



Perspectives

Newsletter of the Pennsylvania School Study Council

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September/October 2008

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Inside this issue:

Executive Director's Perspective 2

Values and Leadership Conference 4

Academics and Athletics Workshop 5

Center for Performing Arts Informances 6

Law and Ed Institute 7

PSSC 2008 Fall Events Calendar 7

2008 Outstanding Service to Public Education Award

Each year PSSC confers Awards for Outstanding Service to Public Education in three categories: Excellence in Administration and Supervision (the William E. Caldwell Award); Excellence in Instruction (the Walter J. DeLacy Award); and, Excellence in Support of the Public Schools for board members, volunteers, or business/community entities (the William S. Vincent Award). The Awards Committee has now evaluated the 2008 nominees based on a set of pre-established criteria and decided upon this year's award recipients. Each of these individuals has made a positive con-

tribution to the quality of education in their school districts and will be honored during a formal ceremony at the PSBA School Leadership Conference kick-off dinner on October 14, 2008.

The William E. Caldwell Award for Excellence in Administration and Supervision:

Awardee: Tom Shivetts, Executive Director, BLAST I.U. 17

Nominator: Mary Beth Bianco, Director of Educational Planning.

The Walter J. DeLacy

Award for Excellence in Instruction

Awardee: Richard Victor, Instrumental Music Director, State College Area School District

Nominator: Craig Butler, Principal, State College Area High School North

The William S. Vincent Excellence in Support of the Public Schools:

Awardee: Michael Conn, High School Social Studies Instructor, Milton Area School District.

Nominator: William Clark, Superintendent.

Join Us at the PASA/Penn State Partnership Reception

Tuesday, October 14th
6:00 p.m.
Hershey Lodge

In conjunction with the....

PASA/PSBA School Leadership Conference

Network with Colleagues before the Kickoff Dinner!

Executive Director's Perspective

The Meta-Values of School Leadership

All professions have their meta-values. These are the transcending purposes that give meaning and direction to the work of people in those professions. For example, a soldier's priority is commonly understood to be a focus on mission. This is an example of a meta-value or transcending purpose for that profession. In this case, a deceptively simple statement of purpose drives decision-making in the profession and underlies all training for individuals being prepared for that profession. Other professions and organizations adopt different meta-values and core purposes—some more complex and multi-dimensional. Corporate meta-values typically focus on growth,

profit, maintenance and survival. Their influence can be readily detected in the decision-making processes of people working in those sectors, be it a bank, brewery, insurance company, oil company or automobile manufacturer. When one experiences the life-style advertising on television used to promote the products from these companies, the operation of these underlying meta-values and economic purposes may be veiled but still very much apparent. While the themes of the advertising may be focused on a consumer's wants and needs, the driving motivation is still selling the product to the consumer. Thus the meta-values that reflect the fundamental purposes of an organization or profession are sometimes veiled or obscured within the context of an environment or the culture of a community.



Education as a profession also has its fundamental purposes. It is no exception as a profession. Indeed, although it has become popular in North America to impose corporate values on the education system, this profession already has a very special set of purposes. Three broad and relatively transcending purposes have been traditionally associated with education. Although various terms may be used to describe these purposes, they generally focus on three areas—*aesthetic purposes* (the well educated person), *economic purposes* (learning to earn) and *ideological purposes* (good citizenship). In the same way that the infantry officers would be lost without a primary focus on mission, educational leaders should keep the fundamental purposes of education in mind as they make decisions, manage people or resources, and generally provide leadership within their organizations. Otherwise they will be tossed about like a rudderless ship in the storm of competing agendas and interest groups that make up any community. In application these fundamental statements of purpose often take on more specific forms as they are interpreted for particular educational contexts. For example, they might be expressed as a concern for the best interests of students or a concern for accountability. However, the underlying purposes remain the same and are generally recognized as the traditional and enduring purposes of education.

2008-2009 Executive Committee

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Craig Butler State College School District

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William Hartman, Professor-in-Charge	College of Education, Penn State

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Executive Director's Perspective, Continued

Hodgkinson (1991) provides an insightful and comprehensive exploration of the special purposes of education. He does so by examining the historical roots of each category of educational purpose. He traces aesthetic purposes back to the humanistic traditions of Greece—a focus on the formation of character and the subsequent notions of a classic liberal education. Applied to modern education practices in many countries in recent decades, a concern with aesthetic purposes has become associated with progressive education and focused by notions such as student self-esteem, personal fulfillment of the individual, and life-long learning. There is also a curricular tradition that most clearly associates with aesthetic purposes. It is that of transformational learning with its emphasis on synthesis and reapplication of learning and personal transcendence.

