumerating their weaknesses was a much easier task, by their own admission.

Childhood leadership experiences
High school leadership experiences
College leadership experiences or non-traditional college experiences
High parental expectations for leadership
Spouse or friends support for leadership
Ego or personality characteristics
Inquisitive of situations and people

4. Graduate students personal profile themes

Preliminary findings

This latest study portrays the complexity of preparing students for their future position as school leader by revealing the uncharted features of their career path. In order to promote reflection on their personal development leadership programs must offer students the opportunity to examine their personal areas needing growth and why. The personal profile activity in turn helps guide the development of appropriate curricula within the educational administration program by exposing the deficiencies students bring to their program.

The relationship of the elements of character (Nash, 1996) (communities, story, and virtue) with the leadership schema (Sergiovanni, 1992) (beliefs, world view, and action) offer important common ground.[4] The exact nature of the impact of special communities, life stories, and virtue on creating beliefs, world view, and action displays the often impalpable quality of leadership. Further investigation into these integrated dimensions supports the development of leaders capable of responding to the mounting demands of school administration including ethical decision making.

The search for indicators that mark the path taken by potential school leaders is an

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[4]The relationship between character and leadership is further developed in Schuttloffel, Character and the contemplative principal, Washington, DC: National Catholic Educational Association, (in press, 1999).

important research topic. The significance of this research is in providing insights into what educational leadership programs can do to assist future leaders in acquiring the experiences and knowledge to support them in their future leadership positions. An implication of educational importance is the challenge to educational administration programs to build communities of learning that support the ideals of education and promote virtuous living that leads to responsible leadership. The pervasive question remains, "Who is prepared to lead our schools? And why?"

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Organization/Address: Catholic University of Americal

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