

Education Leadership Review

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Redesigning Leadership: An Ethical and Innovative Approach for Empowerment

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The growing consensus among educators and policy-makers is that current programs for training administrators must change dramatically. A different approach is needed if we are to prepare school administrators to meet today's leadership challenges. The new structure should enhance preparation, allowing for innovation and futuristic thinking in a collaborative setting, as well as prepare leaders to meet international challenges. This article examines the changing demands and qualities for school leadership and outlines a bold new leadership program which embraces vision, risk, and change where future leaders are motivated and empowered for effective school leadership.

Introduction

Over the last decade, the public education system has undergone unprecedented change. The standards-based reform movement has transformed the focus and goals of public education, challenging schools to set higher expectations for all students and holding everyone, from superintendent to students, accountable for academic performance. For that reason, recent reforms in education have focused much energy on improving instruction and increasing the knowledge and skills of classroom teachers. But these same reform efforts have often overlooked an equally important lever for educational change—the nature and quality of leadership provided by school principals, superintendents, and school board members. “The challenge of creating schools to meet these objectives involves many facets of the educational system,” says the Council of Chief State School Officers [CCSSO] in its 2000 publication (CCSSO, 2000, p.1), Leadership for Learning in the 21st Century. As pressure to improve schools continues, school districts have to be able to attract and retain high quality individuals to become principals.

School Site Leadership: Present and Future

The principal's and superintendent's job is changing dramatically, as states and school districts raise standards for student learning, reform curriculum and instruction, edu-

cate a more diverse student population, decentralize management, and confront citizens who are losing confidence in public education. Today's leaders face complex demands for which they have not been trained. Prospective candidates have reason to be concerned.

Olson (2000) further highlights that many competent, hard-working principals are experiencing frustration on the job and are having second thoughts about continuing in their jobs. Many of the frustrations experienced by principals are related to sheer overload, being unable to accomplish the many tasks and responsibilities of the job. Today's principals and superintendents not only must be skilled in their interactions with school boards and teachers, but they also must be able to communicate well with parents, the media, and the public. The principal's and superintendent's job is also comprised of role conflict, role ambiguity, and role overload. Whitaker (1994) states “One of the most significant problems of role clarification and conflict centered around expectations for principals' role in site-based management and collaborative decision-making” (p. 161).

With the new leadership challenges, finding qualified persons willing to apply for and assume the role of school administrator has become a problem for school district personnel. “Fewer qualified individuals seem willing to enter the fray. At the same time, the need for school leaders is increas-

ing" (EdSource, 2001, p.1). Linda Orozco stated:

Fewer and fewer administrators are stepping forward to lead public schools. Over 98% of California superintendents reported shortages of qualified administrators in a survey conducted last year. The problem is so severe that it has become the focus of the California State Assembly and Senate (K-12 Master Plan Committee), the California Commission on Teacher Credentialing (CCTC), school boards and local communities. (L. Orozco, personal communication, March 27, 2001)

Education Administrative Certification Programs

Consensus among educators supports the improvement of programs for training future administrators and interest in preservice graduate training of school administrators has strongly increased. Believing that graduate education was the answer, educators and policy makers developed state requirements for principal certification. Haller, Brent, and McNamara (1997) reported that during 1994 many states required prospective principals to obtain at least a master's degree prior to appointment.

Acknowledging that an administrator's job is extremely challenging and complex, California instituted a second tier to its administrative services credential requirements. This experience was designed to provide new administrators with additional support primarily through a mentoring component and a broadened knowledge base. This second tier raised the existing standards and performance expectations of educational administrators by including: (a) a professional credential induction plan, (b) a mentoring plan, (c) an academic program plan, (d) an individualized elective, and (e) assessment of candidate competence. The elective component can include an academic activity other than the formal university-based activities, such as seminars, forums, and conferences. Candidates can also choose to direct 120 hours of their programs toward professional development opportunities of their own choosing outside higher education institutions (EdSource, 2001).

Questioning the Status Quo

However, with the continuous shortage of principals, these preservice administrator-training programs are being questioned. The leading scholars in our field have closely examined educational administration, especially as it relates to our role in leadership preparation. They contend that current educational administration preparation programs need to be reexamined and that a different approach is advocated.