The economic purposes of education, according to Hodgkinson (1991), can be traced back to the influence of the Romans. Learning to earn is a simple but accurate way to conceptualize the economic purposes in education. The Romans were apparently the first to promote the notion of professional accreditation in the sense that has become so common to our societies today. For example, a centurion might have been expected to successfully complete particular training to become qualified for that military role in the same way we do today with aircraft pilots, doctors, lawyers, yoga instructors, and perhaps even kindergarten graduates. The curricular tradition that aligns best with the economic purposes of education is a transactional orientation to learning. If it is accurate to say that teachers have a bias towards the aesthetic purposes of education, and then it is

parents, the media, and business leaders that tend to champion the primacy of economic purposes in education today. Yet economic purposes, as much as aesthetic purposes, remain an important priority for school leadership.

The ideological or socialization functions of education represent perhaps the most basic of educational purposes. This third broad purpose is normally associated with notions of citizenship and social skills. During the early days of North American settlement, it is not hard to imagine parents being highly motivated to quickly establish schools so their children could learn what they need to know to function in society, comply with the norms of society, and contribute to the well-being of their communities. This is actually one of the most powerful ways for a society to pass on its norms and standards of conduct to succeeding generations of citizens. Other smaller scale manifestations of ideological purposes in modern schooling might include anti-racism curriculum, the promotion of tolerance for cultural diversity, and notions of environmental responsibility. The curricular tradition that most closely aligns with ideological purposes of education is the transmission mode of curriculum—the direct transfer of knowledge and skill to the learner, or the filling of the empty vessel.

Examining the educational mission statements produced by many school districts typically reveals the implicit if not explicit presence of all three of these purposes of education, albeit with the usual culturally-driven ebb and flow of emphasis from district to district and region to region across time. To this extent the purposes of educational leadership can become codified and

made accessible to professional educators as a mandate. However, a balanced education can be best defined in terms of how well all three purposes have been accommodated as part of the educational experience of each child. Too much emphasis on one purpose can compromise the overall educational experience of learners. For example, consider the current preoccupation in many countries, but especially the United States, with standardized testing. These circumstances are widely perceived as having narrowed the curriculum to a transactional relationship between learner and educator. In particular, many view the arts as having been discounted in favor of the sciences. This illustrates a disturbing trend in a diverse range of countries towards an over-emphasis on economic purposes and transactional curriculum at the expense of the more transformational agendas of aesthetic learning, and the social interaction skills associated with ideological literacy. Nevertheless, even at the best of times, the purposes of education are somewhat fluid and dynamic, the emphasis and balance shifting with time and circumstances, and yet a good education will include a balanced attentiveness to all three purposes of education. And that is the challenge experienced each day by the members of the PSSC as they strive to provide leadership in schools and school districts.

Paul Begley,
Executive Director

References:

- Hodgkinson, C. (1991). *Educational leadership: The moral art*. SUNY Press: Albany.

Coming Soon: 13th Annual Values and Leadership Conference

Now in its thirteenth year, the Values and Leadership Conference has become an important event for educational leaders, practitioners, and researchers from around the world. The event kicks off Thursday October 2nd and ends in the afternoon on Saturday October 4th. This year's conference theme is "Exploring the Intersections of Moral Literacy and Educational Leadership". The following quotes highlight the importance of this year's conference theme.

"The absence of moral literacy is a glaring omission from our national efforts to strengthen education. U.S. Secretary of Education, Margaret Spellings, referring to the *High School Reform Initiative*, explains that enhanced education is not just an 'education issue'. It is also an economic issue, a civic issue, a social issue, and a national security issue" (2006, p.1). If we have learned anything at all from the economic impact of the ethics violations of companies like Enron (Brewer, 2004) or the social and civic impacts of the recent Congressional ethics violations (Feldmann, 2006), we should certainly have learned that to fully answer the challenge of a changing world, we *cannot ignore the essential role of moral literacy in our children's education.*"

"Living an ethical life is an achievement, and one that must be carefully and continuously cultivated. ... The phrase 'literacy' reflects the fact that ethical behavior requires complex abilities and skills,

but it also is used to emphasize that the development of these abilities and skills can be and should be enriched through education."

