Dr. Frank Smith's Advocacy Design center focuses on a team study strategy in

encompasses constructivism in that students are viewed as parts of a whole rather than

the whole. The ADC model also incorporates 21st century learning which incorporates

technology and the usage of these tools that students are already using in their everyday

lives and finding ways to incorporate in the classroom. Leadership is also discussed from

a moral viewpoint rather than authoritarian position. The goal of ADC is to develop the

community and allow schools to learn from one another. The ADC Process is described

as such:

1. The central system decides to budget support for the ADC process in terms of staff development time, materials for study of alternative models, technological and social resources to support the study of model designs, allocation for travel to school sites, and translators for non-English speaking members of the school community. To support the work, the system designates a project team, composed of people with the expertise to help school-based core teams work successfully in the ADC process.

2. The system through central office leadership determines the composition of the core team of stakeholders for each school. The project team does not select core team members. The project team determines the timeline for stakeholder selection, for training, for team study, and for the declaration of the team's choice of model. The study and selection process may involve two school years, since the purpose is community building that requires public discourse.

3. Using the data and other resources provided by the project team, the principal as the designated core team leader for each school develops a needs assessment, specifying how current student performances across a range of indicators do not meet appropriate benchmarks for a school in a digital global context. The assessment should also make clear how recent efforts to improve the school have not been sufficiently coherent, holistic, or intensive to raise performance significantly. The assessment should serve the community as a justification for participating in the ADC process.

4. The project team conducts several focus group sessions with selected principals, teachers, parents, central staff and other stakeholders to determine their general value orientation to schooling (technical or constructivist values); their existing knowledge of school models; the level

of resources in the communities; and the perceived level of commitment to significant school change.

5. Based upon information gathered through the <u>focus groups</u> and other sources within the school communities, the <u>project team,</u> with the assistance of the <u>coordinating group,</u> selects 4 or more competing models (the franchises) that will be analyzed using the ADC framework and prepares training materials focused on these models.

6. The <u>coordinating group</u> organizes leadership capacity training for principals so that they can learn the process and can lead their team in the study of the selected models. School change depends largely upon the principal's ability to articulate a vision that others can understand, endorse and works towards. After this initial training, the principals join their <u>core team</u> of stakeholders for similar training, so that all participants know how the school design selection process will work.

7. The <u>project team</u> organizes for the <u>core teams</u> a series of presentations, each focused on one design model analyzed in terms of instruction, organization, governance, and accountability (the ADC elements defined by the framework). These team members develop a strategy to turnkey their training for their school community. Sufficient time should be allowed between presentations of the models for school <u>core teams</u> to engage their stakeholders in discourse about each model.

8. After the basic presentations of the chosen models, <u>core teams</u> at each school are given time and other resources to study both printed and digital materials about each model, to visit sites where the models are in operation, and to identify any other model that better matches their preferences. Faculty meetings and other staff development time should be focused on the nature of the models.

9. The <u>project team</u> considers ways to utilize digital tools in the community building process. Among other activities they should construct a website that presents both the models and an explanation of the selection process. (F. Smith,

Matrix   EDU 5571 Advanced Leadership
Prof. F. Smith

Table 2.1	*Glossary of terms surrounding leadership, from Frank Smith's Advocacy Design Center*	
	TERM	**DEF**
	Civic Capacity	Attending to common problems collaboratively
	Congenial Schools	A school where people "agree to meet and to "be nice" but they are neither driven by a commitment to quality learning for all children nor to the inquiry that makes continuous improvement possible.
	Constructivists Model	Construction of knowledge by students
	Digital Schools	Tools of the 21st century, which students are using on a regular basis in their personal lives, but not necessarily in their school lives.
	Governance	The system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection between the ends they desire and the means they intend to use to achieve them: what is to be done and how.
	Holistic Growth	The growth of all aspects of a school community, which is derived from the collaboration of all stakeholders who share a common educational model. This growth looks at instruction, organization, governance and accountability.
	Illusory	Critical commentary and collaboration is avoided
	Interdependence	Schools and community cannot be separated. Schools should work together, faculty must be interdependent and interdependence within IOGA – essential to school improvement.
	Leadership	From this perspective leadership in the community is a moral act, not a neutral technical act devoid of moral consequences…leadership also requires a clear set of values.
	Social Capacity	Ability of a social group to articulate and work towards resolving issues involving their common interest in quality schooling and a prosperous community life.
Note: The table above is not a comprehensive glossary of terms, rather a selection of leadership terms		

Concluding statement:
ADC is an effort to strengthen school improvement and community improvement through a collaborative school-based study process that focuses on alternative school designs and the values embedded in those school designs. The basic premise of this approach is that schools in a democracy should teach both the students and the adults "how to do" democracy, in this case, how to build educational communities while improving schools. With support from a project team, each core team of stakeholders from a local school is supported in the team's effort to study and compare competing school design models. To structure their conversations about school designs, the teams use an analytic framework that incorporates 29 key questions to look at the instructional, organizational, governance, and accountability systems within the competing models. Teams are accountable for their selection of a design and for its implementation in the local school. In their effort to generate a community of understanding, the teams rely upon digital communication tools to gather information and to present their work to their community. To sustain improvement efforts among similar schools, schools organized (F. Smith)