Complicating the issue is the loss of confidence in university preservice training of school administrators. Haller, Brent, and McNamara (1997), for example, stated "graduate programs in educational administration seem to have little or no influence on the attributes that characterize effective schools." They go on to say:

Since much of this impetus for school improvement was thought to derive from the actions of principals, we should not be surprised to observe a strong interest in the preservice training of school administrators. Recently, much of the discussion surrounding that training has centered on the merits of various pedagogical techniques and delivery systems. Although these analyses offer useful insights into the features of existing and emerging programs, they tend to obscure a prior question. Why should we believe that the best way to become a good administrator is by completing the state requirements for principal certification through graduate school? (p. 223)

"Quite frankly, I think we've been disappointed with the traditional teacher and leadership training programs," said Mr. Ferrandino of the National Association of Secondary School Principals. They have not been able to move from the theoretical to the practical issues that principals face in a manner that's been, in our minds, as effective as they need to be" (Olson, 2000, p.14).

As the administrator shortage appeared, dissatisfaction with California's Professional Administrative Services Credential (Tier II) preparation program requirements also surfaced and a debate emerged between school districts and universities granting the Tier II credential. School districts believe that Tier II programs should become the responsibility of the school district and not the universities. The basis for this contention stems from a growing perception among some legislators, policy makers, and educational leaders as well as some candidates that university-based professional administrative preparation programs have limited relevance to the current and practical realities that administrators face at their school sites. Moreover, they believe that these programs allegedly do not provide sufficient or adequate practical experiences to insure a candidate's success on the job. On the other hand, universities claim that revising Tier II will not solve the problem of principal shortage and that if revisions are made, then current program standards should also be reviewed.

Think Tanks and Dialogue

The California Commission on Teacher Credentialing (CCTC) has now gone on record questioning the current programs and has been hosting a series of 'forums' throughout

California to discuss what needs to be done to improve administrative preparation programs. Also underway is a series of dialogues among professors of education administration in California regarding the improvement of administrative preparation programs. Following are excerpts of the dialogue:

It seems that many of the complaints from the field deal with the quality of the Professional Credential. I often meet with students that want to transfer to our program and they share stories about the lack of quality control by some approved programs...As I look at the state demographics and see the tremendous changes from ten years ago and then I look at academic attainment of African American and Latino students, I wonder about the quality of leadership in our schools. Are we contributing to such a problem or are we part of the solution? It seems to me that ACSA, Leadership Academy, the institutions of higher education and all others involved in the preparation of educational leaders better take a good look at ourselves and decide collectively on a different and better method of preparing the next generation of education leaders...It is my impression, after all these years, that the biggest mistake we make is designing our programs to, first correspond to CCTC standards...I think it is very important that we faculty in educational administration re-examine our philosophical values that underlie the education (and not just the training) of educational administrators. (J. Chrispeels, R. Lindsey, C. Rodriguez, personal communications, March 29, 2001)

There is a perception among many educators and policy makers that there is a disconnect between the preparation that higher education offers and the real needs of practicing administrators. One of the disconnects is that current school leaders went through university-based training programs designed in the past and that preparation is not adequate to meet the challenges of today. Improving these programs is critical and state leaders, professional organizations and universities must recognize the importance of updating administrator preparation programs. This concern is also reflected in new legislative initiatives to improve administrative preparation training programs.

A number of professional associations have set out to define new job descriptions for school leaders. The Association of California School Administrators (ACSA), California Association of Professors of Education Administration (CAPEA), and the National Council of Professors of Education Administration (NCPEA) have led the way in this effort, drafting professional standards for educational leaders (EdSource, 2001).

New Thinking on What Makes a Leader

Assemblyman Darrell Steinberg, California State Assembly 9th District, has introduced Assembly Bill 75 California New Administrator Support Program as an alternative to the current practice of preparing administrators. He too is advocating a different approach if we are to succeed. AB 75 "would establish the Principal Training Program to provide incentive funding for school site administrators with instruction and mentoring for an effective transition into school site administrative careers for first-year and second-year administrators" (EdSource, 2001).

There is major concern about the improvement of instructional leadership, the need to change current practices to strengthen leadership, and the need to move from the antiquated culture of demanding compliance to one of gaining commitment. Everyone recognizes the need to develop the ideal of leading with vision and values, and empowering every individual.

As policy makers turn their attention to finding effective leaders for the nation's schools, they face as many questions as answers. Olson, (2000) states, "There is a sort of unarticulated, growing understanding that we've conceived the job of school leader wrong for contemporary needs and conditions, and that needs to be changed" (p. 3).