"Moral literacy should be no different than math or reading literacy. Since all of us as individuals, as professionals, and as citizens will need to make numerous moral decisions throughout our lifetime, what stronger argument can there be for making moral literacy a component of our formal educational experience? What better way to help strengthen education for the 21st Century?" *Nancy Tuana, Rock Ethics Institute, Penn State University (2007)*

These circumstances constitute a challenge to researchers as much as they do to practitioners. Educational leaders in particular confront a need to find ways to promote and develop moral literacy within schools and classrooms, and indeed within the hearts and minds of all students and faculty. This quest highlights a number of issues worthy of attention for those of us interested in promoting moral leadership practices and teaching about values and ethics.

Featured Speakers:

Paul Begley, Penn State

Narcisse Blood, Red Crow College

William Boyd, Penn State

Paul Bredeson, University of Wis-

consin – Madison

Lessie Hazle Bussey, St. Louis University

Wanda Cassidy, Simon Fraser University

Paula Cordeiro, University of San Diego

Colin W. Evers, University of Hong Kong

Gail Furman, Washington State University

Gabriele Lakomski, University of Melbourne

Jacqueline Stefkovich, Penn State

Michelle Young, University of Texas University at Austin

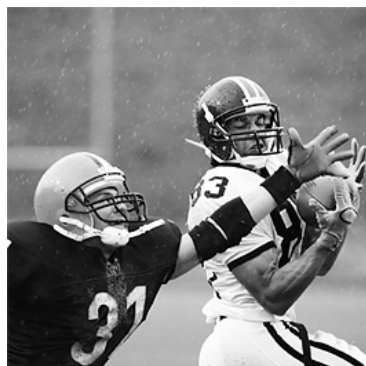
Lindy Zaretsky, Simcoe County District School Board

The Values and Leadership Conference is an annual event of the D.J. Willower Center for the Study of Leadership and Ethics, co-sponsored by the Pennsylvania School Study Council, The Pennsylvania State University and Simon Fraser University. For a full list of conference co-sponsors, please visit the conference website at <http://www.ed.psu.edu/uceacsle/conference08/>.

We hope to see you there!

Academics and Athletics Workshop Highlights NCAA Revisions

The Academics & Athletics Workshop was started by PSSC in the fall of 2006 in partnership with the Penn State Intercollegiate Athletics Department. The workshop covers NCAA compliance guidelines, college visits, academic preparation and financial aid for student athletes. Participants also have the opportunity to network with one another as well as several Penn State coaches. This fall the workshop will be expanded to a full day with a presentation on dietary supplement use and general sports nutrition, and a panel session on recruitment exposure for high school athletes.



Prospects for Campus Visits

John Bove, Director of Compliance and Russell Mushinsky, Director, Morgan Academic Support Center

This presentation will focus on general recruiting guidelines for high school prospects and provide a brief overview of student-athlete unofficial and official visits, detailed information and insight on the critical areas that student athletes and their families must evaluate as they visit today's college campuses.

#3 Updates on Financial Aid and Admissions

Todd Moss, Assistant Director, Office of Student Aid and JoAnn Shore, Admissions Counselor, Office of Admissions

Those entering college for the first time are often overwhelmed by the financial aid and admissions process. This discussion will give a general overview of the processes along with any important recent updates to ensure students are aware of the appropriate steps

they must take for admissions and to get all funding they may be eligible to receive.

#4 Dietary Supplement: Things You Need to Know and General Nutrition Tips for High School Athletes

Dr. Kristine Clark, Assistant Professor, College of Health & Human Development, Sports Nutritionist

Common dietary supplements used by high school athletes will be reviewed, including energy enhancers, fat burners and those for muscle growth. As part of this presentation nutritional strategies to enhance performance that are "food-focused" will be described. Weight loss and weight gain principles focusing on the loss of fat and the gain of muscle as well as performance recovery strategies will be included.

#5 Panel discussion - Getting Recruitment Exposure for High School Athletes

High School Athletic Directors, Counselors and Administrators

High school representatives will share their experiences in the challenging process of getting recruitment exposure for their athletes. Time will be allowed for group discussion.

