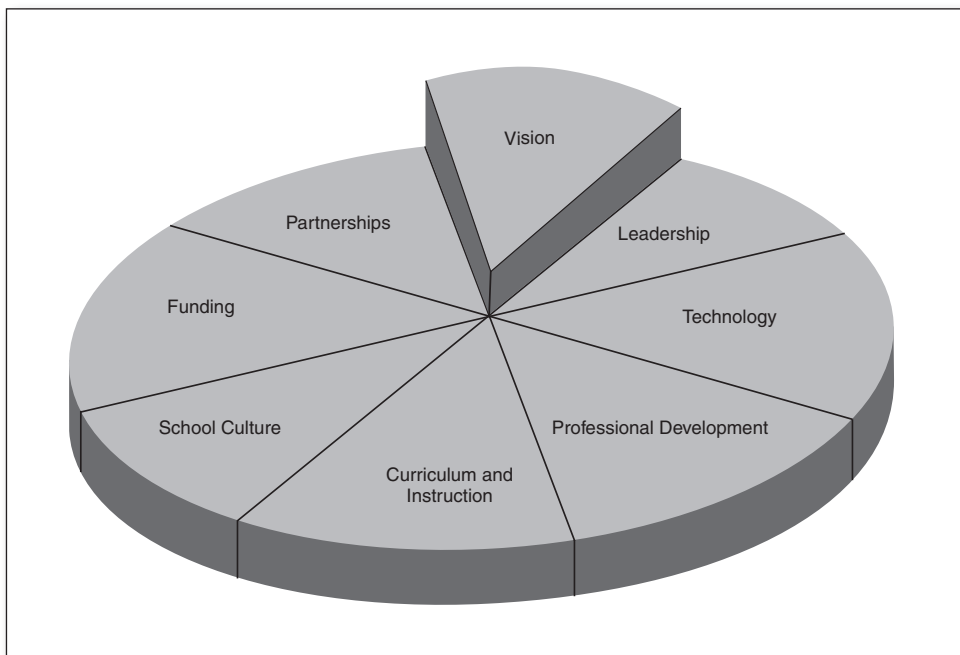


1

A Path to a 21st Century Education

The Role of Vision and Mission



School Vision: An Example

One school's vision is to "provide the comprehensive, innovative, and creative instructional programs that prepare each learner to succeed in a global society." This district serves Grades preK–12 for 1,700 students in five schools. In all, the school population is 61% Hispanic, 20% White, 17% African American, and less than 1% either American Indian or Asian/Pacific Islander. The district provides free or reduced-price meals to 86% of its students. In addition, it has the highest population of English language learners in the state (above 40%), and Spanish is the primary language spoken. This district is unique; it is only 1 mile square and sits within a large urban city in the upper Midwest, where large consolidated school districts are the standard.

The superintendent who has led this district over the past 4 years said, "There are so many things that you have to attend to, you know, just technology alone without doing other things isn't going to do it." He is proud of his fidelity to the district vision and explained that he is always asking, "What does this have to do with student achievement, or student engagement?" He continued, "The core plan is that everyone must stay focused on two or three key things at a time" and he encourages everyone to also remain true to their mission. "Prepare each student for college and career in a 21st century global community," he said.

In talking with teachers and other administrators in this district, the prevailing view is that this superintendent "walks the walk, not just talks the talk." He is always out in the district and is proud of his hands-on model of leading the district. He proudly told us that he often spends time in the kindergarten classes or conducts Skype conversations with children in one of the schools. He said, "Everybody knows everybody. I know the kids by name and focus on what's best for the kids." One of the ongoing discussions is whether to consolidate with a larger district, and his response is as follows:

If somebody could prove to me it would be best for the kids if we consolidated, I'd lead the charge. But right now there's no evidence that convinces me that sending these kids off in different directions would be the best thing for them.