Today, the duties of the administrators who run most schools consist of supervising faculty and staff and managing resources. However, a dominant belief in policy circles is that principals, instead of being facility managers, should become leaders of instruction—dynamic, inspirational educators focused almost exclusively on raising student achievement. The implications for improving the role of the principal are evident. Whitaker (1994) stated:

No longer is it sufficient to provide only managerial skills training to prospective principals. Leadership skills should be fully developed so that future principals have a strong foundation and belief system on which to base difficult decisions. Preparation programs must also include an emphasis on understanding personal and personality characteristics that might, or might not, match the demands of the principalship. As collaborative decision-making takes hold, dealing with so many different constituencies requires some background on how to work effectively with diverse groups and how to deal with politically explosive situations (p. 162).

In the future an increasingly essential dimension of leadership is the ability to communicate and collaborate with people inside and outside schools. The principal in the future cannot exercise control through hierarchical authority as in

the past, but must forge consensus and mobilize talents to enhance school-site leadership and student performance. Today effective schools are said to have a principal who is viewed by his or her staff as an instructional leader; a faculty that is directly involved in the decision-making process; and a principal who is able to provide guidance, support, and encouragement to staff members when requested. Leadership should be seen as a shared process involving leaders, teachers, students, parents, and community members.

"Instead of 'management' or 'administration,' what is needed is entrepreneurial educational leadership," states Peck (1999, p. 47). Peck (1999) further highlights that:

The leadership that's needed is not the traditional leader/follower relationship, but a newer, more democratic type in which individuals are motivated and empowered. Rather than promoting their own ideas, successful leaders of educational reform efforts will help teams of educators create powerful, shared visions and will provide the encouragement and support necessary to streamline the progress. A democratic 'player/coach,' the entrepreneurial leader will bring out the best in each member of the team, helping them see the need for dramatic change, design exciting alternatives to traditional practice, and identify and remove significant obstacles. (p. 46)

Effective leadership in education is distributed among significant groups. Leadership capacity must be developed in teams of leaders from these groups. These "partnership leadership leaders" all have critical roles in helping students perform at high academic levels. This focus on "multiple" leadership recognizes that the effectiveness of a school depends on "ownership" by all participants (Day, 2000).

Components of Visionary Leadership

Although most people believe in and advocate "shared leadership" and "collaborative partnerships" as qualities essential for democratic society, evidence of truly embracing these qualities remains elusive. Building these connections is not easy. Too many people still believe the job of management is to "control and direct." Graduate students in education administration may be far too inclined to "administer", and as administrators, they certainly will have a greater tendency to "manage" than to lead, inspire, coach, or support their organizations. However, "in today's chaotic, fast-moving, technology-intensive environment, people-oriented, action-describing leadership is needed, not bland, one-size-fits-all generalities from the past" (Mariotti, 1999, p. 17).

The major dimension to leadership is its ethical commitment (Foster, 1999). Ethical commitment implies that

leaders will lead through responsible authority: not using their position or authority in a negative manner which involves the use of power to achieve those ends desired by the "leader", what Foster (1999) labels a "negative power relationship." This means that an individual entrusted with some position of power uses that position to achieve objectives that are not of communal benefit, but of benefit to the aspirations of only that individual. Foster (1999) highlights:

This use of power to achieve an individual's ends only often results in treating people as means rather than as ends-in-themselves. Treating people as means is to dehumanize them, yet this is often the result of 'leadership' training programs, which see the task as the end and the person as the means to accomplish that end, but leadership is founded on the fact of moral relationships; it is intended to elevate people to new levels of morality. (p. 11)

Chrislip and Larson (1994) propose frameworks for establishing ethical leadership for dealing with complex collaborative initiatives. They argue that in order to be a collaborative leader one must be able to: inspire commitment, be a peer problem solver, inspire hope and build broad based support through trust. Kettle (2001) adds:

Building community can be viewed as an engagement that initiates a series of transformative events that encourage collaboration. Building networks of collective dialogue can help to create trust and cooperation because they reduce nonparticipation: uncertainty and they provide models for cooperation. Caring and administration are not exclusionary. (p. 1)

Stephen Bertman (as cited in Kettle, 2001) argues that "it is not possible to preserve our free institutions and build a better society in our democracy if we have forgotten our history and the price that was paid for democracy. Merely enjoying democracy does not guarantee its perpetuation" (p. 35-36). "The greatest challenge facing education today is to help our students understand the vital link between leadership and those values that sustain a democratic society—and, most important, a good society" stated Yates (1999, p. 56). Ethical leadership and democracy through education is key in this era of globalization.

