

Terms	Domain 1 Shared Vision of Learning	Domain 2 School Program and Instructional Program	Domain 3 Safe, Efficient, Effective Learning Environment	Domain 4 Community	Domain 5 Integrity, Fairness, Ethics	Domain 6 Political, Social, Economic, Legal and Cultural Context	Goals
Moral Perspective	Bryk - "instead, Dr. Newman articulated a low-key approach of 'leading by example. Getting in the classroom and doing it.'" (p.40)	Cremin - The idea that education can solve the problems of international competitiveness (p. 103)		Dewey – "Enlarge the social responsibility of the school." (p. 87) ADC – Interdependence – schools and community cannot be separated. Schools should work together, faculty must be interdependent and interdependence within IOGA – essential to school improvement. (p. 5) Sergiovanni – Community – idea based organization whereby moral authority inspires all persons to take up a role of serving the enterprise.	Sergiovanni – Professionalism – commitment to exemplary practice (p. ix) whereby the more it exists in a community the less there is a need for leadership. (p. xiv) Sergiovanni – Community – "People are bonded together in different ways, and a different kind of authority compels them to behave as they do." (p. 10) Sergiovanni – Moral Authority – "...they were concerned about things like school pride, and they continued to do things like copying materials for teachers to putting kids' clothes in a washing machine and washing them. And not only should leaders		Dewey – "a debate over education was really a debate over the kind of America people wanted to live in and over what it might mean to be an American." (p. 118)

					<p>practice leadership by outrage, but they should also encourage it in others. Treating people authentically and with more emotion.” (p. 10) Sergiovanni – Professionalism – “Professionals don’t need anyone to check on them, to push them, to lead them. They are compelled from within, commitment to exemplary practice.” (p. 9)</p> <p>Bryk - “Dr. Newman was reluctant to directly confront individual teachers. He preferred to work with small groups of faculty rather than singling out specific individuals as particularly problematic.” (p.40)</p> <p>Bryk - “I have a</p>	
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					<p>pretty good relationship, a close relationship (w. parents),” (p.40)</p> <p>Bryk - “Regardless of his shortcomings, many teachers sensed that Dr. Newman truly cared about them and the children. In addition, teachers feared that they might be even more vulnerable under a new principal.” (p.42)</p>		
Tested Knowledge		<p>Mead – “I believe that telecommunications and computer technology will surely be a key element of secondary education.” (p. 120) “Dependable knowledge about teaching</p>	<p>Cremin – Dewey Education is the fundamental method of social progress and reform, and all that rest simply upon the enactment of laws or the threatening of penalties or upon changes in mechanical or</p>	<p>Listens to parents, teachers and community members (Bryk p. 76)</p> <p>Open door policy toward the faculty (Bryk p. 79)</p>		<p>Cremin “American tendency is to try to solve social, political and economic problems through educational means.” (p. 92) ADC a school, community improvement process that is intended to promote discourse.</p>	<p>ADC – As defined by F. Smith a good school is one that focuses on inquiry, self assessment and interpretation of experience.</p>

		<p>and learning about school and non school context, concerning elementary and advanced subject matter, and wit the respect to the extraordinary rate of racial, religious, and ethnic groups that constitute the American people.” (p. 124)</p> <p>ADC – Accountability - the process through which public knowledge about school work is created. Its purpose is to test weather the selected means were sufficient to achieve the desired end. In this sense, public knowledge for accountability has both an informational referent and a value</p>	<p>outward arrangement are, in the end, transitory and futile. (p. 104)</p> <p>ADC – The process through which public knowledge about work is created. (p. 22)</p>			(p. 7 & 12)	
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		<p>dimension. Public knowledge accounts both for what we understand -- what action led to results -- and what we value -- how well we like what we got as results. (p. 22) ADC – Kaizen – Self-assessment and self-awareness using a research-based perspective by students of Japanese management refer to this attention to continuous improvement as “kaizen.” (p. 16)</p>					
<p>Pervasive Culture/Shared Vision</p>	<p>Listens to parents, teachers and community members (Bryk p. 76) Cremin – Self-conscious culture. (p. 102) a commonly held pattern of beliefs. (p. 114)</p>	<p>ADC – Construction of knowledge by students. (p. 28) ADC – The model of instruction that a school is/determines itself to be. For example, “Are</p>		<p>Listens to parents, teachers and community members (Bryk p. 76) Collaborative stance toward decision making (p. 78) more of the success and/or failure shared. Byrk Cremin – Public and</p>	<p>Bryk - “Trust is build by contact, by consistency, by doing what you say you’re going to do, by showing concern, by acting on solution, (but) mostly by doing what you say</p>		