Another example of his implementing the vision is seen in the district's selection of a mascot. Given the district's demographics and financial challenges, the students are aware that people doubt their ability to really achieve great things. He explained that students came to him with the following concerns:

They said, "You know, people think we're ghetto and we don't believe that." And so I thought about it long and hard and I started talking to people about, we need to teach kids to rebel against stereotypes and things like that and that they can—if they want to go to Harvard, they can go to Harvard.

Thus, the Rebels became the school's mascot; students now exhibit clothing or other items with their mascot with pride!

Key Concepts

- The value and purpose of a vision statement
- The process of leading the development of a vision
- The nature of collaborative development in setting the vision
- Ways to share leadership in implementing the vision
- The systemic nature of school change and improvement

INTRODUCTION

A 21st century school or district requires a vision that reflects its real goals; these might include students well prepared for their future or a focus on communication skills. Whatever vision and mission your team develops should reflect where you are headed rather than where you have been or even where you are now.

An example of a vision statement might be this one from President Obama:

By 2020, America will once again have the highest proportion of college graduates in the world.

—President Barack Obama,
Address to Congress, February 24, 2009

This vision, explicated to all, has as its purpose to convey the values and beliefs about what the school community considers to be of significance in education. What is a vision statement intended to do? Nanus (1992) said, “There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile vision of the future, widely shared” (p. 3).

The term vision has had two primary definitions—it has been more generally defined in terms of a particular leader’s ability to foresee a compelling image of an organization and more specifically defined as goals or targets toward an improved future. (Ylimaki, 2006, p. 621)

LESSONS FROM LITERATURE

Rogus (1990) indicated schools that show evidence of substantial long-term change have talented visionary leaders who foresee a future goal for the school and then are able to motivate others to implement that vision. However, "Vision is a more complicated process than much of the educational leadership literature would suggest" related Ylimaki (2006, p. 621) after an extensive investigation of leadership, vision, and mission in educational contexts. She concluded, "Vision is an active, multidimensional process" (p. 649). She explained that a leader must use both her/his inner strength and external resources and concluded, "Finally, vision making is contextual and lies, at least in part, within the needs of particular schools and communities" (p. 649).

Literature also identified characteristics of outstanding leaders.

- After investigating leadership by collecting stories of outstanding leaders from around the world, researchers identified important characteristics: the ability to be forward-looking, leading the organization in developing a vision, goals, and to exhibit imagination was the most significant; others included being honest (truthful, ethical, principled), inspiring (enthusiasm, excitement, passion, optimistic), and competent (track record, relevant experience, sound judgment) (Kouzes & Posner, 2007).
- Exhaustive review of leadership literature revealed that they can make a difference and "breathe life into their visions and get people to see exciting possibilities for the future" (Reynolds & Warfield, 2009, Educational Visionaries section, para. 7).

In sum, from all accounts it seems the development of a vision is a significant task for each leader to tackle:

- "The vital role of vision appears in every book on educational and organizational excellence" (Fullan, 1992, p. 81).
- "Leadership and management literature are replete with information on the importance of vision formation in organizations (Barnett & Witaker, 1996, p. 81).
- "A schoolwide vision" is necessary before instructional changes can take place (Newmann, Secada, & Wehlage, 1995, p. 5).

Where does a vision come from? A vision expresses values and beliefs about what is considered to be of real importance in education. Sources of educational purpose and vision include philosophical, practical, and personal perspectives (Gainey, 1994; Lambert, 2003; Rion-Gaboury, 2005). The superintendent of our largest and most urban school district stated clearly that he looks to the families of the students in his district to help craft his vision. He said, "I have a simple system for operating within a

community.” That is, rather than telling the community what he wants, he gathers information as to what the community values. Then he helps move things in that direction. When revising the vision and mission, it is co-developed with educators and community members. His point remains, “It’s their community and they get to decide what they want. They all want the best for the children.”