For more information and the registration form, please visit the PSSC website or contact Angela Tzilkowski at 814-865-0321.

Workshop Presentations:

#1 Initial Eligibility, Amateurism, & Legislative Updates

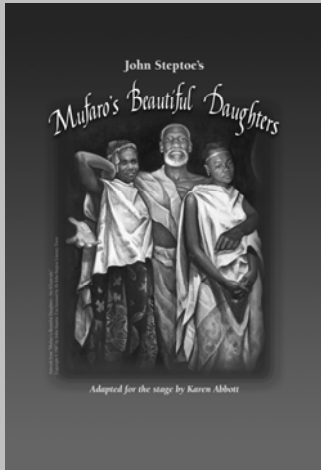
Mark Sherburne, Assistant Director for Student Athlete Services

This presentation will discuss the certification of a high school prospect's initial eligibility and amateurism, including variations among Divisions. Valuable information will be shared regarding the NCAA Eligibility Center and any new NCAA legislation that relates to: core curriculum requirements, amateurism certification, high school reviews, official visits, signing an NLI and offer of athletic aid, early initial eligibility certifications, and the core curriculum time limit.

#2 The High School Recruitment Process & Preparing

Penn State Center for the Performing Arts Invites Educators to “Be Curious”

Amy DuPain Vashaw
Center for the Performing Arts



Mufaro's Beautiful Daughters, offers a glimpse of life in Africa, including African chant and dancing.



The Musical Adventures of Rat Stanley brings a national phenomenon to the stage.

The Center for the Performing Arts at Penn State offers five Informances for Schools during the 2008-09 school year, featuring shows for every academic level: elementary, middle and high schools. The goal of these performances is to animate literacy for the students and encourage curiosity for further exploration and critical thinking.

For younger elementary school-aged students and educators, the Center offers three performances throughout the year:

- *Mufaro's Beautiful Daughters*, a production by Dallas Children's Theatre based on the Caldecott Award-winning African fairy tale by John Steptoe. Perfect for grades pre-K-5, the show offers a glimpse of life in Africa, including African chant and dancing. The performance is on October 26 at 10AM.
- *Charlotte's Web* is back by popular demand, showing on January 26 at 10AM. E.B. White's beloved tale of Wilbur the stupendous pig and his loyal friend Charlotte the spider is brought to life by one of America's best-loved theatre companies for youth, Theatreworks/USA.
- *The Musical Adventures of Flat Stanley* brings a national phenomenon to the stage, as Stanley Lambchop's unfortunate encounter with a falling bulletin board renders him thin as a sheet of paper. What's he to do? Mail himself around the world in a series of adventurous and educa-

tional stops, searching for a solution to his problem. Geared toward students in grades K-5, the show features music, laughter and lessons along the way. Showing on April 17 at 10AM.

For older elementary students and middle schoolers, the Center offers a tale that changed the course of our nation's history:

Freedom Train tells the story of freedom fighter Harriet Tubman, using the songs that helped the slaves cope on their long road to obtaining justice. The Theatreworks/USA production comes to Eisenhower Auditorium on April 2 at 10AM.

For high school students, the Center offers two of America's finest theatre companies, performing a tragic Shakespeare play:

The Guthrie Theater and the Acting Company offer *Henry V*, Shakespeare's epic tale of the power of courage and the price of glory. Performed on April 21 at 10AM, this full-length production will bring Shakespeare alive for a new generation of students.

Tickets to the informances are \$7 for each student, chaperone and teacher. The Bill and Honey Jaffe Endowment for Audience Development allows the Center to offer generous busing subsidy to make the growing fuel costs less of an issue for your schools. Reservations and more information can be obtained from Shannon Arney, at 814-863-2688 or sld17@psu.edu.

The Center looks forward to hosting your students and educators this season. Come curious!

Get Published!

Submit your work to PSSC's peer refereed journal...

THE BEACON

Manuscript Requirements:

Generally, manuscripts should be between 2,500 and 5,000 words in length. Prospective author(s) must include a statement which indicates they agree to the submission of the manuscript, and that the manuscript has not been published, and is not under consideration for publication, in part or in substance, elsewhere.

