

January 24, 2012

Sandy Hayes
2012 NCTE Chair
NCTE
1111 W. Kenyon Road
Urbana, IL 61801-1096

Dear Ms. Hayes:

The purpose of this letter is to propose an individual presentation for the 2012 Annual Convention of the National Council of Teachers of English. This proposal will discuss the presentation's subject, possible limitations, and present a tentative outline, schedule, and bibliography.

The proposed title for our panel is "Connecting and Igniting English Education Leadership through Student Knowing, Doing, and Being." Teaching and leading are inseparable (Barth 2001). Yet, Katzenmeyer and Moller (2001) declare that "we ask teachers to assume leadership roles without any preparation." Educators have long viewed themselves as managers who can handle or control classes successfully (hence, classroom management courses); however, we must expand and refine our roles by challenging classroom managers to become classroom leaders, those with abilities to guide, direct, or influence people to a common goal (Ricketts, 2011).

We have a responsibility to assist our pre-service teachers as they transform and apply their knowledge of leadership approaches to emerge as influential leaders in the classroom and profession. Students integrate informal leadership studies with student-generated leadership journals and leadership simulations into student knowing, doing, and being.

Student Knowing. We should provide pre-service teachers with studies in contextual leadership adapted for the classroom from business, political science, or military scholarship. For example, a landmark study on leadership styles of corporate CEOs (Farkas and Wetlaufer 1996) identifies five approaches to leading. Good, strong teachers practice all five approaches: the strategy approach focuses on goals such as course objectives; the human-assets approach concentrates on individual students; the expertise approach champions knowledge and proficiency in a specific discipline; the box approach adheres to meeting the demands of highly-controlled, regulated levels of assessment; and the change approach maneuvers through ever-changing challenges and expectations. From military leadership, pre-service teachers can gain insights into negotiating high-risk, high-stakes situations (Weiss, Donigian, Hughes, 2010), making good and timely calls, establishing a common purpose, and making objectives clear while not micromanaging (Useem 2010).

By presenting leadership knowledge, scholarship, and expectations, students will acquire basic leadership principles and practices.

Student Doing. English Education students tend not to recognize their leadership experience. Through leadership journal writing, students begin to discover and articulate their own authentic leadership experiences (George 2007) with leaders/teachers in their lives, leaders/teachers who have failed, personal leadership/teaching values, personal leadership/teaching successes, and themselves as leaders/teachers.

By incorporating student-generated leadership journal entries, students will demonstrate abstract leadership philosophies through concrete leadership experiences.

Student Being. English Education majors often exemplify and implement leadership traits including dependability, initiative, enthusiasm, unselfishness, loyalty, and endurance. To help students recognize and articulate these traits, each is defined, exemplified, and modeled through brief simulations. Through these simulations, pre-service teachers can explore assessing students by applying high standards of performance while encouraging personal growth (justice); examine how to teach a class of students with diverse ranges of reading and writing abilities (judgment); determine which first-day activities will integrate class policies, meeting students, and introducing curriculum (decisiveness); question how to handle offensive classroom language and behavior (tact); determine how to handle dishonesty in the classroom (integrity); and treat a literature complaint or respond to an offended parent (courage).

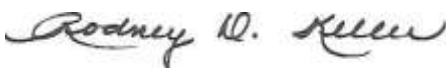
Through these case experiences, students will examine, practice, and respond to leadership traits through simulation, discussion, and written responses that become part of their pre-service leadership experiences.

We anticipate time limitations because of our demanding schedules, but we're confident with a tentative working schedule, we'll be able to prepare for the presentation before November 18, 2012, a month prior to the conference. We also anticipate challenges of collecting student artifacts to include in our presentations; however, we each teach or have taught the courses and have access to meaningful samples.

We have included a tentative outline, schedule, and bibliography.

Thank you for considering our proposal. We look forward to receiving feedback from you.

Sincerely,



Rodney D. Keller



John C. Brassell

Enclosures (3)

Tentative Outline

Connecting and Igniting English Education Leadership Through Student Knowing Doing and Being

- I. Introduction
 - A. Teachers as managers
 - B. Teachers as leaders
 - C. Pre-service teachers as leaders

- II. Student Knowing—Leadership Scholarship
 - A. Business CEO leadership model
 - 1. Strategy approach
 - 2. Human-Assets approach
 - 3. Expert approach
 - 4. Box approach
 - 5. Change approach
 - B. Business transformation leadership model
 - 1. Opportunist
 - 2. Diplomat
 - 3. Expertise
 - 4. Achiever
 - 5. Individualist
 - 6. Strategist
 - 7. Alchemist
 - C. Military leadership model
 - 1. United States Marine Corps
 - 2. Leadership lessons from the military

- III. Student Doing--
 - A. Capstones as movement
 - B. Capstones as experience

- IV. Student Doing In and Outside the Discipline
 - A. Competency
 - B. Achievement
 - C. Movement
 - D. Experience

V. Student Being and Ethical Judgments

- A. Competency
- B. Achievement
- C. Movement
- D. Experience

VI. Student Doing and Being in Professional Discourse and Leadership

- A. Competency
- B. Achievement
- C. Movement
- D. Experience

VII. Conclusion

Tentative Bibliography

Activity	Date
Select Topic	September 29
Limit Topic	October 6
Preliminary Research	October 10
Submit Proposal	October 13
Take Research Notes	October 18
Summarize Research Notes	October 25
Revise Outline	November 1
Draft Pages 1-6	November 8
Draft Pages 7-12	November 15
Draft References Page	November 17
Draft #1	November 22
Draft #2	November 29
Prepare Front Material	December 1
Complete and Bind Final Draft	December 2
Submit Final Report	December 6

Bibliography

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