Lambert (2003) suggested that there is a difference in the ways in which some leaders develop a vision. She suggested there is a huge contrast between “a principal’s vision standing alone” that needs to be sold to others versus “a shared vision based on the core values of participants and their hopes for the school,” which ensures “commitment to its realization” (p. 6). She reinforces this dichotomy when she states, “The first principle of participation is to ask whose voices are heard or generously represented” (p. 11) in developing a vision. Thus, a commitment to a shared vision provides “coherence to programs and learning practices” (p. 6). This is confirmed by work of others (Jantzi & Leithwood, 1996; Licata, Teddlie, & Greenfield, 1990). Licata and Harper (2001) concluded that “Teachers are more likely to support a school vision when it’s the outcome of an authentic exchange of views among principal, teachers, and others” (p. 7).

What are visions and missions? Vision and mission statements share one simple reality: they become incitements for action and they act as catalysts. There are differences, however. Vision is a central image of a future state that may be either extremely vague or incredibly precise (Bennis & Nanus, 1985). This vision is designed to articulate where an organization could be. It also in some ways conveys the values of an organization.

A mission statement makes an educational vision useful; it provides a rationale or direction for action, and it often defines the organization’s purpose, primary objectives, and functions (Bennis & Nanus, 1985). Researchers suggest that the school mission can serve to represent the core philosophy and working ethos of a school and that a “shared mission may be a necessary prerequisite for an effective and highly functioning school” (Stemler, Bebell, & Sonnabend, 2010, p. 391). Its prime function is internal, as a statement of aims and objectives that flow from an educational vision. Its prime audience is the leadership team and stakeholders, and frequently the mission involves the whole community: students, teachers, parents, and others. If we take these two types of statements together, we can see the overlap; this may result in vision statements that have become overly long (and typically not particularly useful).

Once a vision and mission are created, then it is time to implement them. Allen (2001) recommends the following:

Once schools have guiding statements in place, they must engage in an ongoing dialogue that deepens people’s understanding of their content. . . . People must be provided with experiences that

help them think more deeply about what is meant by their school's guiding statements beyond what they are already thinking and doing. (p. 292)

SCHOOLS MOVE TOWARD 21ST CENTURY VISIONS AND MISSIONS

Individuals involved should answer these questions: How will we make a difference every single day? How can we work on only what really matters to us? Each of our school leaders seemed to have understood this at their core, and they were known for stating this clearly. A Director of Secondary Education in a district in the upper Midwest told us how important their vision is to the entire leadership team: "You have to have the vision, know how to do things yourself so you can model it and know the capabilities."

For example, in every school a recurring theme was evident. Over and over leaders "lived" their visions. We repeatedly heard these phrases:

- Is this idea good for kids?
- How does that plan help our goal?
- Is your design aligned with our vision?
- Will these things further our plan?

One principal of a middle school in the Mid-Atlantic explained that her goal is "to create the optimal environment for kids to learn and feel supported," and thus she and the assistant principal use their focus on Rigor, Relevance, and Relationships to organize the agenda for all their faculty meetings. Another principal, this time from our largest urban high school, had the challenge of enacting a vision that was quite different from the one the school had been exhibiting. It was a school with low expectations, challenging behavior, and falling enrollment. She knew it was necessary to have teachers who were in complete agreement with the new challenging vision to move forward with the initiatives. She asked for and received permission for all teachers to reapply for their positions; she only wanted them on board if they were ready to be committed to the new vision and becoming part of the new culture of the school, which included having high expectations for all students.

OUR SCHOOLS' VISIONS

The eight schools or districts we studied each expended time, energy, and used collaborative processes to develop their vision statements, and then to implement those visions. Although they vary widely, we note a remarkable coherence in their fundamental goals.

1. "Raise the bar and push kids up"; "Create an environment and culture that embodies knowing each child"; and "Rigor, Relevance, and Relationships"
2. "Every Student Future Ready"; Our XX Junior High community cares for each other, embraces learning, and prepares students for a successful life.