	<p>ADC – Attending to common problems collaboratively. (p. 6)</p> <p>ADC – School Culture - A known culture or design of a school that serves as a set of beliefs and practices about what the school is and ought to be. (p. 13)</p> <p>ADC – Vision – School change depends largely upon the ability to articulate a vision that others can understand. (p. 9)</p> <p>Sergiovanni – Moral Authority – the inspiration for becoming the greatest servant in a community in order to uphold and foster the positive cultural environment (p. x and xi)</p>	<p>we a technical or constructivist school?”</p> <p>ADC – Two related aspects: work or what students “do” and knowing. (p. 18)</p>		<p>private efforts to fund educational programs in an effort to uplift the social and economic condition during the third world during the Cold War Era.</p> <p>ADC – Parent Participation – Parents are representatives on the school’s core team and are responsible for serving as a two way community link, informing other parents and collecting information from parents.</p> <p>Bryk - “I (Newman) represent – that is, I hope I represent – the students. You know they (parents) always ask for a child advocate. I think I represent the students. I (also) represent the staff to a great extent’ (p.38)</p> <p>Bryk - “LSC parents</p>	<p>you’re going to do.” (Newman, p.39)</p>		
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				and community representative believed that the job of improving instruction fell to them, since they observed little initiative from the school staff in this regard.” (p.47)			
Political Leadership (not Social Psychology)	Sergiovanni – Leadership – “the only thing that makes the leaders special is that she or he is a better follower: better at articulating the purpose of the community, more passionate about them, and more willing to take time to pursue them.” (p. 10)	Cremin – The function of schools are to enable greater degrees of pluralism, “the social responsibilities of the school in an increasingly heterogeneous society were every bit as crucial to the welfare of republic as its intellectual responsibilities.”		ADC – A center is simply a shared concept and a common series of events, activities and exchanges that serve as a public arena in which engaged people, who are stakeholders in the success of school, talk about their competing notions’ of “good” schools. (p. 14) ADC – Interest Community – Network or clusters of schools with common interests or design models. ADC – Public Discourse – Teachers, parents and student voices regarding preferred changes need to be	Sergiovanni – Principal-teacher – a leader that is also a better follower: better at articulating the purposes of a community, more passionate about them and more willing to take the time to pursue them. (p. x and xiii) Sergiovanni – Idea Structures – “something a person believes in and feels passionately about: it was that person’s source of authority.” (p. 11) Sergiovanni – Instructional Leader – “The legitimate	Cremin – Aristotle’s view that education and politics are fused, “It is impossible to talk about the education apart from some conception of the good life...therefore the discussion of education falls squarely within the domain of politics.” ADC – The system by which members of the school identify problems, express preferences, generate hypothesis about action, and make decisions about the connection	ADC – A school where people constantly assess its performance and seeks instructional strategies that work for their children. (p 16)

				<p>heard and commitments to change. (p. 7)</p> <p>ADC – 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. (p. 6)</p>	<p>instructional leaders, if we have to have them, ought to be teachers. And principals ought to be leaders of leaders; people who develop the instructional leadership in their teachers.” (p. 13)</p>	<p>between the ends they desire and the means they intend to use to achieve them: what is to be done and how. (p. 20)</p> <p>ADC – Organization – The pattern of purposeful relations that exist among individuals within the boundaries of the school’s sphere of interest. (p. 20)</p>	
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