Because of the lack of interdisciplinary partnerships many educational administrators are also not very well-informed, necessarily, by other fields of practice and other visions of leadership that might be interesting—whether it is management and business, or insights from law enforcement and the military, or other ways of thinking (Olson, 2000). Nevertheless, new trends on new thinking are emerging on what makes a good leader. The Los Angeles County Sheriff's

Department, for example, is currently initiating a collaborative leadership training partnership program with selected campuses of the California State University (T. Laing, personal communication, June 21, 2001). "Successful law enforcement is forged by partnerships" stated Sheriff Lee Baca (Baca, 2001, p. 24) as he outlined the Los Angeles County Sheriff's Department (LASD2) strategic planning process. The Sheriff asks us to "imagine the possibilities of thinking differently" (Moorehead, 2001, p. 3). In the future, the Sheriff wants to place more emphasis on education and therefore the LASD2 will examine the feasibility of creating an accredited "LASDU", or the University of the Los Angeles County Sheriff's Department. The Council of Chief State School Officers (CCSSO, 2000), which works on behalf of the state agencies that serve pre K-12 students throughout the nation, is also initiating innovative leadership initiatives which focus on examples of leadership challenges in the military, business, and health; and state actions to strengthen "partnership leaders" with other professions and build the state education agency's capacity to improve school and district leadership. These initiatives are forward-thinking, using new approaches and new ways of distributing the responsibility of leadership preparation.

The pace of change will accelerate and the urgent need for highly educated men and women who possess international competence, perspective, human values, and political courage will increase (New England Board of Higher Education, 1991). Today, business, political and educational institutions worldwide struggle to keep abreast of the dynamics of social and educational change. The modern decision-maker must be able to wisely analyze the impact of events halfway around the world. Policy-makers at the national level also highlight that there is need for bottom-up education reform to enhance creative and innovative approaches to meet international challenges (Goals 2000: Educate America Act, 1994).

It is clear that educational leaders will also need international collaborative experience in order to better understand the arena that students will enter as young adults and be prepared to assist them in that area (Rodríguez, 1998). Pallante (2001) further highlights the need for international experiences. He stated:

There are four dichotomies or boundaries in education that have sometimes had an almost paralytic effect on advancements in education and by extension the academic success of K-12 students: international experiences being one of those dichotomies. A primarily white, middle class, monolingual teaching force, often unprepared for the diversity they find in the classroom, would benefit from an international experience. International collaborative partnerships

foster multicultural and global understanding in participants and provide meaningful, contextual, and integrated international experiences for teachers and their students (p. 1).

Collaborative Educational Programs for the Americas

Preparing administrators for new modes of leadership will require changes in content and delivery of professional development programs. As we begin to redefine the leadership direction that we take, we must ask important questions such as: What are the experiences that are needed to nurture leadership? How do we develop responsible leadership as well as empower and mentor our future leaders? How do we train administrators to project into the future and stay focused on their vision?

Although the ideals for new leadership have been outlined, few individuals or organizations have taken the ideal to implementation. Recently, however, an innovative program entitled *Collaborative Educational Programs for the Americas (CEPA)* has actually carried out new initiatives and has had a direct, concrete, positive impact on graduate students in educational administration and professionals from other disciplines. CEPA has moved from the theoretical to the practical.

CEPA was developed in 1995 in response to the urgent need for a different approach for improving instructional leadership and to enhance university-based training programs. It is an innovative and bold leadership initiative with an emphasis on developing future instructional leaders through collaborative arrangements and partnerships among educators and other professionals. CEPA embraces vision, risk, and change, community building, and outreach for the new millennium for creating a cadre of qualified leaders to carry out new collaborative initiatives.

The CEPA platform for effective leadership encompasses three major components: (a) collaborative decision-making using democratic principles, (b) interdisciplinary leadership, and (c) international leadership. CEPA addresses critical educational and social issues through the use of seminars, forums, and conferences in which small interdisciplinary groups of professionals design paradigms in a free-flow exchange of ideas. By working in small groups where everyone contributes, each individual is empowered and recognized.