Prepared for college • Prepared for the global workplace • Prepared for personal success
3. XX Public Schools will provide the comprehensive, innovative and creative instructional programs that prepare each learner to succeed in a global society.
4. All students will apply the knowledge, skills, values, and behaviors learned through participation in a rigorous STEM-based education in order to realize their maximum potential as citizens and become more productive individuals in the global economy, thus keeping the United States high in global competitiveness.
5. Learning environments for high student achievement so all learners are academically and socially prepared for life-long learning.
6. To create a rigorous and supportive academic program which will prepare 100% of our students to earn acceptance into the college of their choice and where they gain the necessary skills to successfully earn a college degree.
7. Transform lives * instill 21st century skills * inspire life-long learning
8. "Go wider, go deeper" for "Every kid every day"

The superintendent of our largest urban district explained his view of implementing the district's vision. He goes out and determines what the community values and wants. He said, "It is called intelligence gathering. Why would anyone go into a project without gathering intelligence first!" Once the vision is established, every potential activity, expenditure, or task is measured against this mandate: "Show me how this activity supports or leads to our goals."

An assistant principal of a middle school in a central Atlantic state explained the translation of the school's vision into practice. He explained that trying to create both common purposes and a positive culture are key: "You have to build the team and collaborative environment where people are working together . . . you have to have a culture where people are working together with a common goal."

SHARED LEADERSHIP

Leadership at all levels is the *key* factor in the improvement and success of schools; if the goal is to reshape a school/district to focus on 21st century skills and needs, then adjusting the vision and mission is essential. Further, the consensus is that an important part of leadership is to help mobilize the entire community toward that vision. In some of our school cases, the culture and vision of a school were well established, and a leader was chosen specifically because he or she had the skill set to further extend, expand, and develop that vision, or at least was judged capable of maintaining a successful vision. In other cases, the school leader is credited with helping develop and implement the vision. In both situations, the requirements of the leader were similar. Implementation calls for a delicate balance of leading the way, sharing the leadership, and building consensus. It also requires a leader to anticipate and seek resources necessary to make things happen. Recent research by Kurland, Peretz, and Hertz-Lazarowitz (2010) found that “school vision, as shaped by the principal and the staff, is a powerful motivator of the process of organizational learning in school” (p. 7).

As described in the opening vignette, many individuals in our smallest school district point to the superintendent as the one having the ability to move the district toward the shared vision of a 21st century school. One teacher said, “He knows where we are going and how to get there, but also how the students and we will benefit from it.” The importance of having a strong vision and then leading by example, with passion, and focus was a clear lesson in this situation. This superintendent recognized the fact that the district’s students have changed; in his case, it led to a vision of developing collaborative learning environments for 21st century students. Part of his leadership style suggests that distributed leadership can help accomplish the vision. He explained that reaching the vision is all about the people, students, families, and teachers and other staff. This is an excellent example of a leader reaching for school effectiveness through authentic leadership, where his practice is grounded in the shared purposes and ideas, and also implemented with courage and conviction (Sergiovanni, 2000).

As we have advocated, a school’s vision needs to be generated, owned, and supported by the whole school community, including students, teachers, parents, and the local community. Identifying a distinctive local vision involves consultation and dialogue with all members and groups within the community. There is a natural dual expectation of shared leadership and responsibility. Everyone who works in a school is entitled to a unique personal vision of the way he or she would like the school to become; at the same time, it is necessary that each member of the community help contribute to the implementation of the school community (Allen, 2001; Barth, 1990). A vision is a “source of motivation and energy. It powerfully

shapes practice within a school community. Thus vision needs to be understood, articulated, and owned by the whole school community" (Learning Centre for Education and Values, n.d., The Essential Role of Vision section, para. 2).

