

Summer 2015 Newsletter

Summer Semester Schedule

ONLINE

JUNE 15-JULY 17

EDLD 512	Future (Educational Foundations)	Lee
EDLD 519	Measurement and Analysis	Kero
EDLD 551	Foundations of Curriculum Leadership	Kero
EDLD 552	Supervision and Evaluation	McCaw
EDLD 554	School Law	Matt
EDLD 556	Finance of Public Education	Matt
EDLD 559	PR for Principals	O'Reilly
EDLD 568	K-12 Curriculum	Kero
EDLD 583	Strategic Planning for Technology	O'Reilly
EDLD 653	School Personnel	Matt
EDLD 658	PR for Superintendents	O'Reilly
EDLD 657	Facilities Planning	Lee

FACE TO FACE

3 Week Session Only | JUNE 22-JULY 10

EDLD 520	Educational Research 8:00 - 11:00 AM ED 322	McCaw
EDLD 567	K-12 Leadership 11:30 AM - 2:30 PM ED 322	Lee
EDLD 550	Foundations of Educational Leadership 3:00 - 6:00 PM ED 322	McCaw

[Summer Textbook Information](#)

You are welcome to purchase your textbooks at the University of Montana [Bookstore](#) or any other vendor.

Technology Advances for Class Accessibility
with Educational Leadership

Come to class as a robot!

The Department of Educational Leadership has set in place a new, unique approach to accessing a face-to-face, on campus course through a remote location log-in. If you are an online student needing to take a course offered on the UM campus, this is a great option for you. Through our six new [Double Robotics Robots](#), you will be able to log-in to your class through an online application. Once logged in, you gain freedom to roam about the classroom, participate in class discussions, engage in conversations with the professor, students physically in the classroom, and students logged in to the other robots – just like you are really there.



A student logged into a Double Robotics Robot interacts with Dr. Dan Lee and students in a face-to-face class this past Spring. Photo by Mica Clarkson



Drs. Bill McCaw, Patty Kero, and John Matt test a Double Robotics Robot with Dr. Dan Lee. Photo by Amanda Ceaser

CONGRATULATIONS!

Montana Principal of the Year: [Dr. Jacob Francom](#)
Montana Superintendent of the Year: [Dr. Michael Magone](#)
MUS Administrator of the Year: [Dean Roberta Evans](#)
UM's Most Inspirational Teacher: [Dr. Shawn Clouse](#)
National Distinguished Principal: [Aaron Griffin](#)

2015 Doctors of Education in Educational Leadership

Jilyn Oliveira

Predictability of Teacher Retention in Montana's Rural Elementary Schools

Dr. John Matt

Pearl Yellowman

A Study of the Relationship Between Transformational Leadership and Student Academic Performance on or Adjacent to Montana's Indian Reservations

Dr. John Matt

Chance Eaton

The Effects of Heart Math® Training on Work Engagement in a Multi-National Company

Dr. Bill McCaw

Anneliese Ripley

Institutional Effectiveness in an Open System: A Cross-Case Study of Graduation Rates in The Montana University System

Dr. Bill McCaw

Janelle Handlow

Importance of Leadership Competencies in College and University Staff Athletic Trainers: Perceptions of Head Athletic Trainers

Dr. Bill McCaw

Tiffany Tate

Dr. Frances O'Reilly

Hubert H. Humphrey Fellowship Program 2015

The Department of Educational Leadership had the fortunate opportunity to work the 2015 Hubert H. Humphrey Fellows. This program “brings young and mid-career professionals from designated countries to the United States for a year of non-degree graduate-level study, leadership development, and professional collaboration with U.S. counterparts”. The University of Montana’s English Language Institute assists the fellows with their transition to the United States and the English language. The EDLD faculty hosted many sessions over the past few weeks teaching the fellows about leadership, trust and group dynamics, power and authority, and leadership reflection. Our faculty would like to congratulate the fellows on the completion of their leadership course work and hope to stay in touch with the 2015 Humphrey Fellows.



2015 Hubert H. Humphrey Fellowship - Photo by Amanda Ceaser

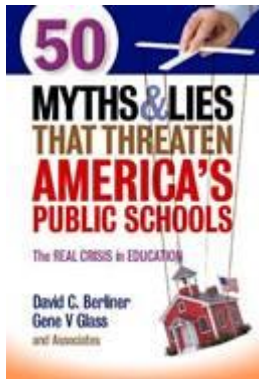
Recent Publications

Dr. Dan Lee has recently published an article in the *American School Board Journal*, titled “Common Sense Advice.” The article offers suggestions for superintendents and school boards regarding the Common Core.

Lee, D. (2015). Common Sense Advice. *American School Board Journal*, 201(2), 23-24.

Book Recommendation

Available from Amazon for \$25.15 *50 Myths and Lies* is a “must read” for school leaders. The authors Berliner and Glass carefully examine some commonly held ideas that hinder our ability to make real improvements in our nation’s K-12 public schools. Behind each myth the authors ably search the extant literature to determine whether these ideas are indeed backed up by solid research. Readers will take heart to discover the authors find no reason to believe the widely accepted “fact” that our nation is has a second-rate education system compared to other nations. Clearly written and organized, it is a quick read and would serve as an excellent book to use with your professional learning community.



50 Myths & Lies...

Reducing class size does not result in more learning?

Retaining students helps them catch up.

Homework boosts achievement.

We are dumbing down American public education.

Teachers should be evaluated on student performance.

Private Schools are better than traditional public schools.

Longer school days and school weeks offer a big payoff for student learning.

Citation: Berliner, D.C. & Glass, G.V. (2015). *50 Myths and Lies that Threaten America’s Public Schools: The Real Crisis in Education*. Teachers College Press, New York.

Dan Lee

Recent Presentation

75th Annual Conference National School Board Association: Nashville, TN

March 21, 2015

Presentation: Student Achievement: Do Boards and Superintendents Even Matter?

Presenters: **Dr. William P. McCaw**, Associate Professor, University of Montana
Ivan Lorentzen, Professor, Flathead Valley Community College

The common assumption is that actions of board members and superintendents have little if any effect on student achievement. However recent research shows that numerous board and superintendent actions do effect student achievement. This presentation will identify specific board and superintendent behaviors that positively impact student success and will explain how a collaborative effort can be developed to achieve these gains. Schools function best when board governance and superintendent leadership have separate but overlapping goals.

Dr. McCaw will have a published chapter that coincides with this presentation which is titled, “**How Board Governance Practices Affect Student Achievement.**” It will be in the book: “**Improving School Board Effectiveness: A Balanced Approach**” published by Harvard University Press due out this summer.

Contact us:

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