Graduate students in educational leadership have the opportunity to collaborate with senior professionals from universities, law enforcement, the military, business and industry, as well as civic and political leaders. The students not only become better informed about other visions of leadership, they also have the opportunity to actually practice lead-

ership.

CEPA initiatives are designed to sharpen the focus on instructional leadership by promoting dialog and mutual learning. CEPA's vision embraces the "effective entrepreneurial leader" philosophy that Peck (1999) proposes, where all team members are encouraged to provide both innovative ideas and support to promote a shared vision developed and owned by the team.

CEPA's first component, collaborative decision-making in a democratic setting, is the foundation that has characterized all CEPA initiatives. CEPA has inspired participants to become their own leaders—not simply to follow, but to "ask questions, challenge authority, defy orthodoxy, and lead lives of integrity" as advocated by State Senator John Vasconcellos, author of Blueprints for the Golden State: California Higher Education and 2001 reform initiative for student learning and achievement (Rodríguez, 2001). Graduate students, and others seeking professional development, are mentored in the design and development of their vision for bringing about change. They are encouraged to become focused and passionate in guiding instructional programs. Vision is not seeing things as they are, but as they will be. By visualizing a larger concept they can concentrate on the important issues contributing to educational excellence and avoid wasting time and energy on irrelevant issues which take away from their priorities. Leadership skills are also developed so that future principals have a strong foundation and belief system on which to base difficult decisions, as supported by members of CAPEA. A more democratic leadership approach in which individuals are motivated and empowered is being promoted. CEPA is developing an organizational cultural change where leadership is viewed as power with people, not over people.

Furthermore, CEPA promotes the idea that candidates aspiring for leadership roles measure themselves by the vision of the future. We cannot afford to dwell upon the past. We cannot afford to dwell upon the present either, for that too will be gone. CEPA is preparing leaders with bold and adventurous ideas who possess the passion to take vision to implementation, who can listen to others and have the ability to capture the imagination of those who also want to contribute creative and innovative ideas for a shared vision of the future.

The second major CEPA component has also become reality: interdisciplinary leadership. Collaborative arrangements and partnerships have been promoted with law enforcement and the military—two professional groups which practice leadership on a daily basis. The ideas contributed by business/industry, governmental, political and civic leaders are also included in the CEPA movement. Through these partnerships new thinking emerges on what makes a good leader.

As we enter the new millennium, CEPA's outreach

initiatives are intended for increasing mutual understanding between nations—the third component of CEPA. International conferences strengthen the ties which unite us by demonstrating educational and cultural interests, development, and our collective achievements.

CEPA in Action

Since its formation in 1995 CEPA has conducted a number of conferences and forums, both national and international. The most recent event was the 24th Annual Conference of the Society of Educators and Scholars, hosted by CEPA in Long Beach, California from March 7-9, 2001. More than 100 delegates attended the conference representing all parts of the nation, the Caribbean, and Mexico. Forty interdisciplinary scholars and leaders presented papers and participated on panels during the three-day event. The conference theme was *Visionary International Leadership: An Interdisciplinary Initiative for the New Millennium*.

Highly regarded keynote speakers from the educational, military, and political arenas shared their vision on futuristic and ethical leadership. Underscoring these themes were breakout sessions where papers were presented on leadership issues. Two panels made up of distinguished interdisciplinary scholars and leaders discussed "Models for Promoting Leadership: Exploring Educational Paradigms to Better Focus Professional Development." These panelists also addressed "How Do We Develop Responsible Leadership to Empower Our Future Leaders?" The second panel addressed "Team Building and Organizational Cultural Change." A Superintendents' and Presidents' Summit on Leadership rounded out the conference.

One of the unique features of the conference was that graduate students in educational leadership took part in every aspect of its planning and implementation. They worked on event organization, presented papers on leadership, served as Master of Ceremonies and moderated the breakout sessions, escorted dignitaries, and handled protocol and other high profile events (Collaborative Educational Programs for the Americas [CEPA], 2001). Dr. Joyce Fischer, Southwest Texas University stated:

The inspiring and intellectually stimulating conference has ended and life is (hopefully) less hectic for you. I was very impressed with your innovative program of powerful young future leaders, and of course, with the students themselves. It was a trail-blazing experience (to use the Texas vernacular). (J. Fischer, personal communication, March 12, 2001)