Most districts have developed their own patterns and strategies for implementing their visions. For example, the principal of a large urban high school said, "You create a vision and stay the course. Stick with the people who have stuck with you." Another principal, of a charter school in the mountain West, remarked that the vision for the school was well established when he took on the role of principal. He said, "I've tried not to change the things that have made us successful, but I've tried to add kind of my vision and my leadership around instruction and other things." He went on to describe how he empowers others to assist in implementing the culture and vision of his school. He said,

I have really talented people that work for this organization that I have the pleasure and privilege of working with. And so wherever I can I try to delegate leadership opportunities and decision making for kind of day-to-day things I don't necessarily need or even want to be involved because somebody can't be empowered if they feel like they have to check in with me every minute.

Evidence exists that teachers respond to a clear and robust vision statement (Licata & Harper, 2001) and are more likely to take action when such a vision exists; they suggest that "a robust school vision is perceived by teachers as relatively high in dramatic content. Such a school vision dramatizes the discrepancy between the challenges facing a school in the present and a more desirable future" (Licata & Harper, p. 5). Their research found that those educators who do share a robust vision are "more likely to implement their imagined possibilities and less likely to be distracted by some of the more tedious routines and conflicts that tend to be part of everyday life in schools" (p. 5).

FOCUS ON THE 21ST CENTURY

As can be seen in the vision statements of our schools, 21st century skills and goals are prominent; equally evident are statements about improving student academic achievement. The reality is that today visions must be more than forward looking. They require a level of flexibility and preparation of learners for a world we cannot even imagine. Further, intense changes in the uses of information and communication technologies (ICT) have raised the need to create adaptable goals, visions, and mission statements. This requires that schools and leaders consider "new ways of leading, relating, learning, and influencing change" (Allen & Cherrey, 2000, p. 1). In addition, new

demands on every single school require new types of leadership that “includes components of principle-centered leadership such as collaboration, ethical action, moral purposes, and leaders who transform followers into leaders themselves” (Komives, Owen, Longerbrean, Mainella, & Osteen, 2005, p. 593). At the dawn of a new century, Wheatley (1999) described this time of rapid change and a global perspective as an “awareness that we participate in a world of exquisite interconnectedness. We are learning to see systems rather than isolated parts and players” (p. 158).

Our National 21st Century Vision!

Since the 1990s, the federal government has required that the United States create a national technology plan and vision (<http://www.ed.gov/technology/netp-2010>), titled *Transforming American Education: Learning Powered by Technology*. The most recent revision is focused on rethinking education as we move from the industrial age to the true information age. The vision is on what, how, and where students learn; technology's role is to support teaching and learning. The first of five goals is focused on the learning through engagement and empowerment of today's learners:

All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. (U.S. Department of Education, 2010, Learning: Engage and Empower section, para. 1)

Based on the national imperatives, and the local visions for 21st century schools, it is important to look at how our school leaders address implementation issues. The superintendent of a large district in the Northwest stated, “The crux of the issue is effective teaching. The 1:1 is simply a tool to enact the vision and mission.” Leaders in this school and in the district know that you have to create a vision so that you know where you are headed. They also know that you have to be forward thinking and willing to try new things. Just one example is the superintendent's willingness to redirect funds creatively, which in this case included using rental fees for the school's auditorium to fund software needed for the Digital Media classes.

Another principal of a large high school in the Mid-Atlantic feels the same way about enacting the vision. She said,

My job is to clear the path, get everything out of their way, and provide them with the resources. I don't want to give them the plan,

but rather throw the idea of “Wouldn’t it be great if we could . . . ? How do you think we could make that happen?” Let them build it; the only way they can do that is if you get everything they need.

Successful leadership in 21st century schools is perceived by many as a form of leadership that engages both staff and students in learning communities so that better outcomes and school improvement can be achieved (Bell & Habel, 2009; Rhodes & Brundrett, 2009). It is worth noting that many school districts no longer use the “classic organizational chart.” Lambert (2003) suggested that this ancient artifact is now completely obsolete because distributed leadership is used by so many districts and buildings; she explained that this old structure was focused on “authority relationships rather than student learning outcomes” (Lambert, 2003, p. 84).