Manuscripts should be double-spaced and leave wide margins. Manuscripts should not identify the author(s) of the work. A separate page should be included which provides the author(s)' details, including contact information (address and e-mail).

Send to Dipali Puri, editor at dxp175@psu.edu

Law and Education Institute for Administrators: In Review

The Pennsylvania State University Law and Education Institute was held between June 23rd through the 27th 2008 at the historic Nittany Lion Inn on Penn State's main campus in State College, Pennsylvania. The five day event was aimed at educating administrators and other educators on the legal issues that have become prevalent within the past decade. Prominent lawyers and professors conducted workshops on a wide variety of legal topics, including religion, student rights, charter schools, technology, special education, and employee rights. The goal of this event is aimed at preparing administrators to deal with legal situations that may arise in their districts.

Giving the keynote address at the Institute was Dr.

Gerald Zahorchak, Pennsylvania's Secretary of Education who spoke eloquently about specific statewide initiatives that the Pennsylvania Department of Education are currently undertaking, and what public school administrators can expect to see as a result of these different initiatives. Dr. Zahorchak then opened the floor for questions, which many of the attendees enjoyed and took full advantage of. Though we were extremely pleased to have Dr. Zahorchak give the keynote address, he was not alone in terms of passionate and knowledgeable educators and lawyers that attended the Institute.

Successful lawyers and academicians from across the nation agreed to come to State College and offer their knowledge and experience in

various fields of educational law as a way to inform current administrators about potentially damaging or detrimental legal issues. These different legal and policy-oriented professionals conducted a multitude of different informative forums that included but were not limited to discussions, lectures, workshops, and even role playing activities in an effort to not only teach those in attendance, but truly engage them in an environment of active learning.

This coming year's Law and Education Institute will be held during the third week of June (22nd-26th) and we will once again be offering Act 45 credits to those who attend the Institute for its entirety.



PSSC is pleased to announce a reciprocal visit of local State College school administrators to Canada's Simcoe County School District in October. Administrators will be touring Simcoe schools.

PSSC Member Needs Assessment

As a service to our member school districts and intermediate units, the PSSC has started the practice of annually collecting information about the current research and professional development needs of our members. Once collected, this data will be collated and shared with our members in the form of a written report so they can see the extent to which their needs and circumstances are unique or similar to other educational units in our service area.

For our part, this information will allow us to develop a set of research priorities for consideration by Penn State research faculty and doctoral students who may be interested in conducting field based research on matters of priority to our member districts.

As part of the survey, we ask that schools identify themselves so that we can direct future resource opportunities to those who have identified specific needs. However, the identity of individual educational units will not be revealed in the report. The 2008 report will be released in late September.

2008-09 PSSC Fall Calendar of Events

Sept 25, 2008	Academics & Athletics Workshop (Bryce Jordan Center, University Park, PA)
Oct. 2– Oct. 4	The 13 th Annual Values & Leadership Conference Theme: Exploring the Intersections of Moral Literacy and Educational Leadership
October 14, 2008	PSBA – Penn State Partnership Reception (Hershey Lodge, Hershey, PA)
October 15– 17, 2008	PSSC Awards Ceremony at the PSBA Conference kick off dinner (Hershey Lodge, Hershey PA) PSSC School Study Trip to Simcoe County District School Board (Barrie, Ontario)
November 22, 2008	Educational Leadership Alumni Tailgate (PSSC award winners will be recognized) (Nittany Lion Inn, State College, PA)



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Serving Pennsylvania Educators since 1947

The Pennsylvania School Study Council

Founded in 1947, the Pennsylvania School Study Council (PSSC) is a partnership between Penn State University and member school districts, intermediate units, and area vocational-technical schools. PSSC is dedicated to improving public education in Pennsylvania by providing up-to-date research information, professional development activities and technical assistance that will enable its members to provide top quality educational services to students.

Mission:

We believe that....

- PSSC's primary function is to provide services in response to identified member needs.
- PSSC services should be unique and have a competitive advantage.
- PSSC services should be easily attainable, timely, effective and helpful.
- PSSC must respond to changing circumstances with creativity and innovation.
- PSSC must use an entrepreneurial approach to providing services to its constituency.
- Professional integrity and responsible management of resources is essential.
- Personal contact is an important component of services offered and delivered.
- Integrity and collegiality must characterize relationships between PSSC, member LEA's and the University.

Perspectives
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