Another CEPA conference held in Central America from July 26-28, 2000 brought together graduate students in educat-

ional administration with delegates from the El Salvadoran Ministries of Education, Defense, Economy, Environment, External Relations, Health, Labor, Public Security and Justice, and Public Works. The conference theme emphasized reflections and strategic futuristic planning to confront the challenges of the 21st century and addressed areas such as: globalization, human rights, and the democratization of information (CEPA, 2000). A powerful statement from one delegate summed up the general feeling about this academic event. He stated:

As a student in my final year of a Business Administration degree at the University of Central America, I would like to both thank and congratulate you for this marvelous program. My country is surrounded by problems which represent great obstacles in our ability to face the risks and opportunities which confront us at the beginning of this new millennium. My experience at the seminar has filled me with great hope—thanks to this conference I have seen how all the interrelated groups in society are willing to work together to present a united front. I saw how topics which were once matters of dispute in our world are now transformed into the elements which will forge our destiny as part of a globalized society. It is also a source of personal joy to know that there are people like Dr. Rodríguez and his outstanding team of colleagues who, though far removed from our daily lives, are still concerned and ready to help us by traveling from their country to unselfishly share their knowledge with us. In today's dehumanized world, where the meaning of cooperation is left behind in the wake of rampant personal ambition, this work is truly worthy of admiration. On behalf of my country El Salvador, I want you to know that your efforts have not fallen on arid ground—on the contrary, your words have been the seed which will be multiplied by the efforts of everyone who has benefited from your work. (M.F. Salinas Hernandez, personal communication, July 30, 2000)

On February 19, 2000, more than 70 participants attended a CEPA Forum held in Long Beach, California. Delegates included graduate students in educational leadership, community college and high school students, law enforcement and military officials, diplomats, university and community college faculty and administrators, and other professionals (CEPA, 2000). One graduate student stated, "The major thrust of CEPA is to give us, future educational leaders, and an opportunity to practice leadership." (P. Davis, personal communication, February 19, 2000) Another student summarized her thoughts about the event by saying, "I was very impressed

with the lineup of speakers and dedicated educators present at the Forum. Thank you for extending the invitation to your graduate students. I came away feeling energized and hopeful for a better tomorrow" (H. Baca, personal communication, February 19, 2000).

Pursuing the Ideal

CEPA was designed to improve the quality of the Educational Administrative Credential programs by having graduate students design their own individualized program for their professional development. CEPA enhances students' university-based program with significant, meaningful, and viable academic and leadership initiatives. By taking ownership of their professional development they begin to understand that commitment is what transforms a promise into reality.

In particular, CEPA leadership initiatives provide an opportunity for our future leaders to develop a "forward presence," learn to be visionary, become risk-takers, and break away from the old paradigms to make positive changes. Leadership opportunities offered through CEPA allow participants to practice leadership and develop new models of leadership to successfully enter a new century with confidence. Through CEPA graduate students are gaining the leadership qualities and skills desired for a strong foundation of general management and leadership: relentless drive to improve leadership and education throughout the Americas, a deep sense of integrity and inner strength by embracing ethical leadership and democratic values, and the ability to initiate a dynamic interchange of ideas with other professionals and disciplines dedicated to a common mission and philosophy.

CEPA is also designed to mentor future leaders in conjunction with their formal academic program. There is agreement that mentoring should begin long before the administrative candidate arrives at the school site. Graduate students have an opportunity to enhance their professional development by practicing leadership during their internships and by engaging in elective academic activities which are part of their Educational Administrative Credential program. This early assistance truly aids an effective transition into school site administrative careers.

One of the most important principles embraced by CEPA is investing the time needed in developing new leadership. This cannot be done fleetingly, but must be a conscientious effort, nor can it be accomplished by the part-time faculty upon whom universities are depending more and more. We must all make a "full-time" commitment to the intellectual development of our future leaders, and we as leaders must also concentrate on vision, risk, and change.

Finally, it is important to note that through CEPA we are taking a chance on young people, as advocated by California State Assemblyman Marco Firebaugh (Rodriguez, 2001). Motivating graduate students in educational leadership and energizing current leaders will affect the positive changes needed in the content and delivery of professional development programs. Developing innovative, dynamic, and creative alternatives like CEPA is key for attracting, preparing, and retaining the administrative candidates who will evolve as the powerful young leaders of the future and for providing a strong foundation for effective school leadership.

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