IMPLEMENTING THE VISION: A SYSTEMIC OPPORTUNITY

Once the district or school leader, and the stakeholders, agree that it is appropriate and timely to collaboratively create a vision, many tools are available to assist school and district leaders in their implementation of a vision for 21st century teaching and learning supported by technology. For example, the National Policy Board for Educational Administration developed Standards for Advanced Programs in Educational Leadership (2002) that support and encourage school leaders in their development of shared visions for their organization (http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf). The first standard is pertinent to the focus of this chapter.

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (p. 2)

This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices. Under this standard, leaders must also find ways to shepherd the

vision to implementation and identify ways to involve the broader community in the vision.

The National School Boards Association (NSBA) offers planning activities for school leaders (<http://www.nsba.org/sbot/toolkit/cav.html>). In their toolkit, they clarify the types of steps required to develop and implement a vision. These include looking to the beliefs and environment of the organization, describing what you want to see in the future, and “be open to dramatic modifications to current organization, methodology, teaching techniques, facilities, etc.” (NSBA, n.d., n.p.).

It is worth noting that the NSBA also identified some obstacles that may interfere with implementing your vision. Gainey (1994) reminds us, “All change processes in schools should ultimately focus on the improvement of student learning. However, a vision is one thing and reality is quite another” (p. 34). The obstacles may include traditions, concern about being ridiculed, stereotypes, complacency, short-term thinking, leaders who are exhausted, and the (unfortunately) usually present “naysayers.” These challenges need to be anticipated. Therefore, we suggest that the most useful way to prevent derailing progress is to build and then enact your vision in a collaborative environment, so that everyone has ownership and a stake in its success. Similarly, building a team to support and plan out the implementation of your vision is worth serious consideration. In one of our smaller districts, located in a small Southeastern community, the school board and citizens sought to hire someone as superintendent who would commit the district’s focus on 21st century skills, increased student achievement, and enhanced student readiness for careers. They hired a man who had demonstrated his ability to implement such a vision in a previous district. He came in knowing the goals, and helped refine the vision. This superintendent stated that in order to be successful with their vision for a full digital conversion, they started with

due diligence with planning. You know, we spent a year meeting every single week . . . once the decision was made to move forward with this, we planned every single week and met for three or four hours every single week with a tenacious focus on planning. And we basically took every issue . . . whether it was making sure that we engaged the community with thoughtful dialog, whether we looked at the infrastructure with great detail, teacher preparation and planning, so the whole planning component, down to deployment scheduling with minutiae, to dealing with discipline issues. So, we look at the whole spectrum of deployment implementation challenges and detailed that out.

This superintendent helps to remind us of a central premise of this book and outcome of our research: one person cannot do this alone, no matter how dynamic, energetic, or motivated. Today, leadership implies building teams to think and implement and also requires that leaders find ways to build leadership capacity in others. A vision creation team will need to include all the stakeholders who will be impacted by the vision and those who expected to help breathe life into the concept of the future for the district or school. This team should include teachers, other staff, school board members, students, family members, and other community members as well. You might begin by asking each person, small group, or even the team to consider this:

It is 3 years from today; your district has been able to create the most desirable 21st century district—exactly what you have always dreamed about. Describe it! What do you see, feel, hear, and want to celebrate?

The conversations that evolve from this activity will provide insights into where your team wants to go and how they want to see themselves. Answering these questions will start you on the path to create a robust vision. Taking that vision on the road, so to speak, sharing it widely and getting feedback, will do much to involve everyone. As one of our principals said, “You may get a result that is not the one that you were hoping for, but you have to deal with it.”

This is the time to also build leadership capacity in individuals in your organization. What are the strengths that you need for carrying out specific tasks? Who among the individuals in your school or district actually displays evidence (with support and encouragement) that they have the possibility to take on new roles? Who among the staff have demonstrated such skills in the past (perhaps during a new curriculum implementation or school event)? Those are the people worth tapping and encouraging, and then supporting in every possible way.

Lambert (2003) suggests that several things are essential to create and maintain the capacity in others to lead. These include the need to create and promote the following:

- A sustained sense of purpose;
- Succession planning and selection;
- Enculturation;
- A rhythm of development (to sustain energy); and
- Conversion of practice into policy (p. 94).

She concluded:

The work of leadership is characterized by several interdependent features. . . . Launching such a shared and visionary journey into school improvement unites us as travelers on the journey . . . that is challenging and deeply satisfying, and which leads to remarkable results for all learners. (p. 95)

Lambert is not alone in recognizing the need to think of school improvement as part of a complex system. Allen and Cherrey (2000) stated, “New ways of leading require the ability to think systemically. One cannot make sense of relationships and connections by looking at a small part of the system” (p. 84). Senge and colleagues (1999) also suggested that sustaining leadership across many individuals is really a function of shared vision and personal mastery, team building, and a systems thinking approach.

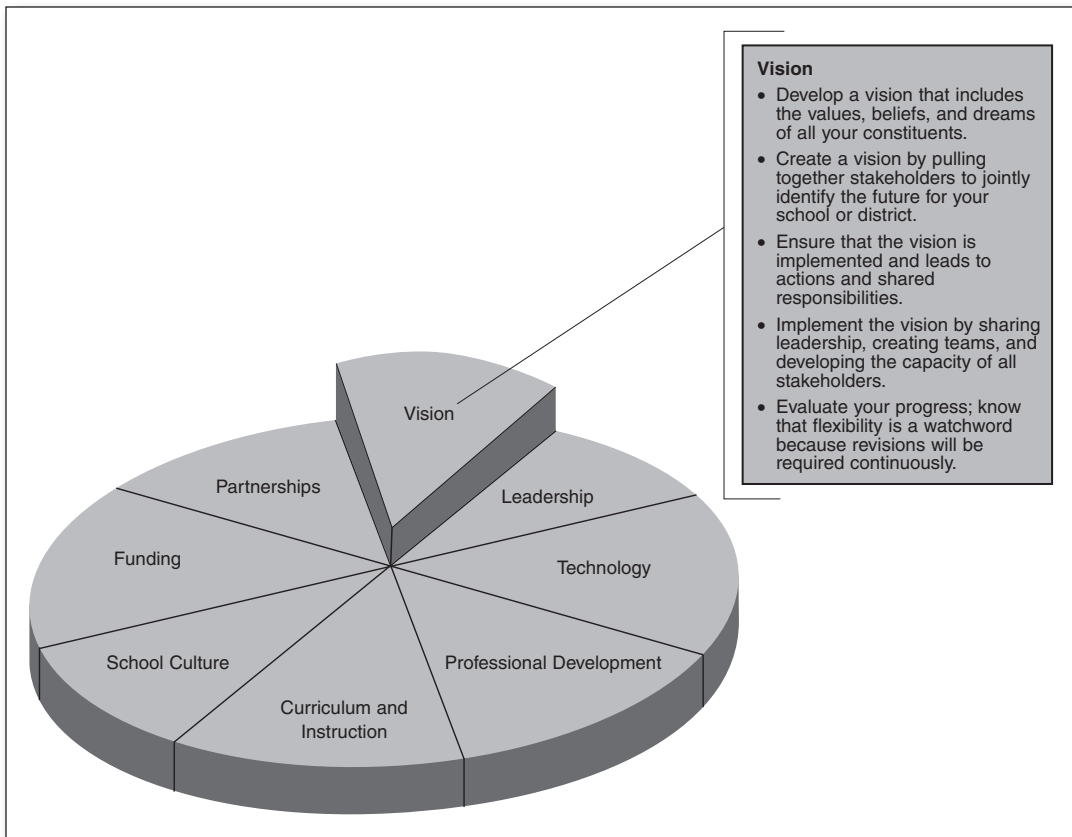
Based on our research in eight exemplary schools, coupled with our combined years as educators, we developed a chart to provide a visual of the importance of all aspects of the chapters in this book. As you can see from this figure (Figure 1.1), without a vision and significant leadership, change will not happen. Similarly, if you have vision and leadership, but your funding is not stable and ongoing, changes will be in fits and starts, rather than sustainable. Once you see the value of including all pieces in your planning, it is not really possible for these pieces to be put in place, much less carried out, by one leader. As an example, changes in culture and climate require participation by all stakeholder groups or you will only achieve surface changes.

