

Exploring Educators as Leaders: K-12 Educators and Higher Education Faculty

Abstract

Educators demonstrate leadership skills using a variety of strategies within wide range of roles that are demanded of both K-12 Educators and Higher Education Faculty Members (Bass, 1998; Chenoweth, 2010; Covey, 2004; Gardner, 2006; Goldman, 2000; Kugelmass, 2003; Sterrett, et. el., 2011; Sterrett, 2016). Participants will be engaged in adding to the discussion starters as well as a lively discussion exploring Educators as leaders and the continuing requirements that can be put into place to improve leadership in the field of education.

Introduction and Purpose

There are a number of types of leadership styles that span decades of research (Bass, 1998; Blanchard, et. al. 1993; Chenoweth, 2010; Covey, 2004; Gardner, 2006; Goldman, 2000; Kugelmass, 2003). The discussion roundtable will include an exploratory discussion of many of the leadership types and the skills required to utilized the leadership styles effectively (Bass, 1998; Blanchard, et. al. 1993; Blanken, 2013). A review of the literature and background information grounds the discussion, with guiding questions that will engage participants in an interactive discussion of participant experiences, ideas, opinions, expertise, thoughts, and recommendations. The *purpose* of the roundtable discussion will be to gain insight into the strategies, training, and other suggestions that may be used to enhance leadership utilization by both K-12 Educators and Higher Education Faculty. Participants will be engaged in adding to the discussion starters to include and broaden the conversation with topics of interest for all individuals taking part in the roundtable. The Roundtable Discussion will include participant input that will cover K-12 and Higher Education Educators as Leaders.

Roundtable Objectives

The following objectives have been developed for the Roundtable Discussion: (1) Participants will engage in a lively discussion of leadership in education; (2) Participants will explore how leaders in K-12 Education demonstrate leadership skills; (3) Participants will share how leaders Higher Education demonstrate leadership skills; (4) Participants will discuss personal experiences as leaders in K-12 and/or Higher Education; (5) Participants will discuss the connections between scholarship development and leadership in education; and (6) Participants will explore best practices and next steps for leaders in education.

Background Information

Bass, 1998; Blanchard, et. al. 1993; Chenoweth, 2010; Gardner, 2006; Goldman, 2000; & Covey, 2004 provided theories related to leadership development and the styles of leadership depicted by effective leaders. In the literature the styles of leadership reviewed that were mentioned consistently included Transformational, Transactional, Inclusive, Situational, Emotional, and Participatory (Bass, 1998; Blanchard, et. al., 1993; Goldman, 2000). Training and evaluation programs for educations are linked to leadership skills in professional

development and annual academic review systems for both K-12 Educators and Higher Education Faculty (PGCPS, 2016; UMD, 2015; UOPX, 2015).

In the development of the structure for the roundtable discussion, a framework was designed (see Figure 1 below) to provide a visual representation to display the interconnections among the elements of the roundtable discussion. Types of leaders as well as the skills that make up the various forms of leaders are major components that will be discussed along with communication and collaboration skills, which are skills that support the ongoing growth and development of effective leaders (Bass, 1998, Blanken, 2013; Goldman, 2000; & Sterrett, 2016). The theories that have documented, in conjunction with the function, structure, and transaction of the leadership type, will become part of the conversation. Participant input will provide a range of perspectives on the topics being discussed. The roundtable discussion is designed to provide a platform for a review of the leadership roles and types of leaders in both K-12 and Higher Education as well as the connections to scholarship that may exist between educational leaders and leadership styles and leadership roles.

Figure 1: Conceptual Framework for Roundtable Discussion

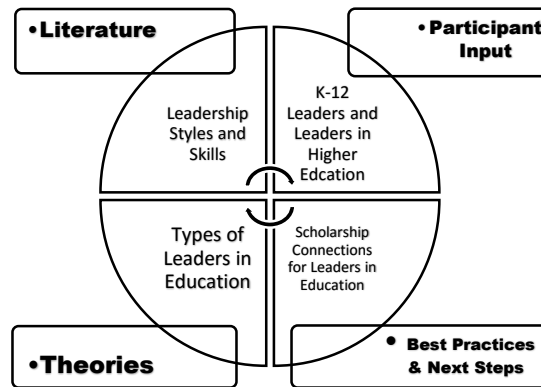


Figure 1: Adapted from the literature review and theories that support the concept of educators as leaders (Bass, 1998; Blanchard, et. al. 1993; & Blanken, 2013; Chenoweth, 2010; Covey, 2004; Gardner 2006, Goldman,2000; Sterrett, 2016; Sterrett, et. el., 2011).

Means for Discussion/Interaction

The following guiding questions will be used to guide the discussion: (1) How do you describe educators as leaders in the K-12 Learning Environment? (2) How do you describe educators as leaders as Faculty in Higher Education? (3) What types leadership styles are observed consistently in K-12 Educators? (4) What types leadership styles are observed consistently in Higher Education Faculty? (5) What skills are required for leadership? (6) What are the differences (similarities), if any exist, between the leadership goals for K-12 and Higher Education? (7) What connections to scholarship are observed in K-12 Leaders? In Higher Education Leaders? (8) What are the connections between scholarship and leadership in

education? For K-12 Educators? For Higher Education Faculty? (9) What do you consider as best practices for K-12 Educators? For Higher Education Faculty?

Foreseeable Implications of Discussion

In addition to capturing responses to roundtable discussions during the conference, an additional online interview using the roundtable discussion question starts and any additional questions that arise will be made available to participants to capture responses fully. An analysis of the responses will be conducted and a summary of the roundtable responses will be made available to conference participants. Foreseeable implications of the discussion may produce viable recommendations from participants (gleaned from participant input during the conference and on the follow up online interview) on best practices, program development, program improvement, as well professional development programs important for both K-12 and Higher Education Educators. See Table 1 below, which outlines the connections that exist between the conference themes and the roundtable components.

Table 1

Linkages to Conference Themes

Conference Theme	Roundtable Component
Scholarship Development	Educators as Leaders Educators as Scholars Ongoing Growth and Development Strategies
Teaching and Learning	K-12 and Higher Education Professionals
Leadership in Education Best Practices	Participant Input/Guiding Questions Discussion Starters Online Questionnaire Option

Note: The table above was designed to display linkages between the Roundtable Components to the conference themes of the 2016 ILA Conference.

Recommended Next Action Steps

The next steps that will be taken by the workshop presenter will include, but are not limited to the following: (1) The input from participants will be reviewed, analyzed, and reported. (2) Any online questionnaires that are received will be analyzed. (3) A report of roundtable feedback will be developed and provided to each participant and conference organizers. (4) A presentation of the data and article will be presented in a subsequent conference, at a University of Phoenix Faculty Seminar, an online webinar, and/or within a University of Phoenix faculty journal. Based on feedback, more action steps may be the result of the review of the input from participants.

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