IMPORTANT CONSIDERATIONS

This chapter has focused on the importance of creating a vision and mission to support your efforts at articulating and implementing a true 21st century school. It is very important to note that we cannot develop or provide what that might be in YOUR situation given your history, challenges, opportunities, students, teachers, and others. The exemplary leaders we studied felt it was the first step in their efforts at moving their district or school forward, a beginning for changing the culture and climate, and achieving improvements in learning outcomes for all students. However, we also recognize that getting the right people in place to help you develop or refine the visions is equally valid (Collins, 2001). Nevertheless, as Ylimaki (2006) said, “Perhaps now more than ever, in an era of high-stakes accountability and conflicting goals, our communities need visionary leaders who have the wisdom to use all of their resources to meet the current challenges in our schools” (p. 650). The opportunities and challenges are reflective of the school effectiveness literature (Teddlie & Reynolds, 2000), which has noted that schools typically recognized as being more effective tend to have a stronger commitment to a shared vision.

Figure 1.1 Checklist for Leading Technology Integration

Successful Change	Partnerships	Funding	School Culture	Curriculum & Instructional Practices	Professional Development	Technology Planning & Support	Vision & Leadership
No Possible Change							
Slowed Change							
Pockets of Change							
No Real Change							
Surface Change							
Stop & Start Change							
Limited Change							



QUESTIONS FOR SELF-STUDY OR BOOK CLUB DISCUSSIONS

1. I want this district (school) to be a place where . . .
2. If I had three wishes for the district (school), they would be . . .
3. What conditions have I seen that support 21st century learning?
4. What is the key message or phrase that describes our 21st century district (school)?
5. What do I want the community to say about our transition to a 21st century district (school)?

ADDITIONAL READINGS AND RESOURCES

Bartalo, D. B. (2012). *Closing the teaching gap: Coaching for instructional leaders*. Thousand Oaks, CA: Corwin.

Clay, M. V., & Soldwedel, P. (2009). *The school board field book: Leading with vision*. Bloomington, IN: Solution Tree and the American Association of School Administrators.

- Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Wiley.
- Johnston, G. L., Townsend, R. S., Gross, G. E., Lynch, P., Garcy, L. M., Roberts, B. B., & Novotney, P. B. (2011). *A superintendent's planner: A monthly guide and reflective journal*. Thousand Oaks, CA: Corwin.
- Sarason, S. (1995). *School change: The personal development of a point of view*. New York, NY: Teachers College Press.
- Schrum, L. (Ed.). (2009). *The best of Corwin: Educational technology for school leaders*. Thousand Oaks, CA: Corwin.
- Wallace, R. C., Engel, D. E., & Mooney, J. E. (1997). *The learning school: A guide to vision-based leadership*. Thousand Oaks, CA: Corwin.

We Recommend the Following Web Resources:

- For current ideas and suggestions on technology integration, curricular activities, and useful blogs, visit Dangerously! Irrelevant: Technology, Leadership, and the Future of Schools at <http://dangerouslyirrelevant.org>.
- For vision and mission creation and implementation support, visit the National School Boards Association at www.nsba.org.
- For information, research, and resources on technology development and vision creation, visit the Southwest Educational Development Laboratory at <http://www.